

Pupil premium strategy statement

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	Andrews' Endowed CE Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	12% 24 children total 21 FSM 4 PLAC 2 Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	FGB
Pupil premium lead	G Gundry
Governor / Trustee lead	Rosemary Arrowsmith-Oliver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,381
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£35,426

Part A: Pupil premium strategy plan

Statement of intent

At Andrews' Endowed CE Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport, forest schools and French
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates
2	Gaps and misconceptions and difficulty retaining/recalling prior knowledge
3	Social, emotional or behaviour issues, including fear of failure along with lack of resilience and determination – mental health
4	Parental engagement
5	Pupils have limited experiences beyond their home life and limited access to books, libraries or technology – access to wider opportunities

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
Children achieving at expected level	Meeting expected standards
Progress in Reading	<ul style="list-style-type: none"> ensure that all children, whatever their starting point, would achieve age-related expectations in reading at the end of Key Stage 1- Analysis of data close the gap between our most vulnerable pupils and their peers in reading – Analysis of data from 2020 compared to 2021 have an impact on the quality of literacy provision across the whole school –lesson planning actions have been identified and progress has been identified. raise self-esteem in lower achieving pupils when reading a text aloud engage hard to reach parents, and give them the knowledge and skills to support their child's learning – parent workshops to be attended % of parents develop meaningful school/home partnerships that overcome barriers to learning.

Progress in Writing	<ul style="list-style-type: none"> ensure that all children, whatever their starting point, would achieve age-related expectations in reading at the end of Key Stage 1- Analysis of data close the gap between our most vulnerable pupils and their peers in writing – Analysis of data from 2020 compared to 2021 have an impact on the quality of literacy provision across the whole school –lesson planning actions have been identified and progress has been identified.
Progress in Mathematics	<ul style="list-style-type: none"> ensure that all children, whatever their starting point, would achieve age-related expectations in Maths at the end of Key Stage 1- Analysis of data close the gap between our most vulnerable pupils and their peers in writing – Analysis of data from 2020 compared to 2021
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Those with identified social, emotional or health needs are supported	
Pupils able to work independently with confidence	
Children have access to range of learning opportunities and experiences	

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: £8,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half day INSET English	BESA	1, 2

	<p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally</p> <p>Pupils confidence to articulate the written word and perform with confidence has improved</p>	
Half day INSET Maths	<p>BESA</p> <p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally</p>	1, 2
SEN INSET	<p>EEF</p> <p>Pupils make accelerated progress. Early intervention and assessment monitored and meets the needs of the children</p>	1, 2, 3
Staff Meeting Maths Input	<p>EEF</p> <p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Solent Maths Hub.</p>	1,2,3
Staff Meeting Inclusion	<p>EEF</p> <p>Pupils make accelerated progress. Early intervention and assessment monitored and meets the needs of the children</p> <p>Gaps are filled</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p>	123
Staff Meeting Metacognition and self-regulation 2x	<p>EEF</p> <p>Pupils make accelerated progress</p> <p>Pupils retain knowledge</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p>	1,2,3

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

Budgeted cost: £12,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group tutoring (CM)	<p>EEF</p> <p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally</p> <p>Gaps are filled.</p> <p>The forgotten: how White working-class pupils have been let down, and how to change it. (Parliament.uk, June 2021) found that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group.</p>	1, 2, 3
Small Group tutoring (M W-M)	<p>EEF</p> <p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally</p> <p>Gaps are filled.</p> <p>The forgotten: how White working-class pupils have been let down, and how to change it. (Parliament.uk, June 2021) found that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group.</p>	1, 2, 3
Speech and language therapy.	<p>Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils.</p> <p>Pupils speak to a wide range of audiences with confidence.</p> <p>Weak Language and Communication skills. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p>High % of PP of children access SALT– children will require small group support or 1:1 support from the school speech and language therapist</p>	1,2
Supportive interventions run by professionals: Art therapy (12 x 30 mins C Potter)	<p>Improved SEMH of all pupils. Instances of poor behaviour reduced.</p> <p>PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil</p>	3,5

	Premium Conference) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this	
HQIT sessions of small groups. (3x pm sessions each week using French Enrichment)	EEF Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools	1,2,3,5
GG Small group reading tutoring (for Year 4 ½ an hour p/wk x12)	EEF Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally. Gaps are filled. EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	1,2
Reading and comprehension Staff Meeting (HIAS Training 10 staff 1.5 hours)	EEF Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally. Gaps are filled. Parents have more strategies when working with their children at home. EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	1,2,4

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

Budgeted cost: £14,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support with ELSA	EEF Improved SEMH of all pupils. Instances of poor behaviour reduced.	3, 4
Family Support Worker (Elkolet)	EEF, CWDC Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home	3, 4

	<p>Pupils are safe and are confident in themselves and can manage their emotions effectively.</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress.</p>	
Forest School	<p>UK Forest School Training Research Base</p> <p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p>	3, 4, 5
Half day Behaviour INSET	<p>EEF Behaviour, including learning behaviour, is good. Pupils make good progress in learning.</p> <p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p>Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance.</p> <p>Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021</p>	1,3,5
Staff Meetings based on behaviour x 2	<p>EEF Behaviour, including learning behaviour, is good. Pupils make good progress in learning.</p>	1,3,5

	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	
--	---	--

Total budgeted cost: £35,133

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021. However both hard and soft data has been collected to evidence outcomes for these children. Children were assessed at the start of the year to identify areas of difficult and targets, and children were given regular feedback.

Key areas of impact

2020 Autumn Term Phonics screening test results 88% all pupils, 100% PP pupils achieved the pass mark.

2021 Year 1 Phonics screening teacher assessment PP children: 92% predicted Autumn 2022.

PP attendance figures for end of 2020-2021:

Raised attainment in Reading for PP pupils in Year 4 and Year 5 as an impact of targeted intervention Year 1 R and W showing impact of metacognition for PPG.

Increasing percentages in Year 2 throughout the year showing PP groups have progressed in RWM due to the interventions in the class.

Excellent online provision given to children during school lockdown. The majority of PP children took up a school place during the lockdown. Assessment data shows that this needs to be a continued target for the strategy plan period.

Children were provided with a chrome book during lockdown.

A majority of PP/SEND children attended school during lockdown with in-person teaching. However, data shows that progress and attainment for this group has been impacted and remains a focus.

EEF guidance and wider best practice for online provision followed by teachers. Inclusive, accessible learning.

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
TT Rockstars	https://trockstars.com/
Vocabulary Ninja	https://vocabularyninja.co.uk/
Tapestry	https://tapestryjournal.com/

Further information (optional)