

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 2019/2020; how it was used; the impact it had on pupils' achievement and attendance and its planned use for 2020/2021.

The Pupil Premium Grant for the academic year 2019-20

The school received a total pupil premium budget of £114,840 for the academic year 2019-20. The principal focus for this year has been on providing additional support to help children to meet or exceed age related expectation in Literacy and Numeracy and 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. In March 2020, 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.

Activity / Initiative / Staff	Purpose/ Intended impact	Impact
Additional support staff in Year One, two days per week for reading support.	Increase in the number of pupils at ARE or above in reading. Continuation of phonics sets/ groups to increase in the number of children passing the Year 1 phonics screening check.	-Phonics screening check did not take place due to COVID 19. Children were in phonics sets and taught phonics at least daily. These lessons continued online throughout

		lockdown, through the use of Google Classroom. -In reading, 67% of children were on track to achieve ARE or above. In writing, 53% of children were on track to achieve ARE or above. In maths, 71% of children were on track to achieve ARE or above.
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 classes 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.	-2 HLTAs support the teaching and learning in Y6. -Children being taught in smaller groups, with targeted support depending on need. -83% of children reached ARE or above in Reading. -81% of children reached ARE or above in Writing. -76% of children reached ARE or above in Maths.
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.	-76% of children reached ARE or above in Maths. -Small groups of children were taught after school by TAs and teachers to provide further individualised learning. -Good attendance of PP children at the Maths clubs
Additional staffing in Years 2 and 6.	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. Increase in monitoring of standards in Year 2/3 to ensure consistency.	-In KS1 72% of children met ARE or above in reading. 40% of PP achieved ARE or above. -In KS1 69% of children met ARE or above in writing. 30% of PP achieved ARE or above. -In KS1 67% of children met ARE or above in maths. 40% of PP achieved ARE or above. -Key Stage One did not sit their SATS in May due to COVID 19, so the data cannot be compared to previous years. -In KS2 83% of children met ARE or above in reading. 75% of PP met ARE or above. -In KS2 81% of children met ARE or above in

		<p>writing. 83% of PP met ARE or above.</p> <p>-In KS2 76% of children met ARE or above in maths. 83% of PP met ARE or above.</p> <p>- Key Stage Two did not sit their SATS tests in May due to COVID 19, so the data cannot be compared to previous years.</p>
Extra teaching assistant in Year 3.	<p>To help with the transition to Year 3.</p> <p>To help support pupils with the transition and to carry out extra intervention to close the gaps.</p>	<p>-82% of children achieved ARE or above in reading.</p> <p>-72% of children achieved ARE of above in writing.</p> <p>-74% of children achieved ARE or above in maths.</p> <p>-Daily interventions were able to be carried out on various focus groups in the year group.</p>
Phonics support.	<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>-Parent workshops have been carried out in order to provide parents with knowledge, support and resources about phonics.</p> <p>-Word bags have been given to children in Year 1 in order for them to develop their phonics skills further at home.</p> <p>-Children put into sets and small phonic focus groups for phonics teaching.</p> <p>-Phonics screening check did not take place due to COVID 19.</p> <p>-Daily online phonics lessons were uploaded onto Google Classroom for children in Year 1 throughout lockdown and school closure.</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>-Good attendance of clubs by all children and children show a positive attitude towards attending clubs up until school closure.</p> <p>-Extra football and rugby clubs have been provided for children in the Autumn Term.</p> <p>-Extra sessions with the sports coach throughout the week.</p> <p>-Staff training has been carried out in order to</p>

