



St Andrew's CE Primary School, Pupil Premium statement 2024- 2025 (Year 3 of 3 year strategy)

This annual statement details St Andrew's use of pupil premium grant as outlined in the three year strategy plan. It outlines our aims, how we have spent the funding in this academic year.

School overview

Detail	Data
School name	St Andrew's CE Primary School, Much Hadham
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	12.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (December 2021- December 2024)
Date this statement was published	December 2023
Date on which it will be reviewed	July 2025
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 financial year 24/25	£37,342

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 regarding effective strategies that support disadvantaged children's learning.

High quality teaching is at the heart of this 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 2024), observations and verbal feedback with pupils, 39% 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 who have been identified as having additional needs. Currently of children receiving Pupil Premium 39% are also on the SEN Register.
External challenges	
4	Our attendance data shows that in 2024- 2025 28% of pupils eligible for Pupil Premium were persistent absentees (less than 90% attendance).Of these one pupil is travelling, and five pupils are in our EYFS.
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 Summative Assessments Pupil progress and attainment meetings at least termly Moderation in place, 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 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: £1900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of whole school synthetic phonics programme and reading books that are 'closely matched' to children's ability</p> <p>Introduction of 'Boom Reader', a digital reading diary aimed at promoting and improving communication between home and school linked to children's reading. Children's reading activity can be carefully tracked and further supported in school.</p> <p>Introduction of CLPE and later Pathways to support writing and grammar through reading books. Children learn the language of different kinds of text from high quality models of real writing</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</p> <p><i>Evidence shows that teaching phonics is the best way to teach children to read words, e.g., the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. There is convincing evidence of the value of systematic synthetic phonics (SSP), including the seven-year study by Johnston and Watson undertaken in Clackmannanshire, published in 2005, which has been especially influential in England.⁶⁹ In the United States, a seminal national study in 2000 described how: ... synthetic phonics programs produced stronger growth in reading than control programs in most of the different reader groups... The impact was 'significantly greater for at-risk kindergartners and first graders'. The authors concluded that 'synthetic phonics programs were especially effective for younger, at-risk readers'.⁷⁰ The same alphabetic code underlies reading and writing in English regardless of differences between children</i></p>	1, 5

<p>Children learn how different kinds of texts work Ideas from texts can inspire children's imagination. Purposeful opportunities for writing can come from the context of the text</p> <p>Continuation of catch up phonics sessions in KS1 and when required in KS2 to ensure that all children attain functional literacy. Interventions provided in small groups as well as additional individual reading sessions with appropriately trained adult.</p> <p>Specific interventions focussing on higher order reading skills such as inference for older children and children with additional needs</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>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>Evidence EEF 'Phonics' (2021) cited Section 5 The Reading Framework DfE July 2023</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><i>See Section 5 'Keeping up from the Start' and 'Organising and Teaching Catch Up'. -The Reading Framework DfE July 2023</i></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>CPD Maths fluency</p> <p>Mastery of number (CPD for TA's)</p> <p>Peer review, use of manipulatives within maths to strengthen and embed key concepts and 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>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</i></p>	<p>2,5</p>

<p>Staff training (in house) for maths manipulatives</p> <p>Use of curriculum endpoint documents to support planning for opportunities to develop learning.</p> <p>Children are aware of their 'learning journey' within a subject through strategies such as the use of steps to success</p> <p>Trialling Knowledge organisers in foundation subjects (History initially)</p> <p>Embedding curriculum endpoints</p> <p>For pupils to play a more active role in their learning journey – including a greater awareness of their own progress towards the end points for each subject.</p> <p>Increase pupil independence in their learning (including use of TAs). CD/JS to lead series of staff and TA meetings re the importance of and strategies for developing pupil independence.</p> <p>Teachers are aware of progression through the subjects so that gaps are easily identified and important steps in learning are not missed, especially in core subjects. Golden threads have been implemented in many foundation subjects to build on prior learning and reduce cognitive load.</p> <p>September 24 INSET – Assessment for Learning (AfL) for teachers to share good practice</p> <p>Termly monitoring from Inclusion co-ordinator of progress of children eligible for PPG and</p>	<p><i>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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<p>assessment of impact of activity on outcomes.</p> <p>Learning Powers</p> <p>Sept 2022- Re launch of Learning Power characters across school.</p> <p>Staff CPD Autumn 2, Dynamic assessment strategies</p> <p>INSET January 2023 spaced retrieval strategies.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for individuals and groups of pupils disadvantaged and the additional needs of individuals and groups</p> <p>Use of JS to release class teacher to provide additional focussed assessment, support and review. Catch up strategies are delivered mostly by class teachers, who know the children best, using quality first teaching, targeted small group and individual precision teaching.</p> <p>Review of assessment procedures to capture small step progress of children eligible for Pupil Premium who have additional needs.</p> <p>September INSET – Assessment for Learning (AfL) for teachers to share good practice</p> <p>Termly monitoring from Inclusion co-ordinator of progress of children eligible for PPG and</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>What works for children and Young People with literacy difficulties- 5th edition Brooks.</p>	1,2,3

