

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	St Andrew's CE (VA) Infant School
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Jo Swallow
Pupil premium lead	Natalie Shaw
Governor / Trustee lead	Glenys Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,490
Recovery premium funding allocation this academic year	£5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£n/a
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	£62,290

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, including those who have support from outside agencies such as those who have a Family Intention Team worker or social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school based interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that of the whole school
2	Pupil premium children, as a group, are not making as rapid progress in reading, writing and maths
3	Parental engagement for pupil premium children is lower than that of the whole school
4	Our pupil premium children have limited life experiences and do not have the rich and varied experiences as many non-pupil premium children have
5	A high proportion of our pupil premium children have an additional need, such as in SEMH, behaviour or learning.

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. For attendance of our PP children to be no lower than the attendance of our non-PP children.	Attendance of PP children will be at least 97%, which is the current expectation for non-PP children.
2. Pupils make at least expected progress in reading, writing and maths.	Gap will close in the progress made between PP and non-PP. PP children will make at least 6 points progress on TT each year . Attainment of PP children should match that of National none PP children.
3. Increase parental engagement, initially in core subjects	Parents invited to attend Family Learning sessions that take place throughout the year. These sessions initially offer guidance and support on phonics, reading and maths at home.
4. For PP children to experience a wide range of sporting, cultural and enrichment	Memorable experiences budget used for interesting curriculum experiences

<p>activities which they would not normally be able to access.</p>	<p>All PP children will have priority access to a range of extra-curricular clubs both during and after school</p> <p>PP funding will allow PP children to take part in all trips and visits allowing them to experience a wide range of activities</p>
<p>5. Children have access to additional support for their additional needs</p>	<p>PPPs/One page plans used to identify additional needs and put strategies in place to help with these needs</p> <p>Lunch time support is available, if needed, to support behavioural needs from the Learning Mentor. (LM)</p>

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: £ 7,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils</p> <ul style="list-style-type: none"> • Ongoing CPD for all teachers in English and maths from English and maths lead • Maths and English are a priority on the school development plan • Pupil progress meetings track progress of PP pupils and appropriate, timely interventions are put in place (Shine/WRM workbooks) • Subject leaders attend Calderdale CPD 	<ul style="list-style-type: none"> • EEF guide to pupil premium shows that teaching is the top priority, including CPD. • Sutton Trust says that quality first teaching has a direct impact on student outcomes. 	2, 5
<p>Purchase of standardised diagnostic assessments</p> <ul style="list-style-type: none"> • Use of PIRA/PUMA assessments • Lead to targeted interventions 	<ul style="list-style-type: none"> • EEF- Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction 	2,5
<p>Reading focus: Teaching Assistants and class teacher to target PP children for regular reading in class.</p>	<ul style="list-style-type: none"> • PP pupils are the ones most likely to not read at home. • Children are taught 'Reading comprehension strategies' during the sharing of class texts and in some guided reading sessions. This is 	2, 5

<ul style="list-style-type: none"> • All classes have a reading folder to track reading • Bottom 20% and PP are a focus • Reading is monitored by SLT and to identify the need for any CPD • Accelerated Reader programme purchased • Additional texts bought for children to read at home that have been read in class 	<p>shown as high impact, very low cost based on EEF research (+6 months)</p>	
<p>Teachers/TAs to be trained/re-trained to use the Ruth Miskin phonics scheme</p> <ul style="list-style-type: none"> • Purchase and replace a range of phonically decodable books based on or just below the child's current phonic level • Collaboration with the junior school to ensure children are taught and assessed correctly • Whole school RWI training 	<ul style="list-style-type: none"> • Not all members of staff are skilled phonics teachers • The DfE says schools which have a consistent approach to phonics achieve good results • EEF research shows phonics teaching is high impact, low cost based on extensive evidence (+5 months) • Children need to be reading books that match up to the scheme we teach and the sounds they have learnt. 	2, 5
<p>CPD for teachers on metacognition strategies</p> <ul style="list-style-type: none"> • Quick 6 used in all foundation subjects to revisit sticky knowledge 	<ul style="list-style-type: none"> • Teaching children to understand their learning style and use approaches that work will help them take ownership of their learning. (EEF high impact, very low cost based on extensive research +7 months) 	2, 5
<p>Improve the quality of social and emotional (SEL) learning.</p> <ul style="list-style-type: none"> • Embed the use of the Jigsaw 	<p>EEF: There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p>	4,5

