

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) Junior School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	
Pupil premium lead	Louisa Riley
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,150
Recovery premium funding allocation this academic year	£10,150
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	£104,300

Part A: Pupil premium strategy plan

Statement of intent

At St Andrew's Junior School, we have high expectations for all pupils in our school. We believe that every child, irrespective of their backgrounds, can make good progress and fulfil their individual potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and ensure that there is progress and challenge for those who are already high attainers.

Through quality first teaching, an individualised learning approach and effective engagement with parents, we believe that all children can achieve, both academically and socially. Leaders ensure that all children receive teaching which is at least good in every lesson and that disadvantaged children receive frequent intervention and daily support to close any gaps in their learning. Our aim is that disadvantaged children make as much progress as non-pupil premium children, both at our school and nationally.

In addition to our academic focus, we are committed to meeting our pupils' pastoral and social needs in a nurturing environment. We recognise that pupil premium children may not be exposed to rich learning experiences out of school, so we provide 'memorable experiences' through the curriculum to address this. All children, including those who are not disadvantaged, benefit from this approach. Additional help with funding for trips and experiences for disadvantaged children ensure that no one misses out on this crucial part of learning.

Our wider school strategy has tutoring and catch up sessions in place for education recovery from the pandemic. Pupil premium children have priority access to in school tutoring and catch up, as well as targeted support from the National Tutoring Programme, as they are the group that have been the worst affected by school closures.

Using Target Tracker, leaders will ensure that the progress of pupil premium children is robustly monitored and that any gaps or challenges are addressed quickly. Our response will be based on assessment, not assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data shows that the attendance of our pupil premium children is lower than that of the whole school
2	Assessment data, observations and work scrutinies show that Pupil premium children are not making as rapid progress in reading, writing and maths
3	In school observations, pupil planners and attendance at parental events show that parental engagement for pupil premium children is lower than that of the whole school
4	Discussions with pupils show 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	Our SEND register shows that 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 the attendance of our PP children to be broadly in line with 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 Target Tracker each year. Attainment of PP children should match that of National none PP children.
3. Increase parental engagement, initially in reading	Parents information evening to offer guidance and support on reading at home.
4. 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, music lessons, visits and residential stays and allow them to experience a wide range of activities
5. Children have access to additional support for their additional needs	<p>PPPs/One page plans used to identify additional needs and put strategies in place to help with these needs</p> <p>Lunch time groups used to support behavioural needs so PP children will reduce behaviour points</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: £ 40,630

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 Pupil Premium outcomes and strategies monitored by Assistant Head 	<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
Teaching Assistants and class teacher to target PP children for regular reading in class.	<ul style="list-style-type: none"> In school data/monitoring shows that PP pupils are the ones most likely to not read at home. Teaching 'Reading comprehension strategies' is shown as high impact, 	2, 5

<ul style="list-style-type: none"> • All classes have a reading folder to track reading • TA for every class in a morning • Bottom 20% and PP are a focus • Folders are monitored by SLT to ensure they are being used and to identify the need for any CPD 	<p>very low cost based on EEF research (+6 months) EEF Toolkit</p>	
<p>Teachers/TAs to be trained to use the Ruth Miskin Read Write Inc phonics scheme</p> <ul style="list-style-type: none"> • Purchase a range of phonically decodable books based on or just below the child's current phonic level • Lower reader scheme for those below Accelerated Reader reading age of 7 years • Collaboration with the infant school to ensure children are taught an assessed correctly 	<ul style="list-style-type: none"> • As a junior school, we are currently increasing the amount of trained, skilled phonics teachers that we have • The DfE says schools which have a consistent approach to phonics achieve good results DfE Reading Framework 2021 • EEF research shows phonics teaching is high impact, low cost based on extensive evidence (+5 months) EEF Toolkit 	<p>2, 5</p>
<p>CPD for teachers on metacognition strategies</p> <ul style="list-style-type: none"> • Homework to be set several weeks after teaching to revisit key concepts • 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 Toolkit - high impact, very low cost based on extensive research +7 months) 	<p>2, 5</p>

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

Budgeted cost: £27,503 (+19,000 additional for the academic mentor)

Activity	Evidence that supports this approach	Challenge number(s) addressed
SHINE interventions	<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 Toolkit +6 months) <p>Individualised instruction helps children understand their strengths and weaknesses (EEF Toolkit +4 months)</p>	2, 5
Academic Mentor	<ul style="list-style-type: none"> School based mentor to provide targeted support to small groups and individuals in English and maths. (EEF Toolkit +4 months) 	2,5
Catch up tutoring provided in maths and English <ul style="list-style-type: none"> Tuition prioritises PP children 	<ul style="list-style-type: none"> External provider of small group catch up in English and maths (EEF Toolkit +4 months) 	2, 5
Same day intervention <ul style="list-style-type: none"> All classes have a TA Additional HLTA provided in year 6 to provide catch up (vulnerable year group) 	<ul style="list-style-type: none"> TAs provide same day intervention to allow children to keep up, not catch up with their peers. Children feel more confident knowing they can have extra teaching and support if necessary. <p>EEF Toolkit shows TA interventions can increase attainment by 4 months and small group tuition by 4 months.</p>	2, 5