		<p>develop games and sports outside.</p> <p>-'Brain breaks' are given to children throughout the day with an emphasis on healthy bodies, but also linking to the core subjects.</p> <p>-Sponsored bike rides took place for children in Key Stage 2.</p>
<p>Increase in staffing across lunchtimes and development of lunchtime activities.</p>	<p>Children to be more engaged in lunchtime sports activities and playground games.</p> <p>Children to develop their social, emotional and communication skills.</p> <p>TA development of lunchtime activities – both indoor and outdoor games - increase in enjoyment.</p> <p>Improve children's social and emotional wellbeing.</p>	<p>-Structured play sessions now take place at lunchtimes.</p> <p>-Attitudes and behaviour have improved on the playground.</p> <p>-Children see being healthy as important and enjoy taking part in fitness sessions.</p> <p>-TAs are now outside and on duty during lunchtimes to develop and support games for children.</p> <p>-Less behaviour incidents are reported.</p> <p>-Parents feel positive about the new lunchtime improvements.</p>
<p>Subsidising of school trips when applicable.</p>	<p>Increase in attendance and engagement.</p> <p>Children to develop Enterprise skills when planning their own school trips.</p> <p>Three year groups to be offered the opportunity of a residential stay, with additional opportunity for outdoor learning.</p> <p>All year groups to be provided with an opportunity to plan their own school trip for the end of the academic year.</p>	<p>-Continues to promote an inclusive curriculum.</p> <p>-Each year group in KS2 are given the opportunity to visit Raywell (in Years 3, 4, 5 and 6) to develop team building and Enterprise skills in an outdoor environment.</p> <p>-School trips took place up until March 2020.</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.</p> <p>To develop children's skills in managing their emotions and feelings.</p> <p>All children to have a designated TA as a wellbeing mentor.</p> <p>Wellbeing Mentors to attend Child Protection Threshold training to understand how the needs of individual pupils can be assessed.</p> <p>Staff to attend Outcome Star training and deliver this to other staff to share</p>	<p>-All children in the school have their own well-being mentor. The mentors work closely with the family – attending TAF meetings, core group meetings, making phone calls, working with the child.</p> <p>-Some staff are trained in first aid in mental health and are implementing the strategies taught in their practise.</p> <p>-More wellbeing mentors attended the threshold</p>

	<p>how to assess the emotional/ mental health of pupils.</p>	<p>training and co-ordinator training.</p> <ul style="list-style-type: none"> -Wellbeing mentors stayed in touch with families, particularly vulnerable families throughout lockdown and the summer holidays. -Staff attended outcome star training which can be adapted to use in the school. -Caring dogs approach used in school to support children with mental health/ extreme anxiety.
<p>Nessy clubs for years 1-6.</p>	<p>Additional support for children in Years 1 – 6 in reading, writing, maths and spellings which is age appropriate.</p>	<ul style="list-style-type: none"> -Children accessing intervention, which is recommended by the Dyslexia Sparks charity. -Children able to access NESSY in the classroom for extra intervention. -NESSY log on details sent to parents at the start of lockdown so children could access at home.
<p>To develop resources in the 'nurture rooms' and develop outside areas.</p>	<p>To create a calming space in KS1 and KS2 for children to visit when they need a 'break' from the classroom.</p> <p>Additional resources to be purchased for the nurture rooms, including interventions and resources to develop emotional development.</p> <p>Outside areas, e.g. allotments, to be developed for children to use for learning and exploring.</p>	<ul style="list-style-type: none"> -Two nurture rooms are used in the school regularly, pupils use these rooms daily for a variety of reasons, including – a brain break from their work, a quiet, calm space to work, a safe space to calm down when a child is encountering high emotions, and friendship group interventions. -Science garden has been developed, with a gardening club taking place to help with the upkeep of it. -Each year group uses the wellbeing court on a rota and participates in team games on a lunch time. This has had a decrease in behavioural incidents on lunchtimes. -Circuit training area developed and each year group uses that area on a rota with the sports coach.

<p>Extra sessions with the sports coach.</p>	<p>Children to have extra sessions in the keep fit area with the sports coach on a rota. Develop healthy bodies within the school and to enhance the physical, mental, social and emotional wellbeing of children. To increase the amount of PE sessions the children have each week.</p>	<p>-Children play team games on the wellbeing court with the sports coach on a rota on a lunch time. This has meant that behavioural incidents on a lunch time has been decreased due to children being highly engaged. -Keep Fit circuit area has been created and children use this area regularly on a rota with the sports coach. -When schools reopened the sports coach continued to carry out keep fit sessions with children.</p>
<p>Team Teach Training.</p>	<p>Staff to be team teach trained to develop a whole school 'holistic' approach to behaviour management. Staff trained to use positive language with children and a range of de-escalation skills. Key staff to observe strategies used at Whitehouse behaviour unit to support behaviour in a positive way.</p>	<p>-Most staff are team teach trained. Positive language is used to with children to de-escalate an incident. -Reduced incidents for positive handling. -Creation of Staff Immediate Response Team (SIRT)</p>
<p>Increase in DAZZLE/ Crackerjack sessions.</p>	<p>Increase in enjoyment in education. PHSME developed throughout the school.</p>	<p>-Children receive weekly DAZZLE sessions, which has led to an enjoyment in education and problem solving skills developed. -Staff training to share and develop ideas in DAZZLE. -PHSME developed and children receive certificates for their achievement with K.I.S.S. and T.W.E.E.T. projects.</p>
<p>ICT provision to be increased in the Early Years.</p>	<p>To purchase extra ipads to encourage speaking and listening skills. To raise the attainment of children. Improving ICT resources to ensure children have additional equipment to promote independent research and learning.</p>	<p>-Extra ipads purchased for Early Years. -Chromebooks purchased for pupils and staff. -Google Classroom purchased for the full school to allow pupils to access and submit their work online throughout lockdown. Google Classroom also allowed children and teachers to stay in touch with the whole class and for online lessons to be taught when schools were closed. -Primary Tech provide an online live chat to solve ICT</p>

