

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	166
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£69,890
Recovery premium funding allocation this academic year	£6,687
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£76,587

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	<p>The attendance of our pupil premium children as a group is lower than that of the whole school.</p> <p>2021-22: PP attendance - 93%, non-PP 95%.</p>
2	<p>Pupil premium children, as a group, are not making as rapid progress (6 points progress) in reading, writing and maths.</p> <p><u>Progress- those not making rapid progress</u> <u>Reading:</u>31% (non PP 26%) <u>Writing:</u> 46% (non PP 46%) <u>Maths:</u> 46% (non PP 20%)</p> <p><u>Attainment- End of KS1 2021-22 data</u> Reading: 67% (non PP 67%) Writing: 63% (non PP 50%) Maths: 67% (non PP 72%)</p>
3	<p>Our pupil premium children have limited life experiences and do not have the rich and varied experiences as many non-pupil premium children have</p>
4	<p>A high proportion of our pupil premium children have an additional need, such as in SEMH, behaviour or learning.</p> <p>2021-22: 27% of PP on SEND register, 15% of non PP on SEND register.</p>
5	<p>Parental engagement for pupil premium children is lower than that of the whole school.</p> <p>Data from family learning sessions (2021-22) shows that only 17% of parents who attended had children who were PP.</p>

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 in line with that of non PP children. 2021-22: PP attendance - 93%, non-PP 95%.
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. For PP children to experience a wide range of sporting, cultural and enrichment activities which they would not normally be able to access.	Memorable experiences budget used for interesting curriculum experiences All PP children will have priority access to a range of extra-curricular clubs both during and after school PP funding will allow PP children to take part in all trips and visits allowing them to experience a wide range of activities
4. Children have access to additional support for their additional needs	PPPs/One page plans used to identify additional needs and put strategies in place to help with these needs Lunch time support is available, if needed, to support behavioural needs from the Learning Mentor. (LM) A decrease in incidents recorded on CPOMS as children become more stable. 2021-22: 27% of PP on SEND register, 15% of non PP on SEND register.
5. Increase parental engagement, with EYFS parents	Aim of 20% attendance of PP parents across school.

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: £11,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils <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 Half termly pupil progress meetings track progress of PP pupils 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, 4
Purchase of tracking system and standardised diagnostic assessments <ul style="list-style-type: none"> Use of Target Tracker to track progress (core subjects half termly, foundation subjects termly) Use of PIRA/PUMA assessments Use of RWI assessments on a regular basis, children grouped and targeted according to levels/abilities Additional targeted fast track phonics to close gaps Targeted interventions and appropriate, timely interventions are put in place (RWI, Shine/WRM workbooks- related to curriculum covered in class) Subject leaders to track class data and intervention impact 	<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 EEF Additional interventions are successful when they complement and strongly link to the curriculum being covered in-class EEF 2022- for pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits. 	2, 4
Reading focus: Teaching Assistants and class teacher to target PP children for regular reading in class.	<ul style="list-style-type: none"> PP pupils are the ones most likely to not read at home. 	2,3,4

<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 and PP children targeted for this • Additional texts bought for children to read at home that have been read in class (21-22) 	<ul style="list-style-type: none"> • Children are taught 'Reading comprehension strategies' during the RWI sessions, sharing of class texts and in some guided reading sessions. This is shown as high impact, very low cost based on EEF research (+6 months) 	
<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 • Continued whole school RWI training throughout the year • Continue to regularly use the RWI diagnostic assessments to re-group children and reallocate adults to the groups that need to make most progress. • Continue with fast track phonics and additional interventions when needed. 	<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 reading books that match up to the scheme we teach and the sounds they have learnt. 	2, 4
<p>CPD for teachers on metacognition strategies</p> <ul style="list-style-type: none"> • Quick 6 type activities/revisiting of previous learning in all foundation subjects to revisit sticky knowledge • Types of thinking strategies taught and displayed using animal logos for prompts 	<ul style="list-style-type: none"> • Teaching children to understand different learning styles • EEF Toolkit - high impact, very low cost based on extensive research +7 months 	2, 3, 4
<p>Improve the quality of social and emotional (SEL) learning.</p> <ul style="list-style-type: none"> • Embed and monitor the use of the Jigsaw programme for PSHE teaching • Have launch assemblies related to the topic for that half term • Purchase the updated PSHE Jigsaw scheme • Key areas of school to have displays/prompts for children to access to show feelings that can act as prompts for discussions 	<ul style="list-style-type: none"> • 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) 	3,4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SHINE interventions from PIRA/PUMA assessments	<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, 4
Catch up tutoring provided in maths and english <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, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	<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 	2,4
Same day intervention <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, 4

	<ul style="list-style-type: none"> Children feel more confident knowing they can have extra teaching and support if necessary. 	
--	---	--

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Food and resources provided in and out of school for those in need</p> <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, 4
<p>Full time Learning Mentor in school</p> <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 SEMH interventions run by LM Safe space provided for children including LM office 	<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 	1,4,5
<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 PP children encouraged to attend groups with targeted invites 	<ul style="list-style-type: none"> Ofsted (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils Pupil voice EEF states that although there is a small positive impact of physical activity on academic attainment (+1 month), it is crucial to ensure that pupils access to high quality physical activity for the other 	3

