

Pupil premium strategy statement

St Andrew's CE Primary School
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"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

To strive for respect, enjoyment and excellence for all!

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Andrews Church of England Primary School, Eccles
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	36
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	12.09.22
Date on which it will be reviewed	01.07.23
Statement authorised by	Mrs Bladen-Kay
Pupil premium lead	Mrs Bladen-Kay
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99069
Recovery premium funding allocation this academic year	£10005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£109074

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent (please see SDP)

1. Progress and Attainment

Rapid progress across reading, writing (including spelling), maths, and foundation subjects through aspirational and quality first teaching, assessments, support for staff and monitoring. Thus ensuring that all disadvantaged children have opportunities to reach ambitious and aspirational targets set for them by July 2023.

2. Disadvantaged children - Vulnerable Groups

The attendance, behaviour and progress of all identified vulnerable groups (who are disadvantaged) is at least in line or better than all pupils here at St Andrews.

3. Curriculum Impact

Almost all disadvantaged pupils are meeting age related expectations in all areas of the curriculum in that they know more, remember more and are able to do more.

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none">• (IDACI) 0.24 – lowest 20% deprived• ACORN – 66% of pupils fall into categories of Urban Adversity or Financially Stretched• 33% of all households in Salford (including Eccles) live in the lowest 10% of the most deprived in Europe. <p>This creates an achievement challenge for our pupils e.g. lack of cultural capital/additional experiences.</p> <p>EEF finds “significantly lower achievement”, with a “large and concerning gap” for disadvantaged pupils Jan 2021</p>

2	Impact of loss of education owing to lockdown = 184 days lost in addition to national lockdown																																																																																																																																					
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3	School readiness – independence, self-care, social skills, communication and language, resilience																																																																																																																																					
4	Covid Lockdowns A significant increase in identified vulnerability – social work involvement, financial/housing issues, DV, mental health																																																																																																																																					
5	Low levels of parental engagement																																																																																																																																					
6	50% EAL (a number of children at early stages of English)																																																																																																																																					

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
Challenge 1 Improved and extended Cultural Capital offer	Strategic, broad and balanced plan for cultural capital opportunities Each year group has a number of experiences that support and enhance the curriculum, building on 2021-22 Cultural Capital offer
Challenge 2 Rapid progress and improved attainment for our disadvantaged and vulnerable pupils	All pupils make rapid progress and at least 85% meet age related expectations (see SDP)

<p>Challenge 3 2021 new starters make an effective start to their education in our Nursery and Reception</p>	<p>All new starters make an effective start in Nursery and EYFS 85% meet age related targets by the end of the academic year (see SDP 2022 GLD 72%)</p>
<p>Challenge 4 Effective parental engagement that impacts positively on outcomes</p>	<p>Attendance and punctuality is in line with National figures. Increasing numbers of parents attend all parent support sessions offered by subject leaders. A higher % engagement with Parent View. (see SDP)</p>
<p>Challenge 5 Good acquisition of language and vocabulary</p>	<p>75% of all disadvantaged children meet age related targets (see SDP) by the end of the academic year 2022 – Reading 58%, Writing 48%, Mathematics 61%</p>

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: £ 24250 (+ grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed and enhance Read, Write, In phonics programme, focusing on applying spelling and grammar to independent writing</p>	<p>Validated systematic synthetic phonics programme</p> <p><i>'By ensuring high-quality phonics teaching the government wants to improve literacy levels to:</i></p> <p><i>give all children a solid base upon which to build as they progress through school</i></p> <p><i>help children to develop the habit of reading widely and often, for both pleasure and information'</i></p> <p>DFE July 2021</p> <p>HLTAs to deliver an hour session per day</p>	<p>2, 3, 5</p>
<p>Focus on speech, language and communication interventions – WELCOMM and Forest School</p>	<p>WELCOMM</p> <p>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children.</p> <p>Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</p> <p>Extend Forest School scheme to EYFS and Y1</p>	<p>2, 3, 5</p>

	<ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children’s sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment <p>Forestscool.gov.uk 2022</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring (top up)	EEF Guidance Report on 1-2-1 or small group interventions:	2, 5
Use of pre and post teaching interventions	<i>“Research... targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to</i>	2, 5

	<i>four additional months' progress (effect size 0.2–0.3)."</i>	
Inclusion Manager/SENDSCO	<p>'Leading On Inclusion: The Role of the SENDSCO' 2021 Kay & Middleton</p> <ul style="list-style-type: none"> • <i>Reduces barriers</i> • <i>Increases participation and access to learning</i> <p><i>Supports diversity</i></p>	2, 3, 4, 5

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

Budgeted cost: £ 55000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Officer	EEF ' Working With Parents To Support Children's Learning' (2018)	3, 4
Education Welfare Officer	'Absences and Attainment' DFE 2016 Clear link between poor attendance and poor academic attainment	4
Breakfast Club	<i>'to improve concentration and behaviour in class and to improve punctuality for some pupils'</i> Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017 DFE	2, 3
Hardship Fund	This supports families in crisis, e.g. free uniform, Breakfast Club/School meals provision. This reflects our school ethos and the ethos of Salford Authority 'Spirit of Salford'	4
Cultural Capital/Educational Visits subsidy	p31 Ofsted EY Inspection Handbook "the essential knowledge that children need to be educated citizens... Cultural capital is the essential knowledge that children need to prepare them for their future success"	1
Thrive Programme and Thrive Family Club	Thrive helps to develop resilience in young people (Hart and Heaver 2015)	2, 4, 5

	<p>Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children (Office for Public Management 2013)</p> <p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)</p> <p>The Department for Education is focused on supporting schools to build whole school environments and develop approaches within which all students can achieve their full potential. A 2018 review of published policies and information - Mental health and wellbeing provision in schools - was commissioned in response to the Green Paper 'Transforming children and young people's mental health provision'. This review included Thrive as an initiative that supports and promotes positive mental health. (DfE 2018).</p>	
CPOMs	CPOMS is an efficient tool to enable staff to swiftly act on safeguarding and well being. This is monitored 'in real time' by DSLs which leads to timely actions and Thrive support for children.	4

Total budgeted cost: £ 109250

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.

<u>Identified pupils</u>
<p><u>Reading</u> Below – 53% to 35% Expected – 47% = Above – 20% to 18% 14 children have moved ‘up’ a band making accelerated progress</p>
<p><u>Writing</u> Below – 60% to 42% Expected – 40% to 43% Above – 3% to 15% 14 children have moved ‘up’ a band making accelerated progress</p>
<p><u>GPS</u> Below – 60% to 38% Expected – 40% to 46% Above 6% to 16% 8 children have moved ‘up’ a band making accelerated progress</p>
<p><u>Maths</u> Below – 60% to 43% Expected – 40% to 42% Above – 6% to 15% 11 children have moved ‘up’ a band making accelerated progress 1 child has moved back in all 4 (significant SW involvement here)</p>

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
Speech, Language and Communication	WELCOMM,
Phonics	Read, Write, Inc
Accelerated Reader, MyOn	Renaissance
Maths	White Rose Maths, Mathletics

Computing	Kapow
Online Safety	National Online Safety
EYFS	Tapestry
Times Tables	TT Rockstars
French	Primary Language Network
Music	Charanga

Further information (optional)



SDP 2022 2025.docx