Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 CE Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	12% 24 children total 21 FSM 4 PLAC 2 Service
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	FGB
Pupil premium lead	Sam Paine
Governor / Trustee lead	May Walker-Wallis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,679
Recovery premium funding allocation this academic year	£2, 610
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	£34,289

Part A: Pupil premium strategy plan

Statement of intent

At Andrews' Endowed CE Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.   We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.
We focus on the 7 areas below and are determined that every child will achieve well in a culture of high aspirations.
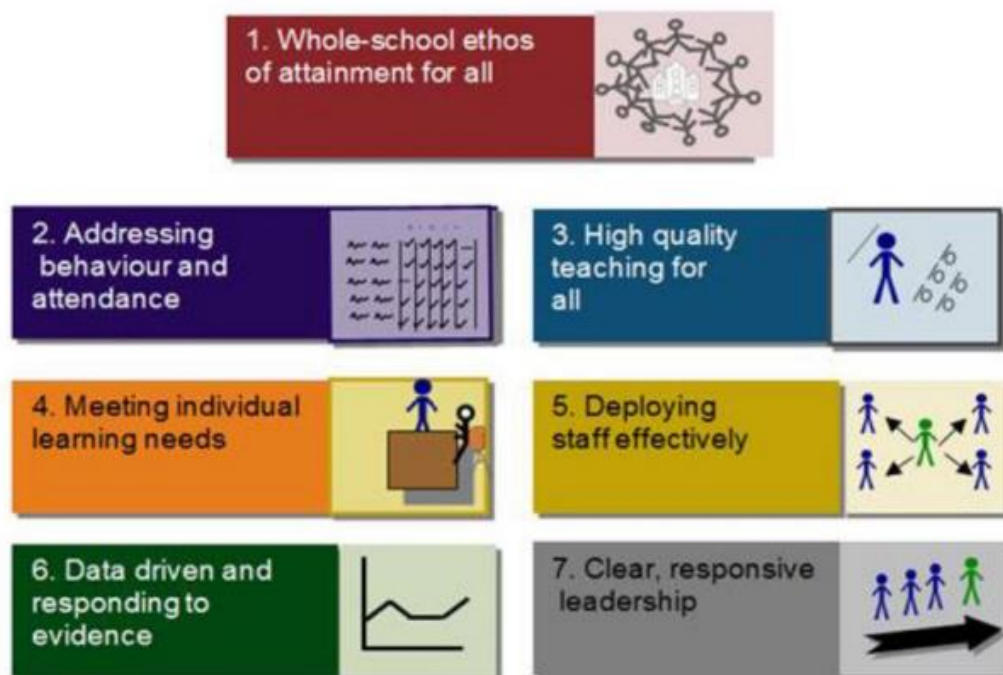
Our ultimate objectives are to:
- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with 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

Achieving our objectives:
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
- 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, residentials, first
- hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport, forest schools and French
- Provide appropriate nurture support to enable pupils to access learning within
- and beyond the classroom.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Key Principals:

We are determined that every child eligible for Pupil Premium funding will succeed academically and in their sense of self-worth and aspirations for their future. We do so by focusing on attendance and behaviour, high quality teaching, metacognition (our own Growth Mindset and Learning Attitute aid children to learn how to learn) and by knowing our children as individuals with individual needs. We have a culture embedded where we work hard to develop positive caring relationships with our children and their families. We base our evidence on well-founded research and evaluate our own successes. We invest in all of our staff to ensure they are well equipped to meet the needs of all of our children regardless of background or need.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates
2	Gaps and misconceptions and difficulty retaining/recalling prior knowledge
3	Social, emotional or behaviour issues, including fear of failure along with lack of resilience and determination – mental health
4	Parental engagement
5	Pupils have limited experiences beyond their home life and limited access to books, libraries or technology – access to wider opportunities
6	Attendance

