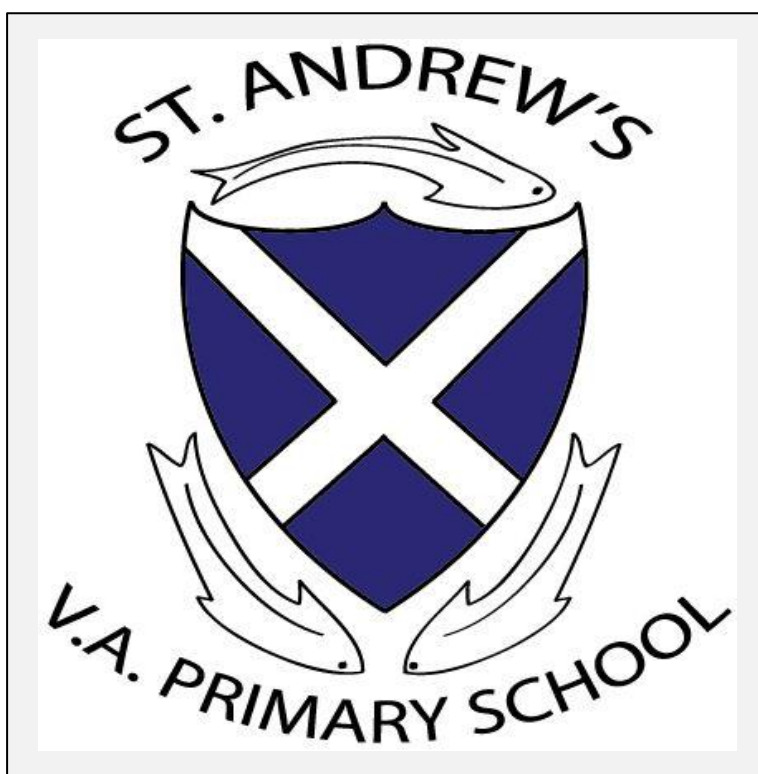


Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 VE Primary Laverstock
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	J Fernie Headteacher
Pupil premium lead	D Harris
Governor / Trustee lead	D Fagan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,388
Recovery premium funding allocation this academic year Tutor led premium funding allocation this academic year	£6,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£45,043

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 using PSED grids.

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 for pupils without SEND
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, safeguarding 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 in Reading, Writing and Maths • >85% of pupils achieve the expected standard or above by the end of KS2 in Reading 	Interventions in place to close gaps identified in the 3 year plan are on-going and have an 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 QFT 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.

Resilience and PSED progress and outcomes improve and impact on attainment.	PSED grids to be refined and used from January 2023
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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: £32,388

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for dyslexia friendly school	EEF good practice for SEND is good practice for all.	1-4
Purchase of Clicker 8	Use of ICT to promote independence and prepare for secondary transfer	1-4
Daily reading and maths passport opportunities for all PP pupils	Monitoring of impact at Pupil Progress meetings and Reading and Spelling age progress,	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
Book in A Box for all PP pupils	Monthly books for pupils to extend reading experience .Pupil conferencing for feedback.	1-4

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

Budgeted cost £6,655

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 2,3,4 5,6	Tuition in 1:1 or small groups targeting specific gaps is an effective method to support attainment and progress	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
TA support to provide focussed in class support.	Evidence of impact of scaffolding as outlined in DL Learner TA training.	

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

Budgeted cost: £ 6,000

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. It also promotes the development of pupil cultural capital.	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 therefore 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: £ 45,043

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 2021 to 2022 academic year.

Academic attainment at KS1 (4 Pupils)

Reading Expected 50% GD 25%

Writing Expected 50% GD 25%

Maths Expected 50% GD 25%

Academic attainment at KS2 (5 Pupils)

Average SS Reading 100 Maths 99.6

Reading Expected 60%

Writing Expected 60%

Maths Expected 40%

Analysis of KS2 data and the average SS for PP pupils shows that the cohort of non-SEND pupils was very close to expected and the gap narrowed with support of the Recovery and Tutor Led premium.

In line with Wiltshire school Matrix proposals, the funding of PP teaching with a focus on the earlier KS2 year groups can secure improved attainment of pupils who reach Year 6 with less of a gap to close.

The impact of using the Recovery and Tuition funding in KS1 was marked. This was attributed to using a known teacher who worked both in the classroom and in pre-teaching of concepts. This strategy was identified as a positive approach when discussed at the Wiltshire DL Network.

Commitment to wider strategies remains central to our school ethos.

Engagement with families continued to be positive and was supported by the work of the school PSA. This was reflected in attendance figures.

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

Breakfast club continues to enable our PP pupils to start their day ready to learn.

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

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)