	<p>benefits and opportunities it provides.</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention</p>	
<p>We use family learning, informal coffee mornings and newsletters to promote the value of reading for pleasure.</p> <ul style="list-style-type: none"> • Each year group has 6 different focused authors of the month throughout the year. • Children have whole class, daily reading time of a high quality text • Author visits throughout the year • In classrooms children can re-tell stories through small world areas. • World Book Day activities • Quality texts are chosen for the classroom library and school library to link to topics taught in class, <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"> • DfE discuss some of the benefits of reading for pleasure to have an impact in personal development as well as having emotional and social consequences. It also states that evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. • 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, 3
<p>Promoting home-school engagement</p> <ul style="list-style-type: none"> • Parent information meetings (Family Learning) at school to help teach phonics strategies as well as 	<ul style="list-style-type: none"> • EEF – parental engagement + 4 months 	2,3,5

<p>reading strategies to improve and encourage reading.</p> <ul style="list-style-type: none"> • RWI phonics video links sent home to parents via text message and email so videos can be watched easily on mobile devices. Follow up phone calls will be made to monitor success of engagement. • 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 • ICT teacher ringing parents to inform them of children's success in computing lessons and encouraging parents to access the Purple Mash blog. • Family worship and half termly invites for parents to celebrate topic learning. • Drop in coffee mornings with external visitors as well as school staff (Learning Mentor, SENDCO, SALT) • Targetted invites to parents from Learning Mentor/Inclusion HLTA to parents for certain events that are followed up. • Links of videos from key sessions to be shared with parents • EYFS are using Seesaw as a platform to engage with parents. Videos are shared with parents to help support reading and writing. Parents can access videos that show children saying and forming letters correctly. 		
<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</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: £76,587

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021. In school, we have used internal assessments to assess children and monitor the impacts of our actions. The data shows that although our combined end of KS1 data is above national average for both PP and non PP children, it is still lower than our historic data (which in 2019 was 68.6%). See separate document for the full review of the 2020-21 pupil premium strategy.

2021/2022 KS1 (Attainment) Summer 2 - All Pupils & Disadvantaged Pupils

Year Group	Reading				Writing				Maths			
	ARE		GD		ARE		GD		ARE		GD	
	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP
Reception (54) (PP=12)	78% (42)	75% (9)			67% (36)	67% (8)			85% (46)	83% (12)		
Year 1 (58) (PP=20)	66% (38)	55% (11)	21% (12)	10% (2)	78% (45)	60% (12)	7% (4)	0% (0)	72% (46)	65% (13)	5% (3)	0% (0)
Year 2 (46) (PP=12)	67% (31)	67% (8)	28% (13)	33% (4)	63% (29)	50% (6)	0% (0)	0% (0)	72% (33)	67% (8)	15% (7)	8% (1)

	All pupils 46	Our PP pupils 12	Current Local	Current National
Y2 Combined RWM	61% (28)	58% (7)	52%	54%

Y2 data does not include new June starter.

	All pupils 54	Our PP pupils 12	Current Local	Current National
GLD	65% (35)	58% (7)	65.5%	65%

Intended Outcome 1: For attendance of our PP children to be no lower than the attendance of our non-PP children.

In 2021/22 we saw our non PP children have an attendance of 95% but the attendance of PP children was 93%. Our aim is to increase the PP percentage so that it is in line with that of the non PP children.

From Perspective Lite, we can see that the overall absence figure has improved by 1.4%. The school's average for absence is 4.8%, which is lower than the National average of 6.2%.

Attendance is closely monitored by our attendance officer and learning mentor. They have phone discussions and face to face meetings with parents where they agree a range of strategies to work with families to improve attendance. If this approach does not lead to improved attendance that is in line with our target, formal attendance meetings with the EWO and HoS occur.

We have found that the children whose attendance is low, are impacted by parental issues. These children are a focus for pastoral care in school as we try to increase their attendance in school as well as working with .

We also work alongside outside agencies such as Family Intention Team workers or social workers to help our families. This remains a focus for us as we try and close the gap between the two groups.

Intended Outcome 2: Pupils make at least expected progress in reading, writing and maths.

Progress from Target Tracker shows that the majority of PP children are making good progress. Subject leaders have analysed data and looked for trends. This has resulted in target children attending clubs to help their progress and attainment in certain areas.

Intended Outcome 3: Increase parental engagement, initially in core subjects

Improving parental engagement for disadvantaged pupils is still a focus, so we will continue to offer opportunities for parents to come into school.

In 2020/21 we re-introduced our Family Learning sessions that had to be put on hold during COVID. In these sessions, parents came in to school and were shown how the core subjects are taught in school before carrying out activities with their own children. They were also able to come in and learn about Computing and how to use Purple Mash, our online learning platform.

Videos were also placed on the school website of these sessions so parents can continue to access them if they wish. We also started offering coffee mornings for parents

to attend from the Summer term. These will continue in 2022/23 with targeted invitations to PP parents.

Intended Outcome 4: For PP children to experience a wide range of sporting, cultural and enrichment activities which they would not normally be able to access.

Our school offers a wide range of lunchtime and afterschool clubs to allow children to experience a wide range of activities. PP children have priority, funded access to these clubs.

Termly monitoring show that the clubs are well attended by PP children.

Each year group has memorable experience trips and visitors in to school to support the curriculum. PP children are funded or partially funded so they do not miss out on any trips or visitors into school.

Intended Outcome 5: Children have access to additional support for their additional needs

PP children are prioritised for access to our learning mentor. The learning mentor runs a range of groups and clubs for those with SEMH needs and PP children are prioritised for places in these groups.

One Page Plans are used by teachers to put strategies in place to help with all additional needs.

The Inclusion HLTA continues to track and monitor children with additional needs and ensures that their needs are catered for.

Children have also had access to same day interventions, fast track phonics, extra guided reading sessions and SHINE interventions.

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