

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:

- £1385 per children who is eligible for free school meals,
- £320 per service child,
- £2410 per post 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 2021/2022; how it was used; the impact it had on pupils' achievement and attendance and its planned use for 2022/23.

The Pupil Premium Grant for the academic year 2021/22

The school received a total pupil premium budget of £114,460 for the academic year 2021-22. 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. Online work continued to be set for any children absent from school due to COVID 19.

Activity / Initiative / Staff	Purpose/ Intended impact	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.	-Number of interventions increased. -Catch-up programme in place which is a long-term project taking place over the next 2-3 years due to the negative impact of COVID.
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. Two extra teachers in Year 6	-HLTA and experienced TA support the teaching and learning in Y6. -Number of interventions increased. -Catch-up programme in place which is a long-term project taking place over the next 2-3 years due to the negative impact of COVID.
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.	-Focus on skills daily in arithmetic questions. -Homework covered basic skills.
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.	-Number of interventions increased. -Catch-up programme in place which is a long-term project taking place over the next 2-3 years due to the negative impact of COVID.
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.	-More children accessing ELSA groups. -Interventions carried out in all year groups. -School average for achieving ARE+ in all 3 combined subjects is 52%.
Phonics support and new phonics scheme.	Daily phonics support through small group intervention. Intervention programme is linked to reading support work to support children in passing the phonics screening test in Year 1 and Year 2.	-Wordbags given to children in Year 1 in order for them to develop their phonics skills further at home. -Daily phonics lessons and keep up lessons.

	<p>Children in Year 1 are split into ability sets for phonics teaching. TA support in all phonics lessons. 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. Children are sent home with phonic word bags daily. Staff training to develop phonics/reading strategies across the school. New scheme purchased in line with phonics teaching strategies.</p>	<p>-Reading books to match the phonics sounds for the children. -Phonics workshops for parents to attend -Use of Little Wandle phonics scheme and Keep up sessions for children who need extra support to learn the sounds.</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. -Good uptake for PP children in clubs and trips. -Extra sessions with the sports coach. -Visits to Raywell for the whole school. -'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. -Staff training took place for teaching assistants at Raywell to support structured lunchtime play.</p>
<p>Subsidising school trips when applicable.</p>	<p>Increase in attendance and engagement. Children develop Enterprise skills when planning their own school trips.</p>	<p>-Continues to promote an inclusive curriculum. -Each year group in the school were 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 have a designated TA as a wellbeing mentor.</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.</p>

	<p>Mental Health Support Team engagement with the CCG to have a Mental Health Practitioner in school 1 day a week.</p>	<ul style="list-style-type: none"> -Most staff are mental health first aid trained. -Mental Health Practitioner working in school 1 day a week has completed work with 10 pupils throughout the Spring and Summer Term.
<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.</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>	<ul style="list-style-type: none"> -Chromebooks purchased for pupils and staff. -Google classroom purchased for the full school to allow pupils to access and submit work online throughout lockdown, for homework and for any other absences from school. -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>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 both KS1 and KS2 nurture rooms have been upgraded. -Additional outdoor equipment purchased for use of games with pupils to develop emotional wellbeing. -New outdoor gym and timber trails fitted for KS1 and KS2 pupils. -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 Year 6 pupils. -Raywell visits for the whole school.

<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>-ELSA resources shared with staff. -ELSA teaching resources purchased. -Spaces/ displays in nurture rooms developed in line with input from external support. -Nurture rooms updated to create a calming and comfortable space for ELSA work.</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>-90 registered users including teachers/ TAs and Governors. -Governor training and action plan created for courses to complete. -Staff CPD training action plan for staff to complete. -All staff have updated their FGM training using this platform. -Online safety lessons and videos provided for staff to use.</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>-New timber trails for KS1 and KS2. -New gym equipment in the keep fit area. -Lunchtime structured play resources purchased and staff training carried out.</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>-Little Wandle training carried out for all staff. -Dyslexia awareness 3 hour workshop for all staff. -Team Teach training for most staff and positive behaviour management training for all staff. -Mental Health Support training carried out by the Mental Health Practitioner.</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>	<p>-The whole school has had opportunities for trips to Raywell. -Good uptake of participation in trips from all pupils, including PP pupils.</p>

