

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview



Detail	Data
School name	St Andrew's CE VA Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-26
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mrs J Fernie Headteacher
Pupil premium lead	Mrs J Fernie
Governor / Trustee lead	Mrs E Ransome

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,008
Recovery premium funding allocation this academic year	£1703.75
Tutor led premium funding allocation this academic year	£3526.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36,238

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that we recognise all pupils as individuals and believe that they can become confident, independent-thinking learners if given the best possible chance to reach their full potential irrespective of their background or the challenges they face. We pride ourselves in developing well-rounded individuals ready for their transition to secondary school.

We seek to offer the very best in primary education in a safe and stimulating environment, through a well-balanced, yet creative curriculum tailored to the needs of every child. The Headteacher and staff endeavour to create an environment that is forward-thinking and quick to implement new strategies that can benefit all children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Standards in writing and maths</b> Assessments indicate that attainment of disadvantaged learners in writing and maths is below that of non-disadvantaged learners at the end of KS1 and KS2.
2	<b>High proportion of disadvantaged learners with additional needs</b> We currently have 20% of disadvantaged learners with SEND – this impacts on attainment & standards across the curriculum.
3	<b>Standards in phonics and reading</b> To continue to focus on standards in Phonics and Reading for disadvantaged pupils.
4	<b>Attendance</b> To continue to improve attendance and punctuality of disadvantaged learners, especially those who are persistently absent.
5	<b>A clear culture for positive behaviour, safeguarding and well-being</b> Discussions with pupils and families have identified social and emotional issues for many pupils. This can particularly affect disadvantaged pupils, including their attainment.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment in writing for disadvantaged learners at the end of both key stages.	The gap between disadvantaged learners and non-disadvantaged learners closes.
Improved maths attainment for disadvantaged learners at the end of both key stages.	The gap between disadvantaged learners and non-disadvantaged learners closes.
Improved reading attainment among disadvantaged learners.	The gap between disadvantaged learners and non-disadvantaged learners closes. Results of disadvantaged learners are at least in line with non-disadvantaged learners in the Phonics Screen Check.
A higher proportion of disadvantaged learners successfully pass the Year 4 Multiplication Tables Check.	The gap between disadvantaged learners and non-disadvantaged learners closes.
Attendance of disadvantaged pupils is at least in line with that of non-disadvantaged pupils.	Attendance of pupils in receipt of PPG is at least in line with the rest of the school.

	Persistent absenteeism of disadvantaged pupils is no higher than non-disadvantaged pupils.
Resilience and wellbeing improve for all pupils, particularly those who are disadvantaged.	Improved levels of resilience as indicated by Jigsaw Resilience Programme surveys. High levels of participation in enrichment activities.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NCETM CPD for Early Years teacher in the teaching of maths.	Quality First Teaching (QFT) has been identified as having the biggest impact on outcomes for pupils.	1,2
CPD for Y4 and Y5 class teachers on implementation of NCETM Mastering Number pilot in KS2.	Quality First Teaching has been identified as having the biggest impact on outcomes for pupils.	1,2
CPD for Disadvantaged Learner (DL) Lead – attendance at DL Conference and DL Network meetings.	To enable DL lead to lead longer term change for all pupils. CPD to enable engagement with the Wiltshire Affordable Schools Strategy.	1-5
Regular monitoring of impact of QFT and interventions for all groups.	Quality First Teaching has been identified as having the biggest impact on outcomes for pupils. HT/Chair of Governors/SENCo to evaluate impact on attainment and progress across the school for all disadvantaged groups.	1-3
CPD for teachers to revisit aspects of EEF '5 A Day' (including scaffolding) to improve pedagogical understanding.	Quality First Teaching has been identified as having the biggest impact on outcomes for pupils. EEF good practice for SEND is good practice for all.	1-3
CPD for all staff to deliver new phonics scheme. Engagement with Ramsbury English Hub to continue to improve the teaching of phonics and reading.	Quality First Teaching has been identified as having the biggest impact on outcomes for pupils.	3
Provide subject leader release time to monitor and evaluate the curriculum to ensure	Quality First Teaching has been identified as having the biggest impact on outcomes for pupils.	1-3

pupils know more and remember more over time.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost £5238

