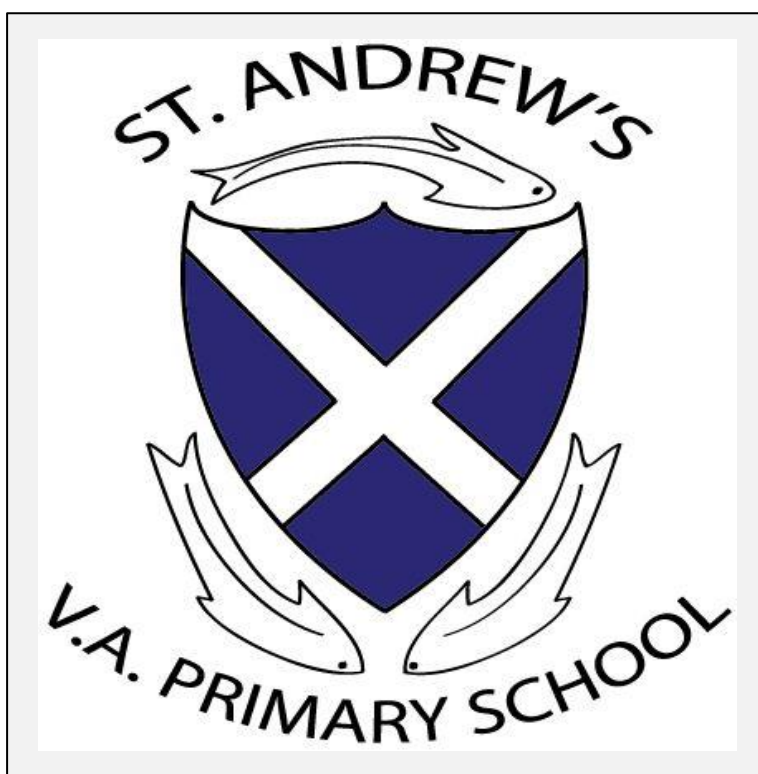


Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 VA Primary Laverstock
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	K Walker Headteacher
Pupil premium lead	D Harris
Governor / Trustee lead	E Ransome

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36,583
Recovery premium funding allocation this academic year	£4,205
Tutor led premium funding allocation this academic year	£3,442
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,230

Part A: Pupil premium strategy plan

Statement of intent

We actively ensure that teaching and learning opportunities meet the needs of pupils eligible for Pupil Premium. We do this by really getting to know each pupil as an individual, understanding their unique context and learning needs. We seek to build on their interests and strengths.

We ensure that appropriate provision is made for pupils eligible for Pupil Premium. As a school community we actively prioritise the needs of any pupil facing challenging circumstances. We work together to ensure each pupil is assessed and actively pursue positive outcomes for each individual person.

Pupil Progress meetings provide focus for regular discussions about this group of pupils.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding is 'pooled' for maximum benefit to the greatest number of children. It is allocated following a needs analysis which identifies priority classes, groups or individuals.

All our work through the Pupil Premium is aimed at accelerating progress, reducing any gaps and improving the personal development of pupils. Pupil Progress meetings provide focus for regular discussions about this group of pupils as does the monitoring work carried out by our named Governor for disadvantaged learners. Our strategy is also integral to national recovery plans. Our teachers for closing identified gaps are known to the school community.

We also focus on the qualitative aspects for PP children and use PSED grids to analyse this wider area focus.

Challenges

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

Challenge number	Detail of challenge
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1	To raise standards at KS2 to at least the same attainment levels as non-PP pupils for PP pupils without SEND.
2	To ensure that PP pupils with SEND make good progress.
3	To raise standards in Phonics and Reading for PP pupils in line with non-PP pupils.
4	To continue to reduce the gap in attainment between PP and All children in all subjects.
5	To improve attendance and punctuality for pupils eligible for PP
6	To establish a clear culture for positive behaviour, safe-guarding and well-being.

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
By the end of KS2, >90% pupils achieving the expected standard or better in Reading, Writing and Maths	Evidence of gap closing to achieve intended outcome by 2023
All pupils and all cohorts make good progress year on year and from their starting points	Whole school data reflects good progress for all cohorts.
All pupils able to read fluently <ul style="list-style-type: none"> 95% or better pass the phonics test in Year 1 85% of pupils achieve the expected standard or above by the end of KS1 >85% of pupils achieve the expected standard or above by the end of KS2 	Interventions in place to close gaps identified in the 3 year plan are on-going and impact on phonics and reading levels across the key stages.
Gap for each year group is + Individual provision demonstrates impact Progress gap data is +	Data is monitored to ensure that progress gap data is + and where this isn't the case further interventions and HQFT strategies are in place to close the gaps.
No gap between FSM and all pupils' attendance with all >national	School PSA works closely to engage families where there are concerns to close the attendance gap. Wider strategies in place for all families.