<p>programme for PSHE teaching</p> <ul style="list-style-type: none"> Jigsaw is also to be used as a targeted intervention by LM for individuals identified by teachers 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SHINE interventions from PIRA/PUMA assessments</p>	<ul style="list-style-type: none"> SHINE interventions in reading and maths are used to give individualised targets and support. Allows adults to give specific feedback (EEF +6 months) Individualised instruction helps children understand their strengths and weaknesses (EEF +4 months) 	2, 5
<p>Catch up tutoring provided in maths and English</p> <ul style="list-style-type: none"> Tuition prioritises PP children Tuition will be based on PIRA/PUMA assessments/phonics assessments 	<ul style="list-style-type: none"> HLTA led small group catch up in English and maths (EEF +4 months) 	2, 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p>	<ul style="list-style-type: none"> EEF: Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks 	2,5
<p>Same day intervention</p> <ul style="list-style-type: none"> All classes have a TA 	<ul style="list-style-type: none"> TAs provide same day intervention to allow children to keep up, not catch up with their peers. 	2, 5

	<ul style="list-style-type: none"> • Children feel more confident knowing they can have extra teaching and support if necessary. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 42, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Food and resources provided in and out of school for those in need <ul style="list-style-type: none"> • Funded breakfast club and after-school club places • Food parcels provided for PP families in need • Free uniform provided if required • Milk provided at lunchtimes • Classroom snack provided daily 	<ul style="list-style-type: none"> • Breakfast club places ensure children are at school on time. • Having a breakfast allows children to be ready to learn when they reach the classroom 	1, 5
Full time Learning Mentor in school <ul style="list-style-type: none"> • All PP children have access to a Learning Mentor (LM) • LM carries out home visits for pupils not in school • LM is out in the playground each morning to meet parents or children with any concerns • They are a point of contact for vulnerable families and create relationships with them to encourage interaction 	<ul style="list-style-type: none"> • PP children are more likely to be identified as needing additional support for behaviour and emotional difficulties (DfE Mental Health and Wellbeing Provisions in Schools) • EEF shows parental engagement makes a difference in attainment (+4 months) • Attendance data 	5, 1, 3

<ul style="list-style-type: none"> • SEMH interventions run by LM • Safe space provided for children including LM office 		
<p>Trips, memorable experiences and clubs</p> <ul style="list-style-type: none"> • £1000 per year group allocated for memorable experiences • Funded or partially funded trips available for PP children • Cultural capital experiences promoted in the curriculum • Funded places in sports clubs e.g Multisports 	<ul style="list-style-type: none"> • Ofsted (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils • Pupil voice • EEF states that sports participation increases educational engagement and attainment 	4
<p>Weekly library sessions for all children.</p> <ul style="list-style-type: none"> • Adult available to read a story with children • The library area includes soft furnishings to make it an inviting place to be • Children can access books they have read in class to take home and share with parents • Children can choose books which interest and excite them (not that are just on their level) • Books are arranged so children can find their class focus author of the month/topic 	<ul style="list-style-type: none"> • EEF states that evidence for a balanced approach to reading is extensive. • The National Literacy Trust (NLT) states that primary school libraries are in important part of the learning environment for pupils • The NLT also state that primary school libraries are likely to have an important role to play in the academic recovery from COVID-19. • The Scottish Library Information Council (SLIC) states that libraries promote positive emotional responses in individuals, reduce the attainment gap and can lead to higher scores in standardised tests in reading, writing, maths, history and science. 	2, 5
<p>Promoting home-school engagement</p> <ul style="list-style-type: none"> • Parent information meetings (Family Learning) at school 	<ul style="list-style-type: none"> • EEF – parental engagement + 4 months 	3

<p>to help teach phonics strategies as well as reading strategies to improve and encourage reading</p> <ul style="list-style-type: none"> • Reading Records used throughout school to promote home-school engagement with focus on PP children to encourage more interaction • Family Learning sessions happen throughout the year, with a focus on core curriculum areas as well as other activities/sessions 		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <ul style="list-style-type: none"> • Office staff are trained in monitoring attendance • LM follows up attendance issues • If needed, EWO becomes involved and meetings are arranged with Exec Head, HoS, LM and EWO. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1,3</p>
<p>Contingency fund for acute issues.</p> <ul style="list-style-type: none"> • Team Teach training • Places (if needed) at the new Calderdale Pupil Referral Unit 	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 62,290

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding years at 97%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1.5% higher than their peers and persistent absence 5% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Several of our parents of disadvantaged pupils turned down the school places that we offered them during the lock downs alongside children in our key workers provision. We found this was due to their concerns about Covid. These children continued to receive our home learning and food packs.

Our assessments and observations indicated that pupil stamina, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Read Write Inc	Ruth Miskin
Accelerated Reader	Renaissance
Shine, PIRA and PUMA	Hodder Education