



St. Andrew's Primary School

Updated November 2024

Approved by link Governor-29.11.2024



Pupil Premium

Strategy Statement

2023 - 2025

Pupil premium strategy statement – St. Andrew’s Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data (September 2024)
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	12.2% (6 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 to 2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rachel Mills
Pupil premium lead	Rachel Mills
Governor lead	Elaine Harlin (Inclusion Lead governor)

Funding overview 2024 - 2025

Detail	Amount
Pupil premium funding allocation this academic year	£8,800 (funding for 6 pupils)
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£8,800

Statement of intent

The Mease Motivation

At the Mease Federation we are motivated to provide a continuous and progressive learning experience that prepares and enables our pupils to enjoy, embrace and engage in the ebb and flow of modern British life – now at Primary School, on transition to secondary school and in their future as healthy, balanced adults. We are committed to ensuring their development is rounded in order to fulfil this, underpinned by our recognition that each child is a

unique individual. **All members of our teaching and school support staff hold and communicate high ambitions for every child in our federation, irrespective of their background or the challenges they face.**

At our schools, we are committed to ensuring all children have **equal access** to a curriculum that enables them to grow **personally, socially, physically, emotionally** and **academically** through, for example: a graduated response to meet any additional needs of looked after pupils, those with special educational needs or disabilities, any pupils with English as an additional language, vulnerable, living in disadvantaged circumstances, or entitled to free school meals, and effectively using Pupil Premium, our School-Led Tutoring grant and the schools' allocated SEN budget to provision map the most appropriate support.

Our strategy is based on a team approach ensuring all pupils receive appropriate, timely high-quality teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our schools. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We do not act on assumptions about the impact of disadvantage, but use robust diagnostic assessment and respond proportionately and effectively to support and challenge all pupils with their learning:

- ② Our revised Mease Mastery curriculum has been designed to teach our pupils the wisdom, knowledge and skills they can use to experience personal, physical, spiritual, cultural and developmental growth with age-appropriate growth achieved in literacy and STEM (Science, Technology, Engineering, Mathematics) through which to access the wider world.
- ② We continually assess the children's progress to ensure they are 'demonstrating' that they are working with mastery of the nationally expected standard for their year group or 'transferring' their knowledge and skills with greater depth.
- ② If we observe that a child is not remembering, then it is likely that they have experienced our teaching, but not learnt from it. This means that they are 'striving' to work towards their year group expectations, but there is a barrier or gap in learning that is preventing this. As small schools, we have the privilege of knowing our children and families well, so we can quickly offer the right support or intervention to help the children's learning get back on track.
- ② We use Personal Learning Plans for children who are working significantly below the nationally expected standard for their year group but who are 'developing' knowledge and skills through their individual targets.
- ② We track attendance and engage with parents regularly. We provide support to parents and children who are struggling with maintaining good attendance.

Challenges

In order to help all of our pupils to succeed, we have identified that we need to:

- ☑ **Achieve** good attendance
- ☑ Promote **aspiration**
- ☑ Promote **resilience**
- ☑ Provide opportunities for them to be **independent**
- ☑ Broaden their **experiences**

'A well taught knowledge-rich education is potentially the driver for true equality for pupils from different backgrounds. Knowing things, not just recalling the bald facts but deeply understanding them gives pupils confidence. It helps them to discuss a wide range of live topics with their peers, irrespective of their backgrounds.' **Dame Rachel de Souza, Children's Commissioner**

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

Challenge number	Detail of challenge Assessments, observations and discussions indicate that...
1	The majority of pupils who are disadvantaged are also persistently absent.
2	Improved maths attainment for disadvantaged pupils at the end of KS2 so that more disadvantaged pupils achieve the expected standard in maths.
3	Pupils who are disadvantaged are not achieving the expected standards in writing.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
5	A proportion of Pupil Premium children are also experiencing SEND.
6	Assessments, observations, and discussions with pupils suggest that pupils who are disadvantaged are finding it difficult to work independently and with resilience. Pupils who are disadvantaged do not always have the skills they need in order to communicate with adults and / or their peers effectively.

