



Mid-Trent
Multi Academy Trust

St Andrew's CE Primary School



'Following God's path to flourish in life'

Pupil Premium Strategy Statement

2021 - 2022

School overview

Detail	Data
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	4.4% (disadvantaged pupils) 13.8% (service pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paul Hayward
Pupil premium lead	Paul Hayward
Governor / Trustee lead	Graham Tague

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,560
Recovery premium funding allocation this academic year	£2,000 (plus carry over of £1500)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£27,060

Part A: Pupil premium strategy plan

Statement of intent

At St Andrew's, our intent is to support our pupils academically, socially and emotionally to ensure that they feel safe and happy, and are therefore able to flourish in all aspects of school life. Our whole school ethos is underpinned by policies and practice that supports our pupils to become life-long learners irrespective of their background or the challenges they face, with the aspiration that they are equipped with the skills, knowledge and confidence to move onto the next phase in their education when they leave St Andrew's. Our focus on social and emotional wellbeing helps each child to be 'ready to learn'. We strive to foster in our pupils a positive and open mind-set that allows them to fully access the opportunities that they are offered and participate in all learning experiences with perseverance, curiosity and independence. Pupils play an active part in their own learning journey through the encouragement of pupil voice and due to staff nurturing their sense of responsibility for their own success. Achievements are highlighted and celebrated, next steps are identified and worked towards and positive peer relationships are essential in supporting mastery approaches.

With any pupil who attracts funding, whether disadvantaged or service pupils, an assessment is made of their needs and how any funding (if required) should be allocated to serve the specific needs of the pupil. High-quality teaching consolidates and builds upon strengths, and targets and supports areas of required development. All pupils (disadvantaged or otherwise) are treated and celebrated as individuals and the in-depth knowledge that staff have of their pupils allows them to quickly access appropriate support. Whilst one of our ultimate aims is to sustain and further develop the attainment and progress of disadvantaged pupils, implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Detail of challenge
1. Progress and attainment of some pupils is inconsistent due to the impact of COVID
2. Supporting the social and emotional wellbeing of all pupils, paying particular attention to disadvantaged and service children
3. Continue fostering life-long learning and social behaviours within pupils to support their success in life (e.g. resilience, self-regulation, confidence, independence)
4. Some pupils are unable to access enrichment curricular activities due to cost implications

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 whose progress slowed due to COVID to make accelerated progress in reading, writing and maths.	Pupils make accelerated progress in reading, writing and maths. Performance gap (emerged as a result of COVID) narrows between disadvantaged and non-disadvantaged pupils.
Intervention opportunities are specifically planned for children to support their social and emotional wellbeing.	Children will be identified for targeted, effective intervention in order to ensure that they are 'ready to learn' and are effectively and appropriately supported, for example, through HOPE mentors, 'Attachment and Trauma Pathway' training and nurture strategies.
Learning behaviours of pupils will be supported and developed to foster their independence and ability to be an effective learner.	Self-regulation strategies will be developed and opportunities will be embedded across the curriculum to support the modelling, development and embedding of crucial learning behaviours.
All pupils will have access to the full curriculum provided, including extra-curricular opportunities both inside and outside of the school.	Financial barriers will not stop the pupils from accessing a full and rich curriculum available to their peers as all educational visits extra-curricular opportunities.

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 Priorities

Budgeted cost: £11,216

Activity	Evidence that supports this approach	Challenge number
Inclusion lead working across the MAT to advise and support staff, and manage and monitor SEN interventions (a high proportion of which are disadvantaged pupils)	<p>*This gives access to immediate expertise that is required to assess and refer pupils with specific additional needs (either academic or social and emotional).</p> <p>*Staff are advised and supported in the management of pupils within a classroom situation, the pathway required if seeking a diagnosis/assistance from outside agencies, and when liaising with parents and carers /attending formal meetings.</p>	1,2,3
<p>Further improve and develop the quality of phonics/spelling and reading teaching across the school</p> <p>*Purchase of new Phonics Scheme (to supplement existing Phonics and Reading Scheme)</p> <p>*License for Accelerated Reader programme for KS2</p> <p>*New school overview of reading texts to support writing units</p> <p>*Supplementation of existing Reading Scheme with new texts as they are published, in addition to complementary sets of books for further extension of reading materials</p> <p>*Set up new school library</p>	<p>*If children have access to high quality teaching of reading they are more likely to be successful in later life.</p> <p>*Pupils sustained engagement in lessons will be aided by new and diverse quality resources and result in secured attainment and progress levels</p> <p>*Trends in reading results across the school year-on-year have indicated that current reading teaching e.g. whole, shared and guided reading is effective and that the open-minded approach towards new ideas/resources and ability to adapt and react in response to pupils' needs.</p> <p>*With the facility of the new school library, pupils will have a designated, quality learning space where they can change, enjoy and share both their reading scheme and 'free choice' books. They will also have instant access to a range of non-fiction text to support their learning across all curriculum areas (previously reading books and non-texts were spread around the school and were not easily accessible to pupils).</p> <p>EEF Toolkit - <i>Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</i></p>	1,3
Further facilitate opportunities for pupils to understand, develop and demonstrate a range of life-long learning behaviours	<p>*Informed by research, we believe pupils who have ownership of their own learning through developing behaviours such as resilience, independence, inquisitiveness, resourcefulness and confidence are more likely to engage within their learning and purposefully access the opportunities and support that they are offered.</p>	1,2,3,4

