

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	Andrews' Endowed C of E Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	10.05% (20 children) 20 FSM 2 PLAC 1 Service
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Gemma Gundry (Head Teacher)
Pupil premium lead	Mr Sam Paine
Governor / Trustee lead	May Walker-Wallis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,825
Recovery premium funding allocation this academic year	£ 1595
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	£ 35,420

Part A: Pupil premium strategy plan

Statement of intent

At Andrews' Endowed, our intention is that, irrespective of background or challenges, all pupils make good progress, achieve high attainment levels and make good social and emotional progress allowing them to be understand their place in the community. Our learners are able to use their learning toolkit such as Growth Mindset that they have built over the years to overcome challenges and master the core learning across the curriculum using metacognition. Our Pupil Premium Strategy Plan is committed to develop a curriculum that enables the needs of disadvantaged pupils to be met with increasing impact and provide a strategic approach where all stakeholders are aware of the needs of disadvantaged children. All stakeholders are clear about the ways of addressing these needs. All members of staff and the governing body work coherently and accept responsibility for 'disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

We will consider and plan to address the multiple barriers and challenges faced by our pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are intended to support the wide and varying needs.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Set up systems to ensure that we are clear on the multiple barriers faced by the pupils and ensure we consistently review their changing needs so that the correct strategies are adopted
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, the school residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including 1:1 French tuition and a Pupil Premium forest school group.

- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Our strategy follows the three-tier approach as evidenced by the Education Endowment Foundation with High Quality Teaching as the highest priority, and interventions informed diagnostic assessments and wider school strategies to build on this. We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data linked to the current school improvement plan. Class teachers will identify through the use of pupil progress meetings and professional dialogue specific intervention and support for individual pupils, which will be reviewed half termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1a	<p>Low attainment and slow progress rates.</p> <p>Internal and external assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Reading. Assessment indicate children's inference skills to support comprehension for reading have significant weaknesses and gaps.</p> <p>At the end of KS1, 0% of PP pupils (1) achieved ARE. Reading data showed that 81% of children leaving KS2 achieved ARE with 37% achieving GDS. 25% of Pupil Premium children at the end of KS2 achieved a scaled score of 100 or above. Two of the four pupils achieved a scaled score of 98 which shows good progress since the last lockdown.</p>
1b	<p>Low attainment and slow progress rates.</p> <p>Internal and external assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Writing.</p> <p>At the end of KS1, 0% of PP pupils (1) achieved ARE in SPaG. 50% of Pupil Premium children at the end of KS2 achieved ARE in Writing. In SPaG, 25% of Pupil Premium children at the end of KS2 achieved a scaled score of 100 or above.</p>
1c	<p>Low attainment and slow progress rates.</p> <p>Internal and external assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Maths.</p>

	75% of Pupil Premium children at the end of KS2 achieved a scaled score of 100 or above. At the end of KS1, 0% of PP pupils (1) achieved ARE.
2	Observations and discussions suggest that many of our disadvantaged pupils do not have a range of cognitive strategies to draw upon, relying on a favoured strategy which may not be best suited to a task. As a result pupils have difficulty retaining/recalling prior knowledge, therefore gaps and misconceptions are arising particularly where there are multiple barriers present.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of resilience and determination. Due to this, some pupils have a fear of failure and are therefore not motivated to tackle potentially challenging tasks.
4	Our observations and records show that wider engagement of families of disadvantaged pupils is lower. As a result disadvantaged pupils have lower levels of support outside school.
5	Pupils have limited experiences beyond their home life and limited access to books, libraries or technology – access to wider opportunities. The school's demographic limits the children's understanding of key themes such as diversity and culture.

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 achieve higher rates of progress and close the gaps in attainment so they are achieving in line with non-disadvantaged pupils.	<ul style="list-style-type: none"> -Targeted Teacher and TA interventions -Amended curriculum planning -High Quality Inclusive teaching for all staff <p>Evidence gathered from:</p> <ul style="list-style-type: none"> -Internal Data tracking -Standardised scores -Pupil Conferences -Pupil Progress Meetings <p>KS2 outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard in Reading, Writing and Maths.</p>

