



St Andrew's CE Primary School, Pupil premium strategy statement

This statement details St Andrew'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 Andrew's CE Primary School, Much Hadham
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	9.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Caroline Dimond (Headteacher)
Pupil premium lead	Julie Small Inclusion Co-ordinator
Governor / Trustee lead	Lindsay Steel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22 830
Recovery premium funding allocation this academic year	£2320
National Tutoring Programme (including 75% subsidy)	£2835
Total budget for this academic year	£27 985

Part A: Pupil premium strategy plan

Statement of intent

The whole school community at St Andrew's take responsibility for supporting disadvantaged children. Staff ensure they know the children well and tailor provision in the light of the needs of individuals and groups.

Our Pupil Premium strategy has been developed as a result of the evidence gained from our school self-evaluation form, through staff collaboration in reviewing and designing the curriculum, and reflecting on the latest research as to effective strategies to support children's learning.

High quality teaching is at the heart of children's learning at St Andrew's. Teachers are encouraged to be brave and ambitious in their delivery of the curriculum and maintain high expectations for all children, whatever their starting points may be. High quality teaching not only enables the disadvantaged to progress across the curriculum but it can sustain and improve the learning of the non-disadvantaged. Studies from the Education Endowment Foundation demonstrate this as having the greatest impact on children's learning.

Our Pupil Premium strategy puts class teachers at the centre of pupil achievement. The progress of children in disadvantaged groups is tracked and monitored closely using a balance of standardised assessment tools, diagnostic assessments and teacher assessment including for example, verbal rather than written feedback.

It is evident that a number of our children eligible for Pupil Premium have additional needs and through our range of assessment tools we have been able to identify need early and provide targeted interventions to give specific support to those children. Furthermore, we will be able to support disadvantaged and non-disadvantaged children in the wider context of education recovery through the school led tutoring programme.

It is through the process of developing this Pupil Premium Strategy that we have been able to identify barriers to learning that disadvantaged pupils within St Andrew's may experience. Our ultimate objectives for our disadvantaged pupils include:

- Closing the gap in early reading and reading comprehension between disadvantaged and their non-disadvantaged peers.
- Increasing parental engagement as partners in their children's learning.
- Supporting children's social and emotional wellbeing to expand their horizons so that they may experience life in all its fullness.

Challenges

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

Challenge number	Detail of challenge
Teaching and learning challenges	
1	Using assessments (Autumn 2021), observations and verbal feedback with pupils, 60% of total children eligible for Pupil Premium have been identified by their class teachers as working at pre curricular standards or working towards year group expectations in reading.
2	Using teacher observations, feedback and discussions with pupils, a number of children demonstrate poor metacognitive skills within their learning.
Targeted	
3	Observations and assessment have shown there has been a rise in children eligible for Pupil Premium have been identified as having additional needs. Currently 35% of children receiving Pupil Premium are also on the SEN Register.
External challenges	
4	Our assessment data shows that 25% of our children eligible for Pupil Premium had less than average attendance this academic year.
5	While relationships with families are strong across the whole school, observations and data have shown parental engagement in supporting children's learning is inconsistent for some disadvantaged children. For example lack of attendance at Parents Consultations, homework regularly not returned, children not reading at home.
6	Health issues within the family, including poor mental health.

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
1	Improve reading skills and comprehension of disadvantaged pupils.	Gaps closing between disadvantaged and non-disadvantaged peers in reading. Progress will be measured using reading TAFs and ready to progress criteria to identify and share end points with children and parents. Teacher Assessment NFER Tests

		Moderation in place, Pupil progress and attainment meetings at least termly in phases, cross phase and in collaboration with other local schools.
2	Improve metacognitive skills of pupils	Observed increase in pupil independence, resourcefulness and engagement in their own learning. Use of formative assessment strategies to support pupils working memories. Use of Pupil voice / Pupil Parliament.
3	Early identification of additional needs and appropriate targeted intervention implemented to promote pupils' learning skills and enable them to get the very best from their learning opportunities. Disadvantaged pupils to have full access to curricular and extra-curricular activities.	Disadvantaged children with additional needs achieve their academic potential Measured progress using Herts Easy Tracking and specific diagnostic assessments and goal based outcomes for small steps progress. Improved attendance of disadvantaged children at extra-curricular activities, as measured through club registers, School Games Mark data and 'Evidencing the Sports Premium' Document. Increased participation in Tier 3 sporting competition with the aim to 'Inspire and Engage' children in physical activity. Measured through School Games Mark data and 'Evidencing the Sports Premium' Document.
4	Attendance in line with non-disadvantaged peers	Pupils meet or exceed attendance data with non-disadvantaged peers within school.
5	Further improve links with families to encourage partnership for children's learning.	Parents feel informed and able to support children's learning. Views to be obtained through parent survey.
6	Increase opportunities to signpost families to support agencies as required	Parent survey shows that they are informed and feel supported.

