



St Andrews Church of England Junior School - Pupil premium strategy statement 2022-23



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Junior School
Number of pupils in school	323
Proportion (%) of pupil premium eligible pupils	28% (92 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mr Wayne Higgins
Pupil premium lead	Mr Wayne Higgins
Governor	Mr Philip Reddish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,885
Recovery premium funding allocation this academic year	£11,886
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,530
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,301

Part A: Pupil premium strategy plan

Statement of intent

At St Andrews Church of England Junior School we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders at St Andrew's are committed to ensuring that all of our disadvantaged pupils receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
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1	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
2	Some children engaged with our online, lockdown provision more effectively than others.
3	Pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc). Parents are unable to pay for uniform/curriculum visits to enable children to participate fully in all aspects of school life.
4	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.

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
- Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. • - The gap is narrowed in the progress and attainment of PP and non-PP children.	- Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards. - Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. - Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. - Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. - Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data. - Targeted phonics strategies to ensure PP children who did not reach the standard at KS1 do by the end of year 3.
- Children have positive attitudes to their education. They have high self-esteem,	- Reduced need for additional pastoral support/ intervention in the future.

feel valued, are engaged and enjoy their learning.	- Pupils more engaged in learning - Increased values in work and their outcomes - Pupils more positive about school - Pupils understand zones of regulation
- All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. - Pupils love learning and have access to an engaging, broad and varied Curriculum - All children have access to appropriate technology at home	- The curriculum will provide pupils with an exciting, varied curriculum. - Teachers and support staff will plan a wide range of visits, WOW events and experiences to inspire and enhance learning and make it memorable. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. - Home learning, reading and access to TT Rockstars will be offered to children who need support so that they can use the internet and devices that are available in school. - All children have access to reading at home and school. - Children are given regular opportunities to change their home reading and/or school library book. - Home learning is organised in a project based menu to support the link between home and school to enrich the children's learning experiences more.
- All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.	- Children know and understand the meaning of the attributes of a good learning. - Behaviours'. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school. - Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. - Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.' - Support staff are used effectively to challenge and guide children without

	creating an over reliance on adult support. - Forest school sessions and the curriculum are used effectively to develop these learning behaviours.
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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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: **£116,381**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support).	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind	1,2 & 4
Intervention Teacher – supporting small groups – targeting maths and reading	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind	1,2 & 4
Pastoral Support	Pastoral care is the provision a school makes to ensure the physical and emotional welfare of pupils. It is the essential foundation upon which learning can take place.	1&4

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

Budgeted cost: £10,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
School uniform at the beginning of the academic year. Budgeted cost:	- All children feel included and part of our school community – raised self-esteem.	3&4
All school curriculum visits / trips, excluding enrichment visits, will be paid for. Budgeted cost:	- All children feel included and part of our school community – raised self-esteem.	3&4
Sunset and Sunrise Club – Access to wraparound care	- Improved working opportunities for parents. - Opportunities for children to socialise with others, encouraging communication for those who may have felt isolated during lockdown. - Small groups to encourage positive and meaningful relationships with peers and the adult supervising the session. - Children are more organised, engaged with their learning and overall attendance is better.	1,3 &4
Access to afterschool activities	- Children can access opportunities they wouldn't normally be able to do. - Boost self-esteem and confidence - Provide opportunities to play, take turns and develop social skills - Re-new interest in learning skills	1,3 &4
Access to PFSA support	- Pastoral support for children and families. - 1:1 emotional well-being sessions - Develop parenting confidence	1,3&4
Daily check in on well being using Zones of regulation	- All children complete Zones of Regulation check in sheets. - Sheets are monitored and support provided if appropriate	1, 3&4

Total budgeted cost: £127,301

Part B: Review of outcomes in the previous academic year

Desired Outcome	Impact
- Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards. - To ensure all pupils are given the opportunity to consolidate basic skills. - To ensure fallen behind children receive targeted high-quality intervention. - To embed and sustain a reading culture that ensures all pupils read regularly and develop a love of books. - Pupils read regularly and have access to high quality books for personal and guided reading.	- Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. - Support staff and class teachers support learning effectively addressing misconceptions ASAP in preparation for lessons. - Additional intervention sessions will take place based on gaps in learning and with reference to previous key stage result. - Quantity/quality of reading in each class is at the level for each child (using Accelerated Reader (AR) to obtain ZPD range). - Children are regularly testing and receiving 85%+ and are reading for at least 25 minutes per day (20 minutes for KS1). - Teacher's to regular update and celebrate AR and reading challenge display.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	- PFSA/ELSA/SENCo and SLT identified and supported families and children and work to alleviate barriers to learning. - Identified children have attended Nurture, positive play, Lego Therapy sessions with support staff.
- Pupils have a breadth of experiences that enable them to contextualize their learning. - School will deliver an engaging, broad and varied curriculum. - School to provide children with access to technology which they cannot access at home.	- Teachers and support staff delivered a WOW events/experiences to inspire/enhance learning and make it memorable. - Children were given the opportunity to participate in a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. - Children have been given the opportunity to access Homework/reading/TT rockstars/ using the internet/Ipads/Chromebooks which are available in school.

	Children have the opportunity every day to take AR quizzes and change their reading book.
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	- PP pupils' attendance was 93% (slightly below national) vs 96% attendance of non-PP pupils. - Most PP pupils attended and engaged well with remote learning and those that didn't came in as part of the vulnerable groups. - Disruption and anxiety caused by COVID-19 impacted on the attendance of some disadvantaged pupils
Pupils will have good self-organisation skills, resilience and determination. Pupils will be able to work independently with confidence.	- Lesson observations/learning walks and discussions with children showed that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. - Pupils show that they are resilient and able to learn from mistakes. - Teachers are modelling this behaviour when they are 'thinking out loud.' - Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Here is our latest published data.

- KS2 Reading: 67% met the standard.
- 52% of PP children met the standard.
- KS2 Maths: 62% met the standard.
- 48% of PP children met the standard.
- KS2 SPAG: 61% met the standard.
- 48% of PP children met the standard.
- KS2 Writing: 62% met the standard.
- 48% of PP children met the standard.
- In KS2 the Reading, Writing and Maths combined score was 48%.
- 36% of PP children had a combined Reading, Writing and Maths score of 100%.

Out of the 21 children in year 6, 7 (33%) of those were children with SEND.

Progress for all Pupil Premium across the whole school shows that over 80% of children made expected or better progress in reading, writing and maths.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was in line with if not better than that of non-disadvantaged pupils as a cohort.

There is more focus on rehearsing the basic skills regularly and a greater focus on daily reading.

The extra-curricular experiences which are essential in enhancing our curriculum offer were limited during the last few academic years. This meant that children were not able to take part in enriching activities which are designed to impact positively upon cultural capital, learning skills and overall academic achievement. This led to a focus on individual music lessons and in school clubs being offered to all pupil premium children.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide small group and individual wellbeing and academic support for all pupils, and targeted interventions where required.

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
Accelerated Reader	REN Learning
TT Rock Stars	Maths Circle LTD
Nessy (Online)	Nessy Learning Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	- Sunrise and Sunset Club (wrap around school childcare) - mental health support and additional TA support if needed.
What was the impact of that spending on service pupil premium eligible pupils?	Children had good attendance, were happily engaged in their learning (specifically in lockdown) and made good progress.

Further information (optional)

On our website we have a PP strategy which is reviewed each year.