<p>assessment of impact of activity on outcomes.</p> <p>Review of Targeted Support Plans (TSP's) for small groups for children working toward expectations across the school, providing consistent format in tracking progress, using endpoint documents</p> <p>Updated to include support received over previous year to pass on to new class teacher</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1997

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>Parent information sessions to inform and empower parents and carers to the 'Little Wandle' way</p> <p>Parent forum- update on use of reading scheme and use of Boom Reader</p> <p>Continue with programme parent reading volunteers to listen to children working toward expectations to read at least twice weekly.</p> <p>Knowledge Organisers to be shared with parents and carers.</p> <p>Come and See Days provide opportunities for inviting parents to come and work with their children in school as well as curriculum days, Collective Worship, trips etc.</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>	4,5,6

<p>Targeted Support Plans and Individual Support Plans shared with parents highlighting activities parents can do at home to support learning targets</p> <p>CPD includes STEPs training, Protective Behaviours and Emotion Coaching to support targeted interventions promoting wellbeing and positive mental health</p> <p>Mental Health Award School to work towards Mental Health award in order to further support staff and pupil wellbeing.</p> <p>Senior Mental Health Lead Training</p> <p>2 x trained ELSA's used to support children in need across the school</p> <p>Emotional literacy training given to all staff</p> <p>Set up of Nurture groups</p> <p>New Pupil and Staff Wellbeing Policy developed and shared with parents, children and staff.</p> <p>PHSE Curriculum (Jigsaw) used across the school</p> <p>Parents invited into school for information presentation linked to Relationships and Health education.</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, with regular Team Around the Family meetings.</p> <p>Review PPG statement at end of academic year</p> <p>Termly monitoring from Inclusion co-ordinator of progress of children eligible</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>	
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for PPG and assessment of impact of activity on outcomes		
<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>To continue to reduce the number of children who have or are in danger of having persistent absence from school, especially those from our EYFS</p> <p>Special attention given to attendance at meet the teacher meetings and PTCs</p> <p>Attendance monitored and noted on CPOMS every half term as part of our regular CPOMS audits.</p> <p>Strategies to improve attendance</p> <p>Continue to work closely with families at risk of persistent absence</p> <p>Discussion at parent forum</p> <p>Develop and introduce positive initiatives to encourage children to come to school.</p> <p>Daily Mile Challenge</p> <p>To develop children's creativity, imagination and communication at playtimes and lunchtimes by improving play activities and use of outdoor environment.</p> <p>Increased availability of clubs for KS1 children use of Premier Sports for gymnastics and multisports.</p>	<p><i>There's a clear link between poor attendance and lower academic achievement.</i></p> <p>DfE research (2012)</p> <p><i>[Attendance] is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard.</i></p> <p>DfE (May 2022)</p> <p>Working together to improve school attendance</p>	4,5,6
<p>Accessibility to activities and trips.</p> <p>Whole school commitment to 'Life in all its Fullness', to deliver a broad and</p>	<p>Research evidence of the positive links between physical activity and physiological, psychological and academic achievement is highlighted</p>	1,3

<p>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>Increased availability of clubs for KS1 children use of Premier Sports for gymnastics and multisports.</p> <p>90% of Y6 pupils eligible for PPG attended their residential trip, (one made the choice not to attend).</p> <p>Continued membership of local Sports partnership to ensure accessibility to competitions with the aim to 'Inspire and Engage' individuals.</p> <p>Established links with local secondary school providing additional sports festivals and coaching across the academic year.</p>	<p>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>	
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Total budgeted cost:-£37,342