<p>Improved Reading, Writing and Maths combined scores for Pupil Premium Pupils.</p>	<ul style="list-style-type: none"> -57% of disadvantaged pupils will meet the RWM combined score. -Rigorous interventions across the school particularly in KS1 are in place to drive forward progress and are robustly monitored to meet the needs of the individual pupils.
<p>Increased levels of support from families of disadvantaged pupils.</p>	<ul style="list-style-type: none"> -Increased attendance at Parent's Evening -Higher levels of engagement at key information sessions such as reading, SATs, EYFS meetings -Increased levels of communication between parents and teachers -Increased understanding of how the school can support families to help with their child's learning -Homework completed and given in on time -Increased levels of attendance. 37% of PPG is currently below 90% attendance compared to 11% non PPG currently below 90% attendance.
<p>To sustain high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> -Relevant programmes have been implemented e.g. ELSA and have had a demonstrable impact upon progress. -Increased participation in clubs and sporting events offered by the school. -Increased evidence of children challenging themselves and taking 'learning risks' demonstrated through pupil voice. - Increased evidence that children understand and are tolerant of different faiths and cultures. -Decrease in negative behaviour incidences showing greater tolerance.
<p>Increased evidence of metacognitive strategies being used by pupils to support their learning.</p>	<ul style="list-style-type: none"> -Increased observations of pupils using metacognitive strategies to help them with their learning demonstrated through pupil voice. - Increased responses to verbal and written feedback. -Disadvantaged children are making accelerated progress within their learning.

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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: £9054

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development on evidence-based approaches. - feedback, metacognition and mastery learning.</p> <p>Relevant inset day training (1x INSET day All Teachers and TAs)</p> <p>Staff meetings on HQIT (x3 per term – 7 teachers 1.25 hours). This will include Metacognition, the amendment of the curriculum and on how to further develop the use of Knowledge Organisers for our vulnerable children. Pupil Premium children to be a constant agenda item in staff meetings.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive science approaches in the classroom - A review of the evidence.pdf?v=1629124457</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 2</p>
<p>Ongoing CPD for class teachers in effective teaching through using Rosenshine’s principles of direct instruction. 7 teachers 1.25 hours x 2</p> <p>Programme of regular evaluation, feedback and coaching.</p>	<p>Rosenshine’s principles of direct instruction were collated through decades of research. These principles come from three sources: a) research into cognitive science; b) research on master teachers; and c) research on cognitive supports.</p> <p>Research in cognitive psychology shows strong evidence of the impact of regular retrieval practice,</p>	<p>1,2,3</p>

	modelling worked examples and teaching in small steps to take into account the limits of working memory and aid the process of moving learning to long term memory and keeping it there.	
<p>Mentoring and coaching Staff CPD around using small steps approach when planning English and Maths resulting in appropriately varied tasks.</p> <p>Get it Write course x 3½ day sessions for 2 x teachers</p> <p>Mastering Number KS1 for 3 x teachers x 4 x ½ day sessions</p> <p>Staff Meeting CPD x 1 session 7 teachers 1.25 hours</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Research in cognitive psychology shows strong evidence of the impact of regular retrieval practice, modelling worked examples and teaching in small steps to take into account the limits of working memory and aid the process of moving learning to long term memory and keeping it there.</p>	1,2,3
CPD for Looked After Children Designated Leaders in effective provision for Looked After Children.	Looked After Children (either currently or previously) are at higher risk of falling behind academically due to their often difficult start in life and possible ongoing difficulties.	1,2,3,4,5
<p>Parent workshops around key information to support learning at home</p> <p>Staff Meeting devoted to Parent Information session x2</p> <p>7 teachers 1.25 hours x 2</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4

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

Budgeted cost: £ 19085

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Feedback and Mastery coaching with member of the SLT and Teachers</p> <p>Staff Meeting CPD x 1 session</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Low cost, identified as giving +8 months progress by EEF – teachers have embedded live marking practice into their teaching and effectively use</p>	1,2

7 teachers 1.25 hours	the success criteria to inform and assess children's learning.	
<p>Interventions to support language development, literacy, and numeracy.</p> <p>Mastering number sessions 1 hour on a weekly basis</p> <p>Rekenreks</p> <p>Speech and Language Therapist</p> <p>Language links 2 hours on a weekly basis</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'. Oral language approaches include: • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum focused, dialogue and interaction</p>	1,2
<p>Pre-teaching of vocabulary in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab mats, knowledge organisers and working walls.</p>	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'. Oral language approaches include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction <p>Isobel Beck calls such vocabulary 'second tier' words. "A robust approach to vocabulary involves directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up." Beck IL, McKeown MG and Kucan L (2013). 'Bringing words to life: robust vocabulary instruction'</p>	1,2,3,4
<p>Focused teaching in inference and retrieval lessons which explicitly teach reading comprehension strategies.</p>	<p>The EEF summary of evidence in 'Improving Literacy in KS1 and KS2' rates the explicit teaching of reading comprehension strategies as having 'high impact'. Destination Reader lessons in KS2 teach pupils a range of 2, 4 and 5 7 techniques which enable them to comprehend the meaning of what they read. The EEF summary of</p>	1,2

	evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'. Oral language approaches include: <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum focused, dialogue and interaction 	
Providing reading sacks to our disadvantaged families – putting hot chocolate and sharing wonderful books for these families	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2
1:1/small group tuition for pupils who are not yet at the Expected Standard in Reading and Maths	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 1:1 tuition has a positive impact on pupil attainment	1,2

