

St Andrew's CE Primary School
Barton Lane, Eccles, M30 0FL
Email:
standrewseccles.ceprimaryschool@salford.gov.uk



Headteacher: Mrs J Bladen-Kay BA (HONS) QTS
NPEL
Tel: 0161 789 4853
Fax: 0161 921 1397
Website: <http://standrewsprimaryseccles.co.uk>

"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!

School report



Inspection of St Andrew's CofE Primary School

Barton Lane, Eccles, Manchester M30 0FL

Inspection dates: 10 and 11 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

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	230
Proportion (%) of pupil premium eligible pupils	43
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	02.09.24
Date on which it will be reviewed	01.07.25
Statement authorised by	Mrs Bladen-Kay
Pupil premium lead	Mrs J Simpson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108708
Recovery premium funding allocation this academic year	£2574.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£111282.25

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)

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker.

High-quality teaching and learning 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, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Key Priorities from the School Development Plan

1. Disadvantaged children (including SEND, those that arrive mid-year and those with external agency involvement) and previous high attainers make similar progress to their peers.
2. Improve attendance for all groups so that they is a least in line with LA and National figures.

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 – 84% 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. • 16% (39 children) are either CLA, Children In Need, CAF, Child Protection, EWO involvement in the last 24 months • 16% SEND • High mobility <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> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. 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>
2	<p>Despite our ‘School of Sanctuary’ status, school readiness – either at the start of the year in EYFS or mid year arrivals from other schools or abroad - independence, self-care, social skills, communication and language, resilience.</p> <p>On entry to Reception class in the last 2 years, between 60-68% of our disadvantaged pupils arrive below age-related expectations compared to other pupils.</p>
3	<p>Our attendance data over the last X years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p> <p>Despite receiving LPPA, there are Low levels of parental engagement with some of our disadvantaged pupils</p>
4	66% EAL (9 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
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 2024-5 Cultural Capital offer
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)
2023 new starters make an effective start to their education in our Nursery and Reception	All new starters (including mid year arrivals) make an effective start in Nursery and EYFS 85% meet age related targets by the end of the academic year (see SDP 2023 GLD 70%)
Effective parental engagement that impacts positively on outcomes	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)
Good acquisition of language and vocabulary	85% of all disadvantaged children meet age related targets (see SDP) by the end of the academic year Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £ 28250 (+ Forest School grant, Speech Bubbles funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>

attendance/support officers to improve attendance.		
Contingency fund for acute issues.	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.	All
Embed and enhance Read, Write, In phonics programme, focusing on applying spelling and grammar to independent writing	Validated systematic synthetic phonics programme <i>'By ensuring high-quality phonics teaching the government wants to improve literacy levels to:</i> <i>give all children a solid base upon which to build as they progress through school</i> <i>help children to develop the habit of reading widely and often, for both pleasure and information'</i> DFE July 2021 HLTAs to deliver an hour session per day	1, 2, 4
Focus on speech, language and communication interventions – WELCOMM and Forest School	WELCOMM 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. Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention. Extend Forest School scheme to EYFS and Y1 <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to 	1, 2, 4

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

Forestschoool.gov.uk 2022

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

Budgeted cost: £ 38000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of pre and post teaching interventions, 121 sessions	EEF Guidance Report on 1-2-1 or small group interventions: <i>“Research... targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3).”</i>	1, 2, 4
Inclusion Manager/SENDCO	‘Leading On Inclusion: The Role of the SENDCO’ 2021 Kay & Middleton <ul style="list-style-type: none"> • <i>Reduces barriers</i> • <i>Increases participation and access to learning</i> <i>Supports diversity</i>	all

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

Budgeted cost: £ 51000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Officer	EEF ‘ Working With Parents To Support Children’s Learning’ (2018)	1, 3
Education Welfare Officer	‘Absences and Attainment’ DFE 2016 Clear link between poor attendance and poor academic attainment	3
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	all
Hardship Fund	This supports families in crisis, e.g. free uniform, Breakfast Club/School	all

	meals provision. This reflects our school ethos and the ethos of Salford Authority 'Spirit of Salford'	
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"	all
Thrive Programme and Thrive Family Club	<p>Thrive helps to develop resilience in young people (Hart and Heaver 2015)</p> <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>	all
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.	1, 3

Total budgeted cost: £ 117250

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 2023 to 2024 academic year.