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: £4 976

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of whole school synthetic phonics programme and reading books that are ‘closely matched’ to children’s ability</p> <p>Whole Staff training for phonics (working from Keep Up materials reading recovery)</p> <p>Monitor the outcomes of disadvantaged pupils using a range of assessment tools for example whole class feedback form, purchase of NFER tests.</p>	<p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p>Evidence – EEF Teaching and Learning Toolkit cited Section 3 The Reading Framework- Teaching the Foundations of Literacy DfE.</p> <p>By adapting evidence based approaches to our school context these can be used to further enhance quality of teaching as highlighted Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p><i>Formative and summative assessment used as a tool to identify areas of knowledge that need improvement will help move children’s learning forward and can improve outcomes.</i></p> <p>Evidence EEF Teacher Feedback to Improve Children’s Learning</p>	<p>1, 5</p>
<p>Metacognition CPD for all teaching and support staff</p> <p>CPD focussed on different methods of helping children know more and remember more through spaced retrieval practice strategies which help improve learning.</p>	<p><i>Using retrieval practice as a learning strategy (not an assessment tool!), we exercise and strengthen our memory. Research demonstrates that this improvement in memory and long-term learning is flexible, which:</i></p> <ul style="list-style-type: none"> • Improves students’ complex thinking and application skills • Improves students’ organization of knowledge • Improves students’ transfer of knowledge to new concepts 	<p>2,5</p>

<p>Review of curriculum To ensure current learning is remembered and previous learning is built upon the curriculum has been recently re-written to highlight the key knowledge, skills and vocabulary that children must learn in order to be ready for the next year.</p> <p>Whole school emphasis through the introduction of Learning Powers (Reasoning, Listening, Collaboration, Resourcefulness, Resilience, Reflectiveness)</p>	<p>Evidence Retrieval Practice Iowa State University 2020</p> <p><i>Metacognition and self-regulation.... achieved by teaching [pupils] a variety of specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation relies on the learner managing their own motivation towards learning.</i></p> <p>Evidence – EEF Teaching and Learning Toolkit</p> <p><i>Good learning is multifaceted, encompassing a range of cognitive and metacognitive behaviours.</i></p> <p>Classroom Research into Good Learning Behaviours STEVEN BOYLE, ELLEN FAHEY, JOHN LOUGHRAN & IAN MITCHELL</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18 835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of data and Pupil Attainment and Progress meetings, pupils identified for 1:1 and small group tuition from children's own class teacher.</p> <p>Use of Recovery Premium and School-led tutoring programme to support tuition for individuals and groups of pupils</p>	<p>Interventions are evidence based and skills are closely linked to whole class lessons and may involve pre-teaching, opportunities for overlearning etc.</p> <p><i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</i></p> <p>EEF Evidence impact of approach</p> <p><i>Reading comprehension strategies +6 mths</i></p> <p><i>Small group tuition +4mth</i></p> <p>DfE School-led Tutoring Guidance-The National Tutoring Programme</p>	<p>1,2,3</p>

<p>disadvantaged and the additional needs of individuals and groups</p> <p>CPD (SENCo) Use of goal based outcomes for Individual Support Plans to measure small steps progress.</p>	<p>What works for children and Young People with literacy difficulties- 5th edition Brooks.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4 183

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Inclusion co-ordinator to work closely with families to help overcome barriers and establish high expectations.</p> <p>CPD includes STEPs training, Zones of Regulation, Protective Behaviours and Emotion Coaching to support targeted interventions promoting wellbeing and positive mental health.</p> <p>PHSE Curriculum (Jigsaw) used across the school</p> <p>The INCo and Headteacher’s positive relationships with families means they can signpost families to support as necessary and/or carry out a Families First Assessment,</p>	<p><i>Involving parents in education benefits their children’s academic outcomes. Encouraging parental engagement can include workshops to improve literacy or IT skills, general approaches such as encouraging parents to read with their children as well as more intensive programmes for families in crisis.</i></p> <p>EEF Working together with parents to support children’s learning.</p> <p><i>Social and Emotional learning this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages.</i></p> <p>EEF Improving Social and Emotional Learning in Primary Schools</p>	<p>4,5,6</p>