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Rapid Catch Up and Keep Up interventions to support the teaching of phonics.	Known impact of regular phonics interventions when delivered to disadvantaged learners. (EEF Phonics toolkit)	2,3
Additional TA support to deliver structured interventions.	Evidence based and LA recommended structured interventions aim to close the gap in literacy and maths.	1-3
Daily reading and maths passport opportunities for all disadvantaged learners.	Small group/1:1 tuition can be an effective method to support low attaining pupils or those who are at risk of falling behind.	1-3
Small group tuition for targeted pupils.	Small group/1:1 tuition can be an effective method to support low attaining pupils or those who are at risk of falling behind.	1-3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for enrichment activities e.g. educational visits, music lessons, swimming.	Opportunities to engage in enrichment activities will support pupils to feel positive about themselves and school, and raise self-esteem. It also promotes the development of cultural capital. In addition, these opportunities support attendance, working to reduce levels of persistent absenteeism.	1-5
Heavily subsidised residential visit costs.	See above	1-5

Funding for Breakfast Club for all pupils in receipt of PPG.	Access to Breakfast Club enables children to be settled in the school environment and therefore ready to learn when the school day begins. Basic needs are being met.	1-5
Pastoral support (ELSA, Lego Therapy, Mentoring etc) to support the wellbeing of pupils.	Evidence demonstrates the link between social and emotional skills and success in later life.	1-5
CPD for teachers in the delivery of the Jigsaw Resilience Programme.	Evidence demonstrates the link between social and emotional skills and success in later life.	1-5
Book in a Box for DLs in Years 5 and 6.	Monthly subscription to support reading and ensure that pupils have access to a range of reading materials at home.	3,5

## Total budgeted cost: £36,238

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Small numbers of pupils in receipt of PPG result in data being inconsistent across the school and from year to year. 3 pupils in receipt of PPG are also on the SEN register. (Sept 2023)		
<b>Data 2022-23</b>		
<b>Early Years</b>		
100% (1 pupil) achieved GLoD.		
<b>Phonics Screening Check – no PP pupils</b>		
<b>Key Stage 1 2023 (1 Pupil SEN &amp; PP)</b>		
	PP (3 pupils)	
	EXS+	GDS
Reading	33%	0%
Writing	33%	0%
Maths	33%	0%
Science	100%	N/A
RWM	0%	0%



## Multiplication Tables Check – 1 pupil scored 20

### Key Stage 2 2023 (1 pupil SEN & PP)

	PP (4 pupils)	
	EXS+	GDS
Reading	75%	0%
Writing (TA)	50%	0%
GPaS	75%	0%
Maths	25%	0%
Science (TA)	75%	N/A
RWM	25%	0%

### Attendance

#### 2022-23

Attendance of PP pupils is in line with all pupils.

All pupils 95.6%

PP 95.9%

#### Attendance to date 2023-24 (Nov '23)

All pupils 95.6%

PP 95.9%

### Teaching

Children in receipt of PPG receive daily reading support which results in good progress. Over a 12 month period (July 22 - July 23), the average RA gain was 16.4 months.

### Targeted Support

Children in receipt of PPG were targeted using tutoring funding and additional TA support.

#### Tutoring Funding

- 4 Y6 PP pupils accessed additional support for Maths, GPaS and /or Reading.
- 1 pupil achieved EXS in all 3 targeted areas.
- 1 pupil who is also on the SEN register did not achieve in any of the 3 areas.
- The other two pupils both achieved EXS in GPaS & Reading.

This demonstrated accelerated progress from their start points in September 2022.

- 3 Y2 PP pupils accessed additional support for Maths and /or Reading.
- 1 pupil achieved EXS in reading and another in maths. The other pupil had additional SEN needs and achieved WTS in both areas.

PP pupils in other year groups and non PP pupils also benefitted from tutoring & additional support.

#### Wider strategies (funded by school)

2 pupils access individual music lessons (lessons and instrument hire costs).

7 pupils regularly access Breakfast Club (paid for by school).

In 2022-23, 15 pupils had school visits funded by the school/heavily subsidised residential.

10 PPG pupils accessed regular pastoral support.

18 children received a monthly subscription to 'Book in a Box'.

5 families attended family Jigsaw sessions.

Commitment to wider strategies remains central to our school ethos. Pupil and parental feedback from the residential trip was excellent and confidence and independence were evident in returning pupils.

Engagement with families continued to be positive. This was reflected in attendance figures.

Pupil voice and governor monitoring reflected a high level of involvement in clubs and councils for our PP pupils. The funding of trips, music and residential visits enabled all pupils to develop and broaden their cultural experiences.

Breakfast club continued to enable our PP pupils to start their day ready to learn and had a positive impact on the start to the school day for many pupils.

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>