Identified pupils												
EYFS - GLD		70%		1		Y1 – Phonics Screening Children scoring above 32 (pass mark) Summer 2024		83%				
						Y2 – Phonics Screening		66% (2/3 – 3 left since Y1)				
Whole School Attainment and Progress Summary (July 2024)												
Attainment	Met/Not Met											
	Reading	Writing	SPAG	Maths		Science	Combined					
N 5 arrivals 4 leavers	83	79		75	79							
R 11 arrivals 1 leaver	76	73		73	76							
Y1 13 arrivals, 4 leavers	73	74	87	73		77	62					
Year 2 6 arrival, 4 leavers	88	64	68	88		90	60					
Year 3 5 arrivals, 1 leaver	80	70	85	86		80	70					
Year 4 (-11 arrivals) 2 leavers	69 (71% +2)	54 (60% +6)	85 (79% -6)	62 (58%-4)		53 (61% +8)	46 (64% +18)					
Year 5 (-8 arrivals) 5 leavers	78 (76% -2)	68 (73% +5)	83 (73% -10)	76 (65% -9)		53 (61% +8)	64 (66% +2)					
Year 6 (Teacher Assessment) 7 arrivals, 4 leavers	73	67	67	63		76 N = 81	57					
SATs (National)	62 N = 74	67 (moderated) N = 72	59 N = 72	59 N = 73			47 N = 61					
7 arrivals (impact + or - on %)	43 (67% +4)	14 (74% +7)	14 (65% +6)	57 (56% -3)		43	0 (61% +14)					
-3 possible disapplied pupils	67	70	63	59		85	52					
EYFS Summary						EYFS Summary						
						Reading	66					
						Writing	66					
						Number	66					
						GLD	63					
Year 1 Attainment												
	All Pupils (30)		Dis (10)		VUL				SEN (2)		Mobility (2)	
	Expected & Exceeding %	Exceeding	Expected & Exceeding %	Exceeding	SWI/EA 4	PSWI	LAC 1	PLAC	Expected & Exceeding %	Exceeding	Expected & Exceeding %	Exceeding
Expected & Exceeding %												
R	73	24	73	24	75		100		50	0	100	50
W	74	0	78	0	50		100		50	0	100	0
GPS	87	50	86	0	75		100		50	0	100	50
M	73	21	75	23	75		100		50	0	100	100
Sc	77	0	70	0	75		100		50	0	100	0

Year 2 Attainment

Summary	
Reading	80
Writing	73
Number	86
GLD	72

	All Pupils (25)		Dis (11)		Vul				SEN (3)		Mobility (2)	
	Expected & Exceeding %	Exceeding	Expected & Exceeding %	Exceeding	SWI/EA	PSWI	LAC	PLAC	Expected & Exceeding %	Exceeding	Expected & Exceeding %	Exceeding
					2		0					
	Expected & Exceeding %											
R	88	20	93	7	50				100	0	100	0
W	64	8	64	9	50				100	0	50	0
GPS	68	36	73	27	50				100	0	100	0
M	88	28	91	18	50				67	33	100	0
Sc	90	0	89	0	50				67	0	100	0

Year 3

Reading	79	21
Writing	63	13
Maths	88	8
Combined	63	8

Year 3 Attainment

	All Pupils (30)		Dis (11)		Vul				SEN (6)		Mobility (6)	
	Expected & Exceeding %	Exceeding	Expected & Exceeding %	Exceeding	SWI/EA	PSW	LAC	PLAC	Expected & Exceeding %	Exceeding	Expected & Exceeding %	Exceeding
					1	3	0					
	Expected & Exceeding %											
R	80	33	73	27	0	66			67	22	67	17
W	70	7	73	0	0	66			81	0	67	0
GPS	85	40	81	35	0	66			80	33	67	17
M	86	25	84	20	0	66			85	29	83	0
Sc	80	0	73	0	0	66			43	0	67	0

Year 4

KS1 Summary

KS1 Summary
Teacher
assessment

Reading	79	13
Writing	43	9
Maths	87	9
Combined	43	4

(- 8 children)	All Pupils (30)		Dis (17)		Vul				SEN (4)		Mobility (8)	
	Expected & Exceeding %	Exceeding	Expected & Exceeding %	Exceeding	SWI/EA	PSW	LAC	PLAC	Expected & Exceeding %	Exceeding	Expected & Exceeding %	Exceeding
					2	2	0					
	Expected & Exceeding %											
R	69 (71)	23	64	29	50	25			50	0	25	13
W	54 (60)	0	64	0	0	0			50	0	25	0
GPS	85 (79)	50	79	43	50	50			50	25	25	0
M	62 (58)	19	57	21	50	0			50	0	25	25
Sc	53	23	53	24	50	0			20	0	25	0

Year 5 –
KS1 Summary

KS1 Summary
Teacher
assessment

Reading	35
Writing	47
Maths	50
Combined	19

+

(- 8 children)	All Pupils (30)		Dis (13)		VuL				SEN (6)		Mobility (8)	
	Expected & Exceeding %	Exceeding	Expected & Exceeding %	Exceeding	SWI/EA	PSW	LAC	PLAC	Expected & Exceeding %	Exceeding	Expected & Exceeding %	Exceeding
					2	3	1					
	Expected & Exceeding %											
R	78 (76)	31	80	31	50	33	100		50	0	50	13
W	68 (73)	4	67	11	0	33	100		33	0	50	0
GPS	83 (73)	44	87	44	0	66	100		63	17	50	25
M	76 (65)	28	67	33	0	33	100		33	17	50	25
Sc	53 (61)	7	46	23	0	33	100		14	0	50	0

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 2024.docx

'Valuables' – see challenge 1

Baseline

- Reading A+ 10%, A 38%, B 52%
- Writing, GPS, Maths A+ 10%, A 32%, B 58%

March 24 (31 valuables – 6 changes)

- Reading A+ 10%, A 42% B 58%
- Writing A+ 10% A 42% B 58%
- GPS A+ 6%, A 55% B 45%
- Maths A+ 3%, A 50% B 50%

July 24 (29 valuables – 2 changes)

- Reading A+ = 17% A = 48% B = 35%
- Writing A+ = 7% A = 52% B = 41%
- GPS A+ = 17% A = 52% B = 31%
- Maths A+ = 21% B = 52% B = 27%