

Pupil Premium Grant

At St. Andrew's we are committed to ensuring that all pupils achieve their full potential, regardless of their background.

The Pupil Premium is an amount of money allocated by the Government to schools for:

- children of statutory school age from low income families who are known to be eligible for free school meals (FSM) and those who have been eligible within the last six years
- children who have been looked after continuously for more than six months
- children whose parents are currently working in the armed forces

Nationally, the statistics show that pupils who are in receipt of FSM do less well than their peers in their attainment. The aim of this money is to try to close that attainment gap and also seek to address any barriers to learning that disadvantaged pupils may face.

At St. Andrew's these barriers include educational attainment on entry to our school.

Currently the school receives:

- £1345 per children who is eligible for free school meals,
- £310 per service child,
- £2345 per looked after or adopted child.

The DFE offer the following guidelines on how the Pupil Premium is to be spent:

'In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility...[Schools] will be held accountable for how they have used the additional funding to support pupils from low income families.'

Below is a summary for parents, carers and governors of how much Pupil Premium (PP) was received by St Andrew's CE Primary School for 2020/2021; how it was used; the impact it had on pupils' achievement and attendance and its planned use for 2021/22

The Pupil Premium Grant for the academic year 2020/21

The school received a total pupil premium budget of £96,700 for the academic year 2020-21. The principal focus for this year has been on providing additional support to help children to catch-up from lockdown and also to develop the social, emotional and mental health of children. This has been done in a number of different ways, based on close monitoring by the school's Senior Leadership Team, of children's progress and providing feedback to pupils, parents, teachers and support staff and putting appropriate strategies/interventions in place.

Pupil premium funding helps to:

- increase confidence and resilience
- encourage pupils to be more aspirational
- benefit non eligible pupils
- improve mental health
- improve attendance

In January 2021 schools were closed to all children apart from children of key workers. The school started online lessons via Google Classroom and work was provided to pupils online daily throughout lockdown to ensure that children were able to access academic work. Schools reopened in March 2021.

Activity / Initiative / Staff	Purpose/ Intended impact	Impact
Additional support staff in Year One for reading and phonics support.	Increase in the number of pupils are ARE or above in reading. Continuation of phonics sets/ groups to increase the number of children passing the Year 1 phonics screening check.	-In reading, 72.6% of children achieved ARE or above. This is an increase from last year, where 67% of children were on track to achieve ARE or above. -In writing, 67.1% of children achieved ARE or above. This is an increase from last year, where 53% of children were on track to achieve ARE of above. -Although there was no phonics test this year due to school closures, we still carried out our own phonics assessment. 82% of children passed the phonics test. 64% of pupil premium children passed the phonics test.
Extra teaching and support staff in Year 6	Raise attainment in Year 6 for PP pupils. Provide smaller class sizes in Year 6 in order to provide targeted support for children. Increase in the number of pupils at ARE or above in reading, writing and maths. Small class in Year 6 to provide a bespoke, individualised curriculum. Teaching assistants to provide academic, social and emotional support to whole class, small groups and individual pupils.	-HLTA and experienced TA support the teaching and learning in Y6. -92.6% of children reached ARE or above in reading, an increase from 83% last year. -85.2% of children reached ARE or above in writing, an increase from 81% last year. -80.2% of children reached ARE or above in maths, an increase from 76% last year. Pupil Premium % at ARE or above: Reading = 83.3% Writing = 77.8% Maths = 66.7%
Maths clubs for Year 6.	Increase attainment at the end of KS2 and improve the number of children meeting ARE or above in maths. Provide further individualised learning to support pupils in their maths learning.	-80.2% of children reached ARE or above in maths, an increase from 76% last year. -Focus on skills daily in arithmetic questions. -Homework covered basic skills.
Additional staffing in Years 2/ 3 and 6.	Raise attainment in KS1 and KS2 for FSM pupils.	-In KS1 66.7% of children met ARE or above in reading.71.4% of PP children achieved ARE or above.