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 achieving at expected level	Meeting expected standard at KS2 in RWM.
Progress in Reading	- ensure that all children, whatever their starting point, would achieve age-related expectations in reading at the end of Key Stage 1- Analysis of data - close the gap between our most vulnerable pupils and their peers in reading – Analysis of data from 2023 compared to 2024 - have an impact on the quality of literacy provision across the whole school –lesson planning actions have been identified and progress has been identified. - raise self-esteem in lower achieving pupils when reading a text aloud - engage hard to reach parents, and give them the knowledge and skills to support their child's learning – parent workshops to be attended % of parents - develop meaningful school/home partnerships that overcome barriers to learning.
Progress in Writing	- ensure that all children, whatever their starting point, would achieve age-related expectations in reading at the end of Key Stage 1- Analysis of data - close the gap between our most vulnerable pupils and their peers in writing – Analysis of data from 2020 compared to 2021 - have an impact on the quality of literacy provision across the whole school –lesson planning actions have been identified and progress has been identified.
Progress in Mathematics	- ensure that all children, whatever their starting point, would achieve age-related expectations in Maths at the end of Key Stage 1- Analysis of data - close the gap between our most vulnerable pupils and their peers in writing – Analysis of data from 2020 compared to 2021

Progress in Phonics	• significantly improve oral language among disadvantaged pupil and this is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Achieve at least 90% of pupils in Y1 pass the PSC
Those with identified social, emotional or health needs are supported	• teaching and learning has been effective and has continued to support the learner through the systems already in place. • ensure advice through consultation with support services is provided to ensure the children show progress in their learning. • Sustain high levels of wellbeing by 2023/24 which is demonstrated by qualitative data from student voice, pupil and parent surveys and teacher observations. • Build positive relationships with key adults. Pupils having opportunities in pupil voice groups, trips and clubs. Confident with transition to junior school.
Pupils able to work independently with confidence	• ensure that step-by-step transfer of responsibility from the teacher to the children are provided with questioning as scaffolding to independent learning • develop communication that includes language focused on learning to help children share their own learning.
Children have access to range of learning opportunities and experiences	• to provide the children with an environment and activities that are enjoyable and will challenge them in a balance between child-initiated and adult-led activities.
Pupils attend frequently ensuring their learning is not fragmented	• Disadvantaged pupils to attend at least 95% or above of the academic year.

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: £15,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half day INSET – SEND and Vulnerable children		1, 2, 3
Half day INSET Speech and Language	BESA Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Teachers are confident in identifying children's needs linked to speech and language.	1, 2
Maths Hub – Mastering Number	BESA Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	1, 2
SEN Staff Meeting Input let by LLP after SEND monitoring	EEF Pupils make accelerated progress. Early intervention and assessment monitored and meets the needs of the children	1, 2, 3
Staff Meeting Maths Input	EEF Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Solent Maths Hub.	1,2,3
Staff Meeting Inclusion	EEF Pupils make accelerated progress.	123

	Early intervention and assessment monitored and meets the needs of the children Gaps are filled High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	
Staff Meeting Vocabulary development Word Aware Provision to be used across the school	EEF Pupils make accelerated progress Pupils retain knowledge High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1,2,3
Recruitment of 1:1 support to focus on explaining metacognitive process and behavioural needs	EEF Pupils make accelerated progress Pupils retain knowledge	1, 2 3, 5

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

Budgeted cost: £8371

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group tutoring (CM) 1 hour p/wk x 4	EEF Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020).	1, 2, 3
Small Group tutoring (Th-F) 2 afternoons per week	EEF Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled.	1, 2, 3

	The forgotten: how White working-class pupils have been let down, and how to change it. (Parliament.uk, June 2021) found that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group.	
Speech and language therapy.	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence. Weak Language and Communication skills. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently High % of PP of children access SALT–Children will require small group support or 1:1 support from the school speech and language therapist	1,2
Ensure all disadvantaged pupils with speech and language needs are supported and provided with speech programmes, i.e. participation in Word Aware sessions, Language Link programmes or speech and language programmes so that they develop communication and language skills, can be more easily understood and achieve their speech and language targets, develop confidence and self-belief.	EEF	
Supportive interventions run by professionals: Art therapy 12 x 30 mins	Improved SEMH of all pupils. Instances of poor behaviour reduced. PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this	3,5