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

Budgeted cost: £ 28,255

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"> Breakfast club places ensure children are at school on time. 	1, 5

<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 • 'Jigsaw Juice' club provided for PP children at playtimes • Milk provided at lunchtimes • Fruit snack provided daily for morning playtime/start of school for years 3 & 6 (vulnerable year group). 	<ul style="list-style-type: none"> • Having a breakfast allows children to be ready to learn when they reach the classroom (Maslow's Hierachy of Needs) 	
<p>Full and part time Learning Mentors in school</p> <ul style="list-style-type: none"> • All PP children have access to a Learning Mentor (LM) • LMs carry out home visits for pupils not in school • LMs are 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 LMs including Calm Club and Jigsaw Juice • Safe space provided for children 	<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 (EEF Toolkit +4 months) 	5, 1, 3

including LM office and calm room		
<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/residentials available for PP children • Cultural capital experiences promoted in the curriculum • Funded music lessons e.g ukulele • Funded places in sports clubs e.g Karate 	<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>Homework club</p> <ul style="list-style-type: none"> • PP children have priority for places • Teacher available for support 	<ul style="list-style-type: none"> • Teacher led homework club during lunchtime each week to target PP with limited parental support at home (EEF Toolkit homework +5 months) 	2, 5
<p>Library revamp to make it an inviting place to read. Daily library club at lunchtimes</p> <ul style="list-style-type: none"> • PP children to have priority access to library club • Adult available to read to or with • The library area is being revamped to include soft furnishings to encourage children to visit more • A range of new books are being ordered to add to the dyslexia friendly section and the high/low reader section 	<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 an 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
Promoting home-school engagement	<ul style="list-style-type: none"> • EEF – parental engagement + 4 months (EEF Toolkit) 	3

<ul style="list-style-type: none"> • Parent information meetings at school to help teach strategies to improve and encourage reading • Planners used throughout school to promote home-school engagement with focus on PP children to encourage more interaction 	<ul style="list-style-type: none"> • Reported outcomes of improved parental engagement include improved academic performance. (NFER Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children 2013) 	
--	--	--

Total budgeted cost: £ 96,088 (£8212 contingency budget for extra funding if necessary for trips, PRU places or other costs)

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. In school, we have used NTS tests to assess children and monitor the impacts of our actions. See separate document for the full review of the 2020-21 pupil premium strategy.

2021-2022 Review

Intended outcome 1: For the attendance of our PP children to be broadly in line with non PP children.

Our overall attendance this year was 95.2%, compared to National which was 92.6% (Perspective Lite). For authorised absences, the school's gap to Non- Disadvantaged pupils nationally has decreased by 0.4% from +0.7% in 2018/19 to +0.3% in 2021/22. For unauthorised absences, our school's gap to Non-Disadvantaged pupils nationally has improved by 0.3% from -0.2% in 2018/19 to +0.1% in 2021/22.

Pupil voice data shows that pupils still enjoy coming to school.

To support PP children with poor attendance, we work in an inter-agency way. We had 'team around the family' approaches for 2 of our Y6 pupils (one was CP). We instigated

Education Welfare Service involvement for both families with the aim of supporting improvements in their attendance.

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

Progress data from Target Tracker shows that the majority of PP children made good progress of 6 steps or more.

Intended outcome 3: To increase parental engagement, initially in reading

Pupils were encouraged to read more at home and the monitoring of children's planners show an increase in reading both at home and at school. Reading information evenings were held to provide supportive strategies for parents to encourage reading at home.

Improving parental engagement for disadvantaged pupils is still a focus, so we will continue to offer opportunities for parents to come into school. From September 2022, we will offer coffee mornings for parents, some of which will have a reading focus.

Intended outcome 4:

Year 3 children have Ukulele lessons for 2 terms. Pupil Premium Plus children are offered free music lessons and PP children are offered financial support with music lessons.

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 access to these clubs.

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

Each year group has memorable experience trips to support the curriculum. PP children are funded or partially funded so they do not miss out on any trips, including the 3 day residential in year 6. All trips were able to go ahead in 2021/22.

Intended outcome 5:

PP children are prioritised for access to our learning mentors. One Page Plans are used by teachers to put strategies in place to help with all additional needs. Calm Club was introduced as a lunchtime intervention for children with SEMH needs and has been well used by PP children. All children are welcome to attend, but our PP children were guided towards it and encouraged to attend.

We have seen a reduction of behaviour incidents at playtimes and lunchtimes.

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
Catch up tutoring in maths	Go Educate