	<p>This provides a bespoke curriculum, providing support and intervention for disadvantaged pupils.</p> <p>Allows for small groups to of children to be taught and to increase same day intervention.</p> <p>Increase in monitoring of standards in Year 2/3 to ensure consistency.</p>	<p>-In KS1 62.8% of children met ARE or above in writing. 42.9% of PP children achieved ARE or above.</p> <p>-In KS1 71.8% of children met ARE or above in maths. 57.1% of PP children achieved ARE or above.</p> <p>-In Year 3 67.5% of children met ARE or above in reading, 60.2% achieved ARE or above in writing and 61.4% of children met ARE or above in maths.</p> <p>-In KS2 92.6% of children reached ARE or above in reading. 83.3% of PP achieved ARE or above.</p> <p>-In KS2 85.2% of children reached ARE or above in writing. 77.8% of PP children achieved ARE or above.</p> <p>-In KS2 80.2% of children reached ARE or above in maths. 66.7% of PP children achieved ARE or above.</p>
<p>Extra teaching assistants for intervention groups.</p>	<p>To help support pupils with the transition and to carry out extra intervention to close the gaps.</p> <p>To provide catch up support for anxious and vulnerable groups.</p>	<p>-More children accessing ELSA groups.</p> <p>-Interventions carried out in all year groups.</p> <p>-School average for achieving ARE+ in all 3 combined subjects is 64.38%.</p>
<p>Phonics support.</p>	<p>Daily phonics support through small group intervention.</p> <p>Intervention programme is linked to reading support work to support children in passing the phonics screening test in Year 1 and Year 2.</p> <p>Children in Year 1 are split into ability sets for phonics teaching.</p> <p>TA support in all phonics lessons.</p> <p>Parents are welcomed to phonics information sessions run by Year 1 and Foundation Stage leaders to raise awareness of the phonic strategies used within school.</p> <p>Children are sent home with phonic word bags daily.</p> <p>Staff training to develop phonics/ reading strategies across the school.</p>	<p>-Wordbags given to children in Year 1 in order for them to develop their phonics skills further at home.</p> <p>-Daily phonics lessons - even during school closure with phonics videos to support pronunciation.</p> <p>-Although there was no phonics test this year due to school closures, we still carried out our own phonics assessment. 82% of children passed the phonics test. 64% of pupil premium children passed the phonics test.</p>

<p>Greater variety of extra – curricular clubs.</p>	<p>To promote attendance and engagement in all school curriculum areas. To implement the healthy bodies, healthy mind agenda. To increase ecotherapy in the school.</p>	<p>-Pupil voice taken on clubs this year due to having to take place in 'bubbles'. -Children show a positive attitude towards attending clubs. -Extra sessions with the sports coach. -Visits to Raywell for Years 3-6. -'Brain breaks' are given to children throughout the day with an emphasis on healthy bodies, but also linking to the core subjects. -Sponsored bike rides took place for all children in the school. -Regular EEE days throughout the school year.</p>
<p>Subsidising of school trips when applicable.</p>	<p>Increase in attendance and engagement. Children to develop Enterprise skills when planning their own school trips.</p>	<p>-Continues to promote an inclusive curriculum. -Each year group in KS2 are given the opportunity to visit Raywell to develop team building and enterprise skills in an outdoor environment.</p>
<p>Training for teaching and support staff for developing positive mental health skills.</p>	<p>To increase staff awareness and skills in supporting children with mental health needs. To develop children's skills in managing their emotions and feelings. All children to have a designated TA as a wellbeing mentor. Wellbeing Mentors to attend Child Protection Threshold training to understand how the needs of individual pupils can be assessed. Well being mentors to participate in level 2 mental health training.</p>	<p>-All children in the school have their own wellbeing mentor. The mentors work closely with the family - attending TAF meetings, core group meetings, making phone calls and working with the child directly. -Most staff are mental health first aid trained. -Wellbeing mentors stayed in touch with families each week throughout the lockdown and holidays. -Mental Health Support Team engagement carried out - we will have our own mental health practitioner in school from February 2022. -Extra TAs carried out Level 2 Mental Health training.</p>
<p>ICT provision to be upgraded across the school.</p>	<p>To raise the attainment of children. Improving ICT resources to ensure children have additional equipment to promote independent research and learning. To establish remote learning via Google Classroom and for staff and</p>	<p>-Chromebooks purchased for pupils and staff. -Google classroom purchased for the full school to allow pupils to access and submit work online throughout lockdown</p>