*ARE- Age Related Expectations

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 for disadvantaged pupils	Success criteria by 2024-2025
Improved attendance	By the end of the academic year 2024-2025, the number of disadvantaged pupils who are also persistently absent will be reduced (a decrease from 8 will be evident) 80% of disadvantaged pupils will have good attendance (96%+)

By prioritising oracy, disadvantaged children will demonstrate enhanced communication skills, increased engagement in learning, improved reading comprehension, boosted confidence in their verbal and written communication, and stronger peer relationships, all contributing to a more supportive and effective learning environment.	By the end of the academic year 2024-2025, all pupils who are disadvantaged will be observed confidently communicating with adults and peers during general informal conversation, class discussions and debate and presentations.
Improved Maths standards	KS2 maths outcomes will show that disadvantaged pupils (non-send) meet the expected standard in maths.
Improved Writing standards	By the end of the academic year 2024-2025, all pupils who are disadvantaged (without SEND) will be working at the expected standard in writing. This includes automaticity in transcription skills (spelling, grammar & handwriting) so that children are not distracted by the mechanics of writing and can focus on content and ideas.
Improved Reading standards	KS2 Reading outcomes will show that disadvantaged pupils (non-send) meet the expected standard in reading. This also includes improved oracy.
Improved learning approaches and communication skills through promoting positive mental health and wellbeing through the use of outdoor learning	By the end of the academic year 2024-2025, all pupils who are disadvantaged (without SEND) will be observed working independently and with resilience in lessons. All children will have regular opportunities to learn outdoors. Children will have opportunities to experience being taught in the outdoor classroom to encourage team building, resilience and communication and therefore raising self-esteem. Teaching staff will deliver quality lessons.

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.

‘There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil premium strategy, they are likely to be most effective when deployed alongside efforts to improve whole-class teaching, and attend to wider challenges to learning, such as attendance and behaviour.’ The EEF Guide to the Pupil Premium April 2022

Teaching (for example, CPD, recruitment and retention)

'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.' **The EEF Guide to the Pupil Premium April 2022**

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher CPD: Quality First Teaching in the classroom through CPD and quality validated schemes</p>	<p>Feedback Very high impact for very low cost based on extensive evidence Impact +6 months The EEF Teaching and Learning Toolkit</p>	<p>2, 3, 4, 5, 6</p>
<p>Teach and promote ORACY across the curriculum</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Low cost and 6+ months gain</p>	<p>2, 3, 4, 5, 6</p>
<p>Choose a handwriting scheme that provides structured and systematic instruction, incorporates multisensory approaches, and includes regular assessments to monitor progress.</p> <p>Integration with Curriculum: Ensure the handwriting scheme complements the existing literacy curriculum and provides opportunities for practice across subjects.</p>	<p>The EEF highlights that handwriting is a critical skill that affects children's ability to communicate effectively in writing. According to the EEF's guidance on improving literacy, explicit instruction in handwriting can lead to improved writing outcomes.</p> <p>Improved handwriting can lead to better quality of written work, as children are less distracted by the mechanics of writing and can focus on content and ideas.</p>	<p>3,</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Join Maths Hub resources & CPD (including Teaching for Mastery training).</p> <p>KS1 Mastering Number (including training and CPD for staff)</p> <p>White Rose Maths (including training and CPD for staff)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics_guidance: key stages 1_and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2,5, 6
<p>Purchase of Standardised diagnostic assessments to identify gaps and the bottom 20% who are working below ARE.</p> <p>(NFER & PM Benchmarks)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Pupil Progress Meetings to identify how gaps will be addressed through quality first teaching, interventions and support.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	2,3, 4
<p>Resourcing: Replenish resources and top up training for DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils (Little Wandle)</p>	<p>Phonics</p> <p>High impact for very low cost based on very extensive evidence</p> <p>Impact +5 months</p> <p>The EEF Teaching and Learning Toolkit</p>	2,3,4,5,6

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

‘Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.’
The EEF Guide to the Pupil Premium April 2022

Budgeted cost: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of highly skilled and trained TA’s to provide interventions. WRM, Phonics and reading intervention</p> <p>WRM CPD for all TAs</p>	<p>Making Best Use of Teaching Assistants EEF</p> <p>If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others.</p>	2,3,4,5,6

	<p>Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. Schools should use structured interventions with reliable evidence of effectiveness. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF</p>	3,4,5,6
<p>Purchase of High interest/low reading books and replenish book banded books for KS2.</p>	<p>'Hi-lo' books provide high interest content at an easy reading level: histories of famous people, books about underwater life, biographies, semi-fictional stories based on real events and so on. Pupils can accumulate background knowledge across the whole curriculum, learning a lot about a little under the radar of easy reading. These books, along with easy-read page-turners, not only provide immediate engagement, but also lead towards the pleasure of reading more challenging books in English lessons and in other subjects. The Reading Framework July 2023- P88</p>	3,4,5,6