Small group writing tutoring	EEF Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally. Gaps are filled. EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	1,2

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

Budgeted cost: £10109

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support with ELSA Small Group work based on Wellbeing strategies	EEF Improved SEMH of all pupils. Instances of poor behaviour reduced.	3, 4
Family Support Worker	EEF, CWDC Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home Pupils are safe and are confident in themselves and can manage their emotions effectively. EEF Toolkit Parental Engagement suggests +3 months progress.	3, 4
Forest School	UK Forest School Training Research Base The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder.	3, 4, 5
Half day Behaviour INSET	EEF Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	1,3,5

	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment. Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance. Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.	
Engage families facing most challenges. Ensure the support is correct for each family. Monitor attendance on a daily basis and support families, including use of external agencies, where attendance is an issue.		6
Ensure all disadvantaged pupils receive extracurricular opportunities such as activity clubs, Breakfast and After School Club.	https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf	5, 6
Children have mentors to share work and experiences.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2, 3, 4, 6

Total budgeted cost: £32, 826

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 2022 to 2023 academic year 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 2022 to 2023 academic year.

Key areas of impact
• 2023 Summer Term Phonics screening test results 83% all pupils, 100% PP pupils achieved the pass mark.   • 2023 all Year 2 PP children passed their phonics screening in Y1.   • KS1 SATs data shows: •   • KS2 SATs data shows: • PP attendance figures for end of 202-2022 show:

Impact Analysis 2022-2023						
Desired outcomes and how they will be measured	Success criteria	Impact Measured				
Children achieve higher rates of progress and close the gaps in attainment so they are achieving in line with non-disadvantaged pupils.	-Targeted Teacher and TA interventions -Amended curriculum planning -High Quality Inclusive teaching for all staff Evidence gathered from: -Internal Data tracking -Standardised scores -Pupil Conferences -Pupil Progress Meetings		R	W	M	Combined
		Year 1 (1)	0	0	100% (1)	0
		Y1 Non PP (29)	79%(23)	58%(17)	83%(24)	58%(17)
		Year 2 PP (5)	75% (3)	75% (3)	75% (3)	25% (1)
		Y2 Non PP (25)	77% (20)	73% (19)	69% (18)	69% (18)
		Y3 PP ()	100%(1)	100%(1)	100%(1)	100%(1)
		Y5 PP (4)	(3) 75%	(20) 50%	(2) 50%	58%
		Y5 Non	(23) 85%	(18) 67%	(20) 74%	75%

-KS2 outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard in Reading, Writing and Maths.	PP (27)	

	R	W	SPaG	M	R,SPaG,WM
Y6 PP (5)	40% (2)	80% (4)	80% (4)	80% (4)	40% (2)
Y6 Non PP (27)	77.77% (21)	85.18% (23)	85.18% (23)	81.48% (22)	77.77% (21)

It is important to note that there is a crossover of pupils who are SEN and PP.

PPG attainment is higher than non PPG attainment in Year 2 in Reading and Writing and in Year 5 for Reading and Writing and RWM combined and equal to Maths.

Improved Reading, Writing and Maths combined scores for Pupil Premium Pupils.	-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.	35% of our disadvantaged pupils achieved ARE in all R, W, M. This is 22% lower than the targeted amount. All pupil premium pupils are tracked using class stories that measures age related expectations. Teachers are able to identify the different layers of learning that the children need in order for the child to show progress in their learning. The programmes of learning are developed by the Teachers and are delivered at different points during the day. On-going records are kept of the interventions and comments made are used to inform future planning. All files are monitored at least once a term by the SLT and additional interventions and progress are developed during the Pupil Progress Meetings. All teachers are accountