

## 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	Stanley St Andrew's Church of England Primary School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	31 <sup>st</sup> December 2021
Date on which it will be reviewed	January 2023
Statement authorised by	E Stanley-Wainwright
Pupil premium lead	E Stanley-Wainwright
Governor / Trustee lead	P Leeson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,725
Recovery premium funding allocation this academic year	£1,872
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,597

# Part A: Pupil premium strategy plan

## Statement of intent

*Our Church School is a warm and welcoming place where everyone is valued. The open, friendly atmosphere provides a secure and safe environment where all can succeed. We foster positive attitudes, good social skills and an enthusiasm for learning, embraced by the Christian framework.*

*Children and staff have created the school values of: love, happiness, trust, peace, truth, teamwork, respect and dedication which we are really proud of and try to live by. The focus for our pupil premium strategy is to ensure disadvantage pupils are able to achieve their goals and follow their dreams. We endeavor to provide them with the same opportunities and experiences as their peers.*

*Ultimate objectives are:*

- *Disadvantage pupils to meet and exceed the age related national expectations across school.*
- *To narrow the attainment gap between disadvantage and non-disadvantage pupils.*
- *To support phonics knowledge and application to promote fluency in reading for all disadvantage children.*
- *Support and guide children to be mentally healthy and build up stamina for resilience.*

*At Stanley St Andrew's church of England school, we provide a culture where:*

- *Teaching and learning opportunities are tailored to meet the needs of all pupils.*
- *The provision is appropriate and supportive of vulnerable groups through robust assessments and knowledge of all pupils.*
- *Recognising the needs of pupils and therefore using the funding to support any pupil or groups of pupils who we identify as socially disadvantaged.*
- *Staff have regular dialogue about the needs of individual children and their families.*

*Achieving these objectives*

- *Ensuring teaching is good or better through self-review to identify professional development linked to appraisal.*
- *Further develop Safeguarding to ensure it is explicitly clear to children, and is embedded in the curriculum.*

- *Release time to monitor and develop the curriculum offer to continue to improve the quality of teaching and learning across school.*
- *Embed wellbeing and support improved mental health across the school community following lockdown.*
- *Provide training for all staff to deliver and embed high quality phonics teaching to groups and whole class.*
- *One to one support in place for those pupils who require it.*
- *Additional teaching and learning support through external agencies.*
- *Accelerating progress of pupil premium pupils to be at least age related.*
- *Engaging all pupil premium in extracurricular after school experiences, trips and learning opportunities.*
- *Support with payment plans and subsidised allowances for all school trips, events and uniform.*
- *After school club and breakfast club is offered to help support families with wrap around care.*
- *Purchase a range of materials to support pupils with home learning eg, additional books, stationary, CGP books and additional technology.*

#### *Data*

*We will ensure that:*

- *All staff are part of the analysis of data so that they can help to address any weaknesses and celebrate the strengths.*
- *Data is used to ensure that next steps are in place to show good progress from each child's starting point.*

#### *Personalised learning*

- *The needs of each individual child is discussed and learning is planned for to ensure barriers are reduced.*
- *Communication and release time for staff is planned for to enhance a good understanding of all children's needs.*
- *Regular feedback to parents through parents' consultations, phone calls, text messages and formal/informal meetings.*
- *Input and support from relevant external agencies.*

#### *Monitoring and Evaluation*

- *Pupil achievement is monitored through a wide range of data collected alongside learning walks, book scrutiny and discussions with children.*
- *Assessment data is collected termly to inform planning for the next terms and identify any gaps in learning.*

## Challenges

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

Challenge number	Detail of challenge
1	Narrow any measured attainment gap in the reading, writing, spag and maths.
2	Improve speech and language skills for those with lower attainment on entry.
3	Improve the engagement of parents with home learning through environmental projects.
4	Have aspirational expectations for children within this group.
5	Pandemic impact on children's attendance, behaviour, isolating and emotional well-being.
6	Broaden children's experience of the outside world to enhance their contributions in the classroom.

## 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
<i>Improve reading, writing and maths attainment for disadvantage pupils at the end of KS1</i>	Disadvantage pupils make accelerated progress and are at least in line with their peers.
<i>Improve reading, writing and maths attainment for disadvantage pupils at the end of KS2</i>	Disadvantage pupils make accelerated progress and are at least in line with their peers.
Improve outcomes in phonics screening check for disadvantage pupils in year 1	All pupils meet the required standard in phonics screening.
Improve outcomes in Good Level of Development for disadvantage pupils in EYFS.	All pupils make good progress from their starting point.
Improve oral language skills and vocabulary for <i>disadvantage pupils</i> .	Assessments and observations show that speech and language have improved from starting point and is reflected in writing.
Pupils have grown in confidence	All pupils are confident to take part in the range of activities across school and external activities. Thus grow in confidence and achieve awards outside of school.
Improve children's access to experiences outside the classroom through trips, visits and experiences.	Evidence will show a wide range of activities 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: £ general school budget charged

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics focus	Staff subject Knowledge	1, 2, 3, 4,
<i>Improving Phonics Practice</i>	As identified by Ofsted	1, 2, 3

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve writing skills through writing conferences with 1:4 pupils weekly</i>	Writing has significantly improved and children are able to redraft their writing to enhance and strengthen their outcomes.	1, 4
<i>Improve reading skills through 1to 1 support and regular reading sessions.</i>	Guided reading is planned for and additional reading sessions are in place.	1, 2, 3, 4, 5, 6
<i>Phonics training for all staff</i>	Phonics is being taught consistently across the school	1, 2, 3 4, 6
<i>Improve maths skills so that application of knowledge is used to support learning.</i>	Children are able to apply their maths knowledge to a range of maths challenges.	1, 2, 3, 4,
<i>To wider children's experiences through a rich and broad curriculum.</i>	Children are able to discuss their experiences using the correct vocabulary.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £12,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support for those children who have needs linked to behaviour</i>	Behaviour support observations and suggestions of strategies. Additional teaching assistant to help to support and guide. No exclusions to date.	1, 2, 4, 5
<i>Support for those children who have barriers to learning due to emotional well being</i>	Group are starting to share their feelings and emotions and showing signs of being able to ask for help.	2, 4, 5
<i>Cost to subsidise breakfast club and after school club.</i>	Attendance is good for this group of children	2, 4, 5
<i>Investment in additional computers</i>	To provide additional equipment to benefit children both in class and working from home.	1, 2, 3, 4, 5, 6
<i>Cultural capital experience healthy lifestyle</i>	Additional fruit brought for snack. Adoption of Food diverse to support families with weekly food parcels.	4, 5
<i>After school clubs paid for pupil premium pupils.</i>	Pupils are engaging and showing enjoyment of the range of events on offer	2, 4, 5, 6
<i>Subsidised school trips</i>	All pupils are able to take part	1, 3, 4, 5, 6
<i>School uniform and equipment purchased</i>	All pupils have the correct uniform and shoes suitable for the changing weather.	3, 4, 5

**Total budgeted cost: £ 25,234**

## 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 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

#### Desired outcomes and evidence

- Pupil premium children make good progress from their starting point. - Assessment show that children have made progress in line with targets and teacher assessments.
- Pupil premium attainment is in line with national. - Outcomes from range of assessments show that children are working towards their end of year target.
- Pupil premium children have access to a range of learning experiences outside of school. - Information shared shows that children are accessing a range of clubs and experiences outside of school.
- Pupil premium children have access to quality resources to support their home - Children have a range of reading materials in their own personal library at home showing a love for reading and knowledge. Children are able to complete homework tasks with the correct equipment.
- Pupil premium children have all the correct school uniform, including shoes and equipment ready for 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
White Rose Maths	Trinity MAT
First News	First News education
Purple Mash	2 Simple
Active Learn	Pearsons
Testbase	AQA
Espresso	Discovery education
twinkl	Twinkl online education
Natre	NATRE. Org
Historical Association	
Tapestry	
National Governors Association	
My Concerns	

## 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?	Remembrance commemorative items were purchased for our Service children to highlight the importance of our service personnel
What was the impact of that spending on service pupil premium eligible pupils?	It made our service children feel valued and special because of the service of their family members.