	<p><i>Statutory framework for the Early Years Foundation Stage – overarching principles (including the characteristics of effective learners) inform our Behaviour Policy.</i></p> <p><i>*If pupils understand HOW they learn they will be able to better equipped to develop their own learning behaviours.</i></p> <p><i>EEF Toolkit - Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</i></p>	
--	--	--



Targeted academic support

Budgeted cost: £12,856

Activity	Evidence that supports this approach	Challenge number(s)
Specifically assigned and trained Teaching Assistant plans and provides targeted social & emotional and academic support for identified pupils	<p>*Pupils needs are identified and appropriate intervention is planned to target areas that are deemed impactful on learning.</p> <p>*The link between pupils’ emotional wellbeing and their ability to access learning opportunities is crucially recognised and prioritised. Recognition of pupils’ ability to be ‘ready to learn’ depending first and foremost on their emotional state is given precedence in order to provide the capacity for their academic learning to take place.</p>	1,2,3
School Led Tutoring	<p>*Through rigorous and ongoing assessment, pupils are identified and their needs specifically targeted through personalised plans for support.</p> <p><i>EEF Toolkit (Small Group Tuition): Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. This arrangement enables the teacher to focus exclusively on a small number of learners. It can be used as a more general strategy to ensure effective progress.</i></p>	1,3
Targeted interventions for reading, writing and maths based on ongoing assessment and Pupil Progress meetings	<p>*Additional Teaching Assistant hours allows key teaching staff to be reallocated and available to run specialised interventions with identified pupils.</p> <p>*Educational licences, for example for the IXL programme, provide the facility for an online resource where pupils can practise and develop skills further.</p> <p>*Pupils who are given the opportunity to work in smaller groups are able to grasp key concepts essential to a deeper understanding.</p>	1,3

Wider strategies

Budgeted cost: £2,997

Activity	Evidence that supports this approach	Challenge number(s)
Monitoring of disadvantaged and service pupils	*Key staff are released in order to carry out purposeful monitoring activities, for example learning walks and pupil interviews, allowing close analysis of the impact of interventions and targeted support, and gaining first-hand the views of disadvantaged and service pupils. This evidence is then used to inform future provision.	1,2,3
<p>Prioritisation of pupils' mental health and wellbeing:</p> <p>*Training of HOPE mentors and facilitation of their capacity to work with pupils</p> <p>*Nurture activities and opportunities</p> <p>*Involvement in 'Attachment Aware and Trauma Informed Pathway': designated champions to lead and implement strategies and foster ethos, whole staff training, review of school policies in light of key principles</p>	<p>*Pupils who are able to access pastoral support regarding their emotional health and wellbeing, will be happier and more confident in themselves, and therefore more able to fully access and engage with their learning.</p> <p>*As stated above in 'targeted academic support' the foundation of pupils being 'ready to learn' is crucial is pupils being successful in their learning.</p> <p><i>EEF Teaching and Learning Toolkit (Social and Emotional Learning - SEL): SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</i></p>	2, 4
Help with costs of enrichment activities, residential trips and extra-curricular activities.	<p>*Pupils who are able to access all curriculum experiences will have a deeper knowledge of the given curriculum areas. Taking part in extra-curricular activities will develop self-esteem.</p> <p><i>EEF Teaching and Learning Toolkit (Outdoor Adventure Learning) Studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. Evidence suggests that the impact is greater for more vulnerable students.</i></p>	4

Total budgeted cost: £ 27,069

Part B: Pupil premium strategy outcomes 2020 -2021

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

Pupil Premium Funding Information 2020 - 2021		
Academic Year	Number of eligible pupils	Total Pupil Premium allocated
2020 - 2021	<ul style="list-style-type: none"> • 7 children are in receipt of Free School Meals (FSM) • 4 children were Previously Looked After Children (PLAC) • 2 children have English as an Additional Language (EAL) 	£21,000

Aims for Pupil Premium Spending 2020-2021:
<ul style="list-style-type: none"> • To ensure PP children make progress in line with their peers. • To provide catch-up opportunities for children within their reading, writing and maths. • Lockdown impacted on children's access to books. MyOn online library to provide quality reading materials in school and remotely. • To provide support for children with Social, Emotional and Mental Health (SEMH) issues to move them to a position where they are ready to learn. Staff to attend HOPE training. • MAT Inclusion Lead to focus on support for disadvantaged children to ensure their needs are being met. MAT Inclusion lead to support staff in the implementation of interventions and support programmes. • Parents and Carers are kept abreast of their children's needs and are offered guidance to support them.

Review of Last Year's Pupil Premium Spending				
The table below details the academic end of KS2 data for 2021. The children undertook standardised tests in the absence of National SATs. The data in brackets is the end of KS2 data for 2019, the most recent national figures available. All other figures are end of 2021 KS2 figures.				
End of KS2 2021	Expected +		Greater Depth	
	All children	Disadvantaged	All children	Disadvantaged
Year 6 Maths	83 (78)	67 (-)	42 (27)	33 (-)
Year 6 Reading	92 (73)	67 (-)	58 (27)	33 (-)
Year 6 Writing	83 (79)	67 (-)	33 (20)	0 (-)
RWM Combined	83 (71)	67 (51)	33 (13)	0 (5)
<ul style="list-style-type: none"> • Disadvantaged children who received Social, Emotional and Mental Health support attended school regularly, including through lockdown (95%+). • A school library has now been established and children are using it weekly to choose their books. All non-scheme books have been graded, using the Accelerated Reader grading system, to offer children a broader range of reading material, offering the correct amount of challenge and enjoyment for their reading needs. 				