Pupil Premium Grant 2022/23:

For the academic year 2022/23 we receive £1385 per pupil who is FSM and £320 for Service children – total allocation £110,960

Currently:

15% (81 children) of the school (Reception to Year 6) receive the Pupil Premium Grant (PPG)

Of this

6% (5 children) are service children

89% (72 children) receive free school meals (FSM)

5% (4 children) are looked after/ adopted

Activity / Initiative / Staff	Purpose/ Intended impact
Additional support staff across the school for catch up support.	Increase in the number of pupils at ARE or above in reading/ writing and maths - including non-negotiables/ basic skills/ times tables/ number bonds. New phonics teaching scheme and training for all staff in the school. Children who failed the phonics test to receive extra intervention.
Extra teaching and support staff in Year 6	Raise attainment in Year 6 for PP pupils. Increase in the number of pupils at ARE or above in reading, writing and maths - including non-negotiables/ basic skills/ times tables/ number bonds. Teaching assistants to provide academic, social and emotional support to whole class, small groups and individual pupils.
Maths tuition clubs for Year 6.	Increase attainment at the end of KS2 and improve the number of children meeting ARE or above in reading, writing and maths. Provide further individualised learning to support pupils in their academic learning.
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 development, including training and resources for the Little Wandle phonics scheme.	Daily phonics support through small group intervention. Intervention programme is linked to reading support work to support children in passing the phonics screening test in Year 1 and Year 2. TA support in all phonics lessons. 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. Children are sent home with phonic word bags daily.

	<p>Staff training to develop phonics/ reading strategies across the school.</p> <p>Reading books to match the phonics scheme.</p> <p>Speaking and Listening development of children through the use of class stories.</p> <p>Further development of 'story time' and Young Authors Project.</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 well-being mentors to develop positive mental health skills. t	<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>
Resources to improve the emotional well-being of children.	<p>To develop resources and the use of 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>
Further develop links with special schools for staff training/ joint projects.	<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> <p>Staff awareness training/ development carried out by specialist outreach teachers.</p>
<p>Renewal of National Online Safety training programme for staff, parents and governors.</p> <p>Purchase of National College CPD.</p>	<p>Staff to access online training for mental health, safeguarding, keeping children safe online and many more.</p> <p>Staff to access monthly webinars to update their knowledge about up-to-date safeguarding/ mental</p>

	<p>health issues. Children to be taught online safety using their online safety lessons to develop their awareness of how to keep safe online.</p> <p>Parents to be aware of mental health support and online safety support for their children.</p>
<p>Outdoor learning areas to be further enhanced and developed.</p>	<p>Keep fit area developed to promote positive mental health in pupils.</p> <p>Outdoor resources purchased to support structured lunchtime play activities.</p>
<p>To increase staff training to support pupils with additional needs.</p>	<p>Phonics scheme training for all staff to support pupils with SEND.</p> <p>Mental Health Support Team engagement - Mental Health practitioner to support staff training needs.</p>
<p>Social development strategies across lunchtime.</p>	<p>Purchase of extra resources for structured lunchtime play.</p> <p>Staff training carried out.</p> <p>Enhancing playtime provision to increase social skills and celebrate positive behaviour.</p>
<p>Develop strategies to improve attendance.</p>	<p>Regular home visits.</p> <p>Increase in incentives for good attendance.</p> <p>EWO links developed.</p>
<p>Jigsaw subscription portal containing updated PHSE content inline with the Government changes and guidance.</p>	<p>Optimised training library and additional lessons for pupils.</p> <p>New RSHE animations for children.</p> <p>Content linked to Ukraine.</p> <p>Supports the whole child and their development.</p>

This report is reviewed annually.