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

Budgeted cost: **£2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on Restorative Practice management</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	All
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	All

<p>Provide Breakfast club for vulnerable pupils (Currently do not have wrap around care) by 2026.</p> <p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Increased access to Wellbeing and Nurture activities to promote positive mental and physical health.</p> <p>Develop outdoor learning and outdoor learning opportunities across the curriculum. Ensure all teaching staff are equipped to deliver quality teaching and experiences in the outdoors.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional Learning in Primary Schools</p> <ul style="list-style-type: none"> ▪ Supporting pupils' social, emotional and behavioural needs 	All
<p>Contingency fund for acute issues and additional curriculum activity subsidy</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set some funding aside to respond quickly to inward pupil mobility and any needs that have not yet been identified.</p>	All

Total budgeted cost: £10,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023-2024 academic year using key stage 1 and 2 performance data, phonics check results, Multiplication Tables Check and our own internal assessments and tracking.

The DfE has shared our school's 2024 performance data. However, we need to consider data comparisons with caution due to the significantly small size of our cohorts, especially when gauging the performance of our pupils by comparing our results to pupils at a regional and national level. We must drill down and track pupils as individuals, considering their specific needs or barriers. We now record this through a cost/support tracking system for each child as an individual to identify how the finance and support has been allocated.

Key Findings:

- The Phonics Scheme- Little Wandle is having a positive impact on all children. Although a disadvantaged child did not pass the phonics Screening check in 2024, individual progress is evident.
- Support from an external advisor helped to develop reading areas, reading resources (cultural and diversity) and reading for pleasure. Strategies such as *'Rock up and Read'*, have developed community links and build relationships with harder to reach families.
- Although PP attendance improved over the year, supporting and promoting good attendance will remain a priority (PP attendance in Aut 1, 23 was 90.23% it increased to 97.19% by the end of the academic year).
- EYFS- There is a gap between disadvantaged children and non disadvantaged and the number achieving a GLD
- MTC- (4 pupils)- 75% achieved 20+ and 25% full marks.
- KS2- (2 pupils- 1 Send) 50% achieved combined RWM

The data demonstrated that vulnerable pupils are not yet performing as well as non-disadvantaged pupils. However, the gap should close quicker due to our reviewed strategy plan.

Our evaluation of the approaches delivered last academic year indicates that phonics and the focus on reading has had a positive impact on all our children.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, wellbeing and additional needs.

We have reviewed our strategy plan from 2023-2024 and made changes to how we intend to use some of our budget this academic year. Although we continue to focus on improving attendance and well being, we will now prioritise oracy across the curriculum to help children's academic, social, and emotional confidence.

Externally provided programmes

Total: £1,500

Programme	Provider
Outdoor education residential	Standon Bowers/ Laches Wood
Enrichment days- Active Curriculum	Accelerate Learning Services
After school Sports club Mondays	Premier Sports
Total	£1,500

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- ✓ Embedding more effective practice around feedback, modelling and challenge at the point of learning, during lessons. Education Endowment Foundation evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ✓ Building on our initiatives to promote communication, talk and debate. In particular, our vision, values, our collective worship and our PSHE curriculum enables our children to: visit virtual art galleries and exhibitions, watch and discuss the news, reflect on and explore the spiritual and ethical dimensions of subjects further, look beyond themselves, ask 'big questions', think globally about life, develop an understanding of disadvantage, deprivation and the exploitation of the natural world, explore different points of view and develop the skills needed to disagree well and to live with contradictory convictions.
- ✓ We have invested in 8 virtual reality headsets at a cost of £5,000 for the children to use to enhance their 'cultural capital' by visiting virtual art galleries, exhibitions or countries that they might not otherwise have the opportunity to experience.
- ✓ Developing well-being is incorporated into our curriculum (Kapow) Outdoor provision- with the National Forest Funding and with the support of Wild Minds we will utilise the funding and space we have to facilitate the very best outdoor learning in the coming years (start Jan 2024).
- ✓ Active Curriculum Enrichment days- CPD for staff as well as children having the opportunity to enrich and consolidate their learning in the outdoor environment e.g. Great Fire of London.
- ✓ Academisation enables us to utilise expertise and training and good practice is shared across all schools within the TSSMAT.
- ✓ Headteacher report to governors includes a section specifically looking at the attainment, progress and value for money for our vulnerable children.
- ✓ Termly Pupil Progress meetings with SLT hold staff to account.