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

Budgeted cost: £ 5712

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce positive thinking and language strategies to support pupil resilience and good mental health using structured conversations and tools with pupils on 'helpful and unhelpful thinking'	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that social and emotional learning interventions which 'seek to improve pupils' interaction with others and self management of emotions' has a positive impact on pupil attainment	3
A core set of carefully chosen books in each class library to read aloud to pupils that will promote a love of reading, introduce new vocabulary and improve comprehension. Displays of books are shown in class libraries for pupils to read independently or share with an adult at home.	The DFE Reading Framework sets out the case that there are important cognitive consequences of the story format. Pupils explore language and emotional engagement. Pupils have multiple exposure to vocabulary and language that they are unlikely to hear in everyday conversation. Isobel Beck calls such vocabulary 'second tier' words. "A robust approach to vocabulary involves directly explaining	1,4,5

	the meanings of words along with thought-provoking, playful, and interactive follow-up.” Beck IL, McKeown MG and Kucan L (2013). ‘Bringing words to life: robust vocabulary instruction’	
Support meetings and welfare phone conversations to discuss the needs of the family and the needs of the child every term with the Pupil Premium Lead. Support meetings and welfare phone conversations to discuss the needs of the family and the needs of the child every term with the Senior Attendance Ambassador.	https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222	4
Introduce the opportunity of disadvantaged children playing musical instruments lessons provided for pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Wellbeing day as well as PP adult mentors. Art therapy sessions by a qualified external professional. Mental Wellbeing workshops with relevant TA. Extra Forest School Session each term	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

Total budgeted cost: £ 33,851

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.

Percentage of disadvantaged pupils in each class 2021-22:

Reception –3%

Year 1 –20%

Year 2 –4%

Year 3 –17%

Year 4 –7%

Year 5 – 17%

Year 6 – 15%

Whole School 44%

National 24%

Progress and attainment in Reading –

Reading data showed that 81% of children leaving KS2 achieved ARE with 37% achieving GDS. 25% of Pupil Premium children at the end of KS2 achieved a scaled score of 100 or above. Two of the four pupils achieved a scaled score of 98 which shows good progress since the last lockdown. 75% of these PP Pupils are also on SEND register. At the end of KS1, 0% of PP pupils (1) achieved ARE.

Progress and attainment in Writing –

Grammar and spelling data showed that 81% of children leaving KS2 achieved ARE with 30% achieving GDS. In writing at the end of KS2, 85% of children achieved ARE with 14% of children achieving GDS. 50% of Pupil Premium children at the end of KS2 achieved ARE in Writing. In SPaG, 25% of Pupil Premium children at the end of KS2 achieved a scaled score of 100 or above. Two of the four pupils achieved a scaled score of 98 or 99 which shows good progress since the last lockdown. 75% of these PP Pupils are also on SEND register. At the end of KS1, 0% of PP pupils (1) achieved ARE in SPaG.

Progress and attainment in Maths –

Maths data showed that 85% of children leaving KS2 achieved ARE with 30% achieving GDS. 75% of Pupil Premium children at the end of KS2 achieved a scaled score of 100 or above. 75% of these PP Pupils are also on SEND register. At the end of KS1, 0% of PP pupils (1) achieved ARE.

Progress and attainment in Phonics-

With the implementation of ELS in KS1 for reading and writing, and all staff being trained in the new phonics programme, phonics screening pass rate was 93% in Summer 2022. All banded reading books are now closely matched to the phonics programme. This ensures that the children make accelerated progress in reading linked to their phonics. 66% of children who did not achieve the pass mark in Y1 phonics screening have now passed. This includes 60% of children with an EHCP. 83.3% of PP children in Y1 gained at least 32 in Phonics screening check (32/40 pass mark).

In EYFS, 100% of the PP children have met the early learning goals.

Social, Emotional or health need support –

All children who have needed SEMH support have been able to access the school's appropriately trained ELSA lead. Other interventions and groups that children have benefited from are Art therapy sessions with a trained Art therapist and music therapy with a trained music therapist. Children receive a range of additional learning opportunities including French being taught from a French specialist, a local farm coming to school for the day providing workshops on farm life and the animals in their care and Y5 and Y6 beginning to receive workshops in different careers that members of our school community hold and what those careers entail.

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
TT Rockstars	https://trockstars.com
Vocabulary Ninja	https://vocabularyninja.co.uk
Tapestry	https://tapestryjournal.com
Mathletics	https://www.mathletics.com/uk/
ELS	https://essentiallettersandsounds.org/

Rapid Read	https://www.pearsonschooolsandfecolleges.co.uk/primary/subjects/english-literacy/rapid-reading
Word Shark	wordshark.co.uk

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate
- offering target support in the purchase and replacement of school uniform
- Target funding to ensure that all pupils have access to trips, residentials and first hand learning experiences
- Service children (1) has been identified and supported to ensure good outcomes