		<p>problems quickly and efficiently.</p> <p>-ICT is used throughout the school and in a variety of different lessons. Staff use ICT in order to motivate and stimulate children's learning.</p>
Resources to improve emotional wellbeing 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 wellbeing of children.</p> <p>Outcome star training to staff to assess the progress of a child's emotional/ mental health.</p> <p>'Jigsaw' PHSME scheme to be purchased to improve the personal and social development of children in the school.</p> <p>Development of 'Ecotherapy' within the school.</p>	<p>-Resources purchased for children with additional needs and the nurture rooms.</p> <p>-Additional outdoor equipment purchased for use of games with pupils to develop emotional wellbeing.</p> <p>-Outcome star training attended by staff.</p> <p>-Positive Mental Health first aid course attended by more staff members.</p>
Creation of ELSA support role (Emotional Literacy Support Assistant).	<p>This is run by the City's psychology service to enhance and understand children's behaviour, social and emotional wellbeing. This will allow member of staff to be the ELSA for our school with the support of Teaching Assistants.</p>	<p>-Teacher attended and completed ELSA course.</p> <p>-ELSA resources distributed to staff to support children's return to school.</p> <p>-ELSA action plan in place.</p>
Ongoing monitoring and development of the leadership team in relation to PP.	<p>All leaders to have a greater awareness of the needs of PP children.</p> <p>To support and monitor PP children in order to raise attainment.</p>	<p>-All staff attend regular pupil progress meetings and have to identify and show the progress of all pupils, including PP pupils.</p> <p>-Leaders monitor the progress of PP pupils, through o track, and identify those that need extra intervention.</p>
Set up of parent support groups.	<p>Parental coffee mornings each half term based on 'themes' e.g. external support, SEN needs, social needs – parents supporting parents.</p> <p>Increase of parent involvement within the school.</p> <p>Parents will feel supported by the school, to meet their child's needs, in a positive way.</p>	<p>-Meetings took place regularly up until March with an increase in parents attending each time.</p> <p>-Charities were booked in to carry out support to parents during these sessions but these had to be delayed due to COVID.</p>

Pupil Premium Grant 2020/21:

For the academic year 2020/21 we receive £1345 per pupil who is FSM and £310 for Service children – total allocation £96,700

Currently:

12% (73 children) of the school (Reception to Year 6) receive the Pupil Premium Grant (PPG)

Of this

**5% (4 children) are service children
73% (53 children) receive free school meals (FSM)**

Activity / Initiative / Staff	Purpose/ Intended impact
Additional support staff in Year One for reading and phonics support.	Increase in the number of pupils at ARE or above in reading. Continuation of phonics sets/ groups to increase in the number of children passing the Year 1 phonics screening check.
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 in Years 2/ 3 and 6.	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 to of children to be taught and to increase same day intervention. Increase in monitoring of standards in Year 2/3 to ensure consistency.
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
Phonics support.	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. 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>
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 of school trips when applicable.	<p>Increase in attendance and engagement.</p> <p>Children to 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 to have a designated TA as a wellbeing mentor.</p> <p>Wellbeing Mentors to attend Child Protection Threshold training to understand how the needs of individual pupils can be assessed.</p> <p>Well being mentors to participate in level 2 mental health training.</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>‘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>
To create an ELSA area in the school.	<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>
Training for Google Classroom Level 1 course to support home tuition and learning at home.	<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>
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.</p> <p>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.</p> <p>Parents to be aware of mental health support and online safety support for their children.</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>
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>
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>

This report is reviewed annually.