	<p>children to use this effectively to hand out and submit work.</p>	<p>and for homework. Lessons were taught online twice a day throughout lockdown.</p> <ul style="list-style-type: none"> -Primary Tech provide an online live chat to solve ICT problems quickly and efficiently. -ICT is used throughout the school in a variety of lessons. Staff use ICT to motivate and stimulate children's learning. -Chromebook timetable for all year groups to use Chromebooks regularly. -Smartboards updated for some classrooms.
<p>Resources to improve emotional well-being of children</p>	<p>To develop resources in the nurture room.</p> <p>Staff training to develop skills and activities that can be used to improve the emotional well being of children.</p> <p>'Jigsaw' PHSME scheme to be purchased to improve the personal and social development of children in the school.</p> <p>Development of mental health training for staff.</p> <p>Development of 'Eco therapy' within the school.</p> <p>Outdoor play resources to be purchased and used with the children to develop turn taking and improve their emotional well being.</p> <p>Development of PE & Health education.</p>	<ul style="list-style-type: none"> -Resources purchased for children with additional needs and the nurture rooms. -Additional outdoor equipment purchased for use of games with pupils to develop emotional wellbeing. -Most staff are now mental health first aid trained. -Some TAs are now Level 2 mental health trained. -Mental Health awareness week and activities carried out with all children. -Sponsored bike ride event for all pupils. -Raywell visits for children in KS2.
<p>To create an ELSA area in the school.</p>	<p>To create a calm, quiet space suitable for ELSA intervention.</p> <p>Resources to be purchased for the ELSA area, including interventions and resources to develop emotional development.</p> <p>Mental health resources developed and used by staff.</p>	<ul style="list-style-type: none"> -ELSA resources shared with staff. -ELSA teaching resources purchased. -Spaces/ displays in nurture rooms developed in line with input from external support.
<p>Training for Google Classroom Level 1 course to support home tuition and learning at home.</p>	<p>For staff to be more confident at delivering online learning.</p> <p>Children to access lessons and homework online.</p> <p>Parents to be able to contact staff and share work that children have done at home.</p>	<ul style="list-style-type: none"> -All staff use Google Classroom in the event of a bubble closure. -Google classroom used weekly for homework and to share updates to parents. -Parents have contact details of all staff.

		<p>-Year group leaders monitor Google Classroom use.</p> <p>-Work set on Google classroom for children to complete on their Chromebook day.</p>
Purchase of National Online Safety training programme for staff, parents and governors.	<p>Staff to access online training for mental health, safeguarding, keeping children safe online and many more. Staff to access monthly webinars to update their knowledge about up-to-date safeguarding/ mental health issues. Children to be taught online safety using their online safety lessons to develop their awareness of how to keep safe online. Parents to be aware of mental health support and online safety support for their children.</p>	<p>-84 registered users including teachers/ TAs and Governors.</p> <p>-Governor training and action plan created for courses to complete.</p> <p>-Staff CPD training action plan for staff to complete.</p> <p>-416 hours of CPD has been completed across the school to develop staff awareness.</p> <p>-Online Safety lessons used in all year groups in line with Government guidance.</p>
To increase interventions across the school.	<p>Children to be identified by class teachers as to what interventions are needed.</p> <p>TAs to carry out interventions to increase the amount of children achieving ARE and above.</p> <p>Interventions to fill the gaps created by children not attending school since March.</p>	<p>-Interventions logged in all classes.</p> <p>-School average for achieving ARE+ in all 3 combined subjects is 64.38%</p>
To develop the Home Reading Scheme in the school.	<p>New books to be purchased to engage children with home reading.</p> <p>Increase the number of children reading 4 times a week at home.</p> <p>Increase the number of children achieving ARE and above in reading across the school.</p>	<p>-New reading scheme purchased across the school to engage children with home reading more.</p> <p>-Reading results across the school of children at ARE and above:</p> <p>Year 1 - 72.6% PP - 54.5%</p> <p>Year 2 - 66.7% PP - 71.4%</p> <p>Year 3 - 67.5% PP - 50%</p> <p>Year 4 - 76.4% PP - 63.2%</p> <p>Year 5 - 89.7% PP - 85.7%</p> <p>Year 6 - 92.6% PP - 83.3%</p>
Development of SENCO team	<p>Additional staff on the SENCO team to support and help with administrative duties.</p> <p>Parents to be aware of the additional SENCOs in the school.</p>	<p>-2 qualified SENCOs in the school.</p> <p>-2 experienced members of staff added to the SENCO team.</p> <p>-Letters sent to parents to share information/ updates.</p> <p>-Parents in contact with all staff on the SENCO team.</p>

Pupil Premium Grant 2021/22:

For the academic year 2021/22 we receive £1345 per pupil who is FSM and £310 for Service children – total allocation £114, 460

Currently:

15% (83 children) of the school (Reception to Year 6) receive the Pupil Premium Grant (PPG)

Of this

6% (5 children) are service children

84% (70 children) receive free school meals (FSM)

