



St Andrew's CE Primary School
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St Andrew's CE Primary School – Pupil Premium Strategy 2021-2022

The Pupil Premium is a sum of money in the school's budget. It is allocated according to the number of children who are looked after or eligible for free school meals. It is intended to support schools in narrowing the gaps in attainment between different groups of pupils.

Detail	Data
School name	St Andrew's C of E school.
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jo Devine
Pupil premium lead	Jo Devine
Governor / Trustee lead	

Detail	Amount
Pupil premium funding allocation this academic year	£ 18830
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Pupil Premium Strategy Statement

At St Andrew's school, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We have an inclusive approach which means we provide support and where necessary targeted interventions to ensure that no pupil is unfairly disadvantaged. We strongly believe that a strong curriculum and effective teaching is the key to pupil success in addition to targeted academic support and wider strategies to promote pupil wellbeing.

The pupil premium funding received will for eligible pupils consists of the following:

Targeted academic support consisting of:

1. Structured interventions to improve attainment in Maths and English
2. Additional 1:1 measurable intervention for those PPG pupils who are below age-related expectations.
3. Early identification and intensive reading recovery program to support those who are below age related expectations in reading.

Emotional well-being, aspiration and Resilience

1. Bespoke 1:1 session with mental health first aider/ emotional support member of staff.
2. Adult led peer support sessions to address issues around well-being and self-esteem.
3. Liaison with all SLT to review and to identify any common themes that form part of SIP.

Wider strategies

1. Parental engagement: Providing laptops for children to use at home when needed.
2. Financial support for pupils, enrichment activities to provide wider opportunities and enhance the self-esteem of pupils (these may include music and instrumental tuition, free places at school-run extra-curricular clubs and external clubs where appropriate)
3. Attendance: Use of Learning Mentor to improve attendance.

Challenges

Current challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	
1	Low attainment and slow progress rates in mathematics. Pupils have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Low attainment and slow progress rates in early reading skills (Phonics)and reading fluency and vocabulary.
3	Social, emotional and behavioural challenges, affecting self-esteem and progress, especially relationships with peers.
4	Positive learning behaviours, e.g. lack of independence or resilience, or as a result of lockdown.
5	Lateness and persistent absenteeism of PP/disadvantaged children

Targeted Academic Support

Intent	Implementation	Impact
To improve progress and attainment in Maths	Contribution to HLTA salary for 3x weekly interventions (Plus One) for those pupils who have gaps in basic number	Measurable progress tracked pupils are able to call on quick number recall within a maths lesson. Pupils are able to apply number skills within a maths lesson and by the end of KS2 are able to apply concepts to problem solving questions independently.
	Contribution to HLTA salary Early morning intervention to consolidate basic number skills in UKS2	
To improve progress and attainment in early reading (including Phonics)	Contribution to TA salary to provide phonic 'keep up' sessions	PPG pupils are tracked and progress monitored. Pupils are able to pass phonic screening test in spring 2022
To improve fluency in reading across all year groups	Contribution to Reading Recovery Program to ensure all PPG pupils can read by the end of KS1 Support and training for reading volunteers.	Pupils who are PPG and who participate in reading recovery are able to read to agreed levels.

Emotional well-being, aspiration and Resilience

Intent	Implementation	Impact
To support pupils emotional needs and anxieties	Bespoke emotional coaching sessions for pupils with challenges both in school and at home. Opportunities to work with peers, take their advice and to seek common solutions.	Pupils who are emotionally vulnerable have allocated member of staff to refer to and who will liaise with class based staff and parents.

Wider strategies

Intent	Implementation	Impact
To ensure families have the necessary school support to ensure their children can access extra-curricular activities and any services from outside agencies.	Laptop/technology allocated Residential/class trip/swimming/music tuition funded by school/	PPG pupils have full access to all aspects of school life
To ensure that pupils' attendance and punctuality is monitored and where necessary help provided or families are referred to relevant agencies.	Attendance and punctuality is monitored. Letters/EWO involvement where there are concerns.	Any pupil that the school is concerned about is monitored to ensure attendance and punctuality is in line with school and borough expectations.

Key Actions	How will we measure success?
1) Contribution towards Emotional support TA salary 1 x 5 days a week 1 x 15 hours a week	<ul style="list-style-type: none"> - Attendance data - Evidence of progress given to SLT at the end of interventions and support - Feedback from teachers about the children involved - Feedback from parents about interventions for their children and support that they receive - Observations of behaviour around school and at break and lunchtimes - Feedback from parents about the support