<p>Resilience and PSED progress and outcomes improve and impact on attainment.</p>	<p>PSED progress is analysed x 3 annually by the PP Governor to identify areas for development for individual pupils.</p>
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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: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD linked to prior DL learner training	LA training based on EEF principles	1-4
Spelling materials and game purchase	Impact evidenced by Cambridge university research and EEF recommendation.	1-4
Maths Mastery approach across the school led by specialist hub teacher	National Centre of Excellence evidence based approaches and Maths Hub recommendations.	1-4
Book boxes sent to all PP pupils	Encouragement of broader reading experience for all pupils.	1-4
Daily reading and maths passport opportunities for all PP pupils	Monitoring of impact at Pupil Progress meetings and analysis of Learner Outcome sheets by PP governor.	1-4
Regular monitoring of impact of QFT and interventions for all groups	HT/Chair of Governors/DL Lead to evaluate impact of the above on attainment and progress across the school for all disadvantaged groups	1-4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,000 to include £4,205 Recovery premium and £3,442 Tutor Led premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and numeracy sessions for DL learners.	Known impact of regular phonics interventions when delivered to Disadvantaged learners over a minimum of 12 weeks. EEF Phonics toolkit.	1-4

Teacher led recovery groups in years 2,5,6	Tuition in 1:1 or small groups targeting specific gaps is an effective method to support attainment and progress	1-4
Staffing for further Tutor Led and Recovery tuition	Staff are known to pupils and liaise with class teachers on specific gaps.	1-4
Additional TA support for structured interventions	Evidence based and LA recommended structured interventions aim to close the gap in literacy and maths.	1-4

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

Budgeted cost: £11,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for trips, music lessons, swimming, horse riding	DfE guidance on the wider strategies outlined here is informed by engagement with schools who have reduced levels of persistent absence nationally.	1-6
Residential Visit Costs	Further development of wider opportunities.	1-6
Breakfast Club is free to all PP children. Additional school meals x2 for E6 pupils.	Access to Breakfast Club can enable children to be settled in the school environment and are then ready to learn when the school day starts. Staff and parent feedback. Continued engagement with nutritional opportunities offered in school for E6 pupils.	1-6
PSA/ELSA hours	PSED grids demonstrate high levels of confidence and self-esteem. Parental engagement increased by PSA home-school liaison.	1-6

Total budgeted cost: £ 51,230

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 2020 to 2021 academic year.

Internal assessment using previous SATS and Teacher Assessment were used in 20-21

Internal assessments suggest a slight widening of the gap in Reading only in Year 6 in terms of both progress and attainment compared to their 19-20 data. However, in Year 2 the gap had widened more significantly in all subjects. Despite the Covid closures there was ongoing monitoring of closing gaps through Pupil Progress meetings and reporting to the PP governor. There will be additional interim review meetings in place for 2021-22.

Our assessment of the reasons for these outcomes is linked to the impact of disruption to learning as a result of Covid-19.

There were positive outcomes demonstrated for our Pupil Premium Strategy despite the challenges faced in 2020-21.

The national reading deficit for Pupil Premium children as a result of Covid-19 was identified as -2 months during the academic year 20-21. Reading rates for our PP pupils including those with SEND was +10 months in July 2021.

In analysis of the Learner outcome sheets in the academic year 20-21 the PP Governor was able to report trends which show a general drop in April in all areas whilst learning and wellbeing seemed to improve in the Summer term. This supports the view that returning to school had a positive impact on the wellbeing and learning of our pupils.

Engagement with families was supported by regular contact with the school PSA during school lock-downs. Attendance figures were 92.8.

Commitment to wider strategies remains central to our school ethos.

Breakfast club supported 6 pupils in 2020-21 who were able to start the day ready to learn. A further 12 pupils were able to participate in the residential trip to Osmington Bay funded through wider strategy objectives.

Externally provided programmes

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

Programme	Provider
DL Learner training for TAs	Wiltshire Council School improvement team.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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