10% (8 children) are looked after/ adopted

Activity / Initiative / Staff	Purpose/ Intended impact
Additional support staff in Year One for reading, catch up and phonics support.	Increase in the number of pupils at ARE or above in reading. New phonics teaching scheme and training. Children taught in classes in line with the new scheme. Extra interventions for phonics catch up.
Extra teaching and support staff in Year 6	Raise attainment in Year 6 for PP pupils. Provide smaller class sizes in Year 6 in order to provide targeted support for children. Increase in the number of pupils at ARE or above in reading, writing and maths. Small class in Year 6 to provide a bespoke, individualised curriculum. Teaching assistants to provide academic, social and emotional support to whole class, small groups and individual pupils.
Maths clubs for Year 6.	Increase attainment at the end of KS2 and improve the number of children meeting ARE or above in maths. Provide further individualised learning to support pupils in their maths learning.
Additional staffing across the school for catch up and interventions with vulnerable groups.	Raise attainment in KS1 and KS2 for FSM pupils. This provides a bespoke curriculum, providing support and intervention for disadvantaged pupils. Allows for small groups of children to be taught and to increase same day intervention.
Extra teaching assistants for intervention groups.	To help support pupils with the transition and to carry out extra intervention to close the gaps. To provide catch up support for anxious and vulnerable groups. To support vulnerable pupils with their learning and catch up.
Phonics support and new phonics scheme.	Daily phonics support through small group intervention.

	<p>Intervention programme is linked to reading support work to support children in passing the phonics screening test in Year 1 and Year 2.</p> <p>Children in Year 1 are split into ability sets for phonics teaching.</p> <p>TA support in all phonics lessons.</p> <p>Parents are welcomed to phonics information sessions run by Year 1 and Foundation Stage leaders to raise awareness of the phonic strategies used within school.</p> <p>Children are sent home with phonic word bags daily.</p> <p>Staff training to develop phonics/ reading strategies across the school.</p> <p>New scheme purchased in line with phonics teaching strategies.</p>
Greater variety of extra – curricular clubs.	<p>To promote attendance and engagement in all school curriculum areas.</p> <p>To implement the healthy bodies, healthy mind agenda.</p> <p>To increase ecotherapy in the school.</p>
Subsidising school trips when applicable.	<p>Increase in attendance and engagement.</p> <p>Children develop Enterprise skills when planning their own school trips.</p>
Training for teaching and support staff for developing positive mental health skills.	<p>To increase staff awareness and skills in supporting children with mental health needs.</p> <p>To develop children’s skills in managing their emotions and feelings.</p> <p>All children have a designated TA as a wellbeing mentor.</p> <p>Mental Health Support Team engagement with the CCG to have a Mental Health Practitioner in school 1 day a week.</p>
ICT provision to be upgraded across the school.	<p>To raise the attainment of children.</p> <p>Improving ICT resources to ensure children have additional equipment to promote independent research and learning.</p> <p>To establish remote learning via Google Classroom and for staff and children to use this effectively to hand out and submit work.</p>
Resources to improve emotional well-being of children	<p>To develop resources in the nurture room.</p> <p>Staff training to develop skills and activities that can be used to improve the emotional well being of children.</p> <p>Development of mental health training for staff.</p> <p>Development of ‘Eco therapy’ within the school.</p> <p>Outdoor play resources to be purchased and used with the children to develop turn taking and improve their emotional well being.</p> <p>Development of PE & Health education.</p>

<p>To further develop an ELSA area in the nurture rooms in the school. Further develop links with special schools for staff training/ joint projects.</p>	<p>To create a calm, quiet space suitable for ELSA intervention. Resources to be purchased for the ELSA area, including interventions and resources to develop emotional development. Mental health resources developed and used by staff. Staff awareness training/ development carried out by specialist outreach teachers.</p>
<p>Renewal of National Online Safety training programme for staff, parents and governors. Purchase of National College CPD.</p>	<p>Staff to access online training for mental health, safeguarding, keeping children safe online and many more. Staff to access monthly webinars to update their knowledge about up-to-date safeguarding/ mental health issues. Children to be taught online safety using their online safety lessons to develop their awareness of how to keep safe online. Parents to be aware of mental health support and online safety support for their children.</p>
<p>Outdoor learning areas to be enhanced and developed.</p>	<p>Canopy attached to the nursery to allow for an outdoor classroom area. Keep fit area developed to promote positive mental health in pupils. Circuit areas enhanced to allow further enrichment activities for pupils.</p>
<p>To increase staff training to support pupils with additional needs.</p>	<p>Phonics scheme purchased and training for all staff. Dyslexia awareness and strategies training for staff. Team Teach refresher training for staff. Mental Health Support Team engagement - Mental Health practitioner to support staff training needs.</p>
<p>More enrichment sessions throughout the school, including more outdoor pursuit trips.</p>	<p>Extra Raywell trips for all year groups in the school to enhance pupil wellbeing and ecotherapy. Ecotherapy enhancement for outdoor learning. Use of new keep fit areas.</p>

This report is reviewed annually.