

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 C of E Primary, Chinnor
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils:	9.5%
Academic year/years that our current pupil premium strategy plan covers	2022/23 – 2024/25
Date this statement was published	16.11.23
Date on which it will be reviewed	16.11.24
Statement authorised by	A Mashru
Pupil premium lead	K Collier
Governor / Trustee lead	Amanda Malins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48525
Recovery premium funding allocation this academic year	£7427
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	£55952

Part A: Pupil premium strategy plan

Statement of intent

Our School Vision

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

To fulfil our school vision, our intention is that all pupils irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

It is essential to consider the range and complexity of the barriers faced by disadvantaged pupils and consider the context of their school and home environment. Due to the varied nature of these difficulties, there will not be a "one size fits all" approach. Common barriers to learning for disadvantaged children can include: less support at home, weaker language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues.

School Context

St. Andrew's C of E Primary School is a 2-form mainstream primary school with a Communication and Interaction Resource base on the school site and is located in South Oxfordshire.

Our Strategy Plan

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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- recognise that not all pupil premium pupils will be socially disadvantaged when planning provision to support social interactions

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- the curriculum provides an inclusive education for all that facilitates and encourages child-led learning.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for pupil premium. 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.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For disadvantaged pupils in school to access the same extra-curricular opportunities as their peers.

Achieving these Objectives

The range of provision includes and is not limited to:

- Additional adult support within class
- Additional teaching and learning opportunities through in school interventions
- Pupil premium resources are used to target Pupil Premium pupils to reach Age Related Expectations
- Positive transition from Primary to Secondary and internally between year groups.
- Supporting payments to educational visits and residential.
- Supporting funding of specialist learning software
- 1:1 Well Being sessions with Home School Link Worker
- HLTA to deliver specialist phonics small group sessions

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	<p>Attainment Gap</p> <p>The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all subject areas.</p>
2	<p>Entry Data to EYFS</p> <p>Entry data in the last 2 academic years in EYFS shows lower attainment on entry to EYFS with language and communication being a significant area of need.</p>
3	<p>Positive behaviour strategies</p> <p>Observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and can have a negative impact on behaviour.</p>
4	<p>Phonics Data</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
5	<p>Pupil Wellbeing</p> <p>As a result of the pandemic and restrictions there has been a significant reduction in the number of enrichment and extra curricular activities available to all children. This will have had an increased impact on disadvantaged pupils if they are unable to access similar activities from home.</p> <p>Where pupils have spent more time at home due to school closure—there will be disparity between how positive or negative that experience may have been due to individual home circumstances. This may have a negative impact on pupils wellbeing.</p>

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
Progress in reading	Pupil premium children will be achieving closer to class year group averages than in previous year. Measured by pupil progress meetings 4 x year and summative assessment – EYFS, KS1 and KS2 SATS, Y1 phonics screening.

Progress in Writing	Pupil premium children will be achieving closer to class year group averages than in previous year. Measured by pupil progress meetings 4 x year and summative assessment – EYFS, KS1 and KS2 SATS,
Progress in Maths	Pupil premium children will be achieving closer to class year group averages than in previous year. Measured by pupil progress meetings 4 x year and summative assessment – EYFS, KS1 and KS2 SATS.
Phonics	Pupil progress meetings 4 x a year in EYFS, Y1 and Y2. Y1 and Y2 Phonics Screening results
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Qualitative data from student voice, student and parent surveys and teacher observations A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year 2023-24

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: £ 1,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training courses for ECTs £500	Quality teaching the most important lever schools have to improve outcomes for disadvantaged pupils. – EEF Guide to The Pupil Premium.	1, 2, 3, 4, 5
Provision Map – Tes subscription - £795 per year	Improved tracking of interventions and provisions in place across the school. Using ProvisionMap to assess effectiveness of an intervention.	1, 2, 3, 4, 5
Contingency fund for acute issues - £500	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5

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

Budgeted cost: £ 36,172

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early morning small group pre-tutoring.(EMI) - £9500	Small group tuition often provided to support lower attaining learners or those who are falling behind is most effective when working in a group of up to 5 pupils in a separate area. – Third Space Pupil Premium Guide.	1, 2, 4
Pastoral/Mentoring support: Additional TA in-class support - £12590	Enabling time for adults in class to teach children strategies for self-regulation and motivating the pupil in	3, 5

	managing their own learning – Third Space Pupil Premium guide.	
Phonics tuition with HLTA 3 hours a week Dyslexia Tuition with HLTA 8 lessons per week - £8082 1:1 and Small group Literacy catch up tuition £6000	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4

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

Budgeted cost: £ 20,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support: e.g. residential trips (Yr5/6), curriculum workshops and visits, uniform, milk etc - £740	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3, 5
Welfare Worker at St. Andrew's CE Primary School including 1:1	Targeting SEL of pupils aims to improve their interaction with others and their management of emotions rather than specifically academic goals. These can take the form of universal well-being programmes in the classroom, specialised programmes targeted at particular students or school-level approaches.	3, 5

sessions - £14450	- Third Space Pupil Premium Guide	
Zones of Emotional Regulation sessions. 4 x per week. 2 Tas for 2 mornings per week. - £4700	Targeting SEL of pupils aims to improve their interaction with others and their management of emotions rather than specifically academic goals. These can take the form of universal well-being programmes in the classroom, specialised programmes targeted at particular students or school-level approaches. - Third Space Pupil Premium Guide	3, 5
MyConcern safeguarding software - £975	Documenting concerns to enable early identification to support and monitor pupil welfare as needed.	3, 5

Total budgeted cost: £ 58,832

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 2022-2023 academic year.

Our internal assessments during 2022-23 suggested that the performance of disadvantaged pupils is still lower than our target, they are however improving and we are slowly closing our attainment gap.

Percentage of Pupil Premium children meeting age-related expectations or above in 2022 – 2023.

Reading 60%

Writing 43%

Maths 48%

Reading, Writing and Maths : 29%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to completely benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online teaching and resources. The impact of disruption to pre-school and early years learning to children now in Key Stage 2 is still apparent to varying degrees.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were continued to be impacted last year, particularly around anxiety. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and aim to close the gap with intervention and support in the year ahead.

Our internal assessments during 2023-24 suggested that the performance of disadvantaged pupils has increased on last years data.

The percentages for PP children making expected+ progress in English this year is 53% and 56% for Maths which is higher than national data which is 47% expected+ (English and Maths). Attendance for our PP children is 92.1% which is just below national average. We have 1 child who is classed as a severely absentee (below 50%) they are currently on a reduced timetable (RITT) and 7 who are classed as persistently absent (below 90%).

Externally provided programmes

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)

Additional activity

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

- The training we have selected will focus on the training needs identified: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.