<p>with regular Team Around the Family meetings.</p>		
<p>Headteacher and Inclusion Co-ordinator to closely monitor attendance of disadvantaged pupils and work with families to improve attendance in line with non-disadvantaged peers.</p> <p>Attendance monitored and noted on CPOMS every half term as part of our regular CPOMS audits.</p>	<p><i>There's a clear link between poor attendance and lower academic achievement.</i></p> <p>DfE research (2012)</p>	<p>4,5,6</p>
<p>Accessibility to activities and trips.</p> <p>Whole school commitment to 'Life in all its Fullness', to deliver a broad and balanced curriculum providing enrichment opportunities for all children and ensure that every child may take advantage of experiences open to them. These include school visits, workshops, residential trips, school photos etc.</p> <p>Continued Platinum membership of local Sports partnership to ensure accessibility to Tier 3 competitions with the aim to 'Inspire and Engage' individuals.</p>	<p>Research evidence of the positive links between physical activity and physiological, psychological and academic achievement is highlighted in 2015 Public Health England document, Change4Life Evidence Review Rapid evidence review on the effect of physical activity participation among children aged 5 – 11 years.</p>	<p>1,3</p>

Total budgeted cost: £27 985

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.

<p>100% of PPG eligible pupils are able to access enrichment opportunities.</p>	<p>All eligible pupils were able to participate in school residential journey and other enrichment opportunities.</p>																								
<p>Progress of pupil premium eligible pupils to be at least in line with non-pupil premium children both within our school and nationally.</p>	<p>School closures meant that disadvantaged children accessed home learning via TEAMS with many attending the Keyworker/Vulnerable 'Pod' (March – July 2020 and Jan-March 2021).</p> <p>Oct- Dec 2020 / Apr- Jul 21 Class Teachers released (equiv 2 days across school) High quality teaching for individual/ small group interventions with PPG children to diminish individual barriers to learning.</p> <p>Teacher assessment June 2021</p> <table border="1" data-bbox="587 1153 1423 1444"> <thead> <tr> <th></th> <th>Pre Curricular Expectations</th> <th>Working toward standard</th> <th>Expected Standard</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>19%</td> <td>19%</td> <td>52%</td> <td>10%</td> </tr> <tr> <td>Reading</td> <td>14%</td> <td>33%</td> <td>19%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>38%</td> <td>43%</td> <td>5%</td> </tr> </tbody> </table> <p>The gap between PPG and non-PPG peers is still evident. Time is needed to embed the new PPG strategy.</p>						Pre Curricular Expectations	Working toward standard	Expected Standard	Greater Depth	Maths	19%	19%	52%	10%	Reading	14%	33%	19%	33%	Writing	14%	38%	43%	5%
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<p>Identified pupils to make accelerated progress. Case studies and Boxall Profile assessments will show impact on social/emotional development.</p>	<p>Strong relationships have been maintained throughout lockdown, using Teams, phone calls with children and their families. Non-class based Inclusion Lead works with the Headteacher, fosters these relationships including 'hard to reach' parents and children.</p> <p>Pupil Wellbeing survey conducted on return to school Sept 20, responses discussed with staff and high emphasis placed on social and emotional wellbeing of pupils. Identified pupils given therapeutic or where necessary specialist support. Pupil voice showed positive attitude to learning and being back in school.</p>																								

Inclusion Co-ordinator will oversee an annual pupil premium review	Children eligible for Pupil Premium were identified and support for their individual needs delivered. Further attendance at training sessions for the new Pupil Premium Strategy ensures that there will be consistency of provision
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Externally provided programmes

Programme	Provider
Archbishops of York Young Leaders Award. An active citizenship programme designed to empower pupils to take action to serve their community through different challenges.	Archbishop of York Youth Trust

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Payment for enrichment activities.
What was the impact of that spending on service pupil premium eligible pupils?	Participation in school residential trip provided opportunities to increase self-esteem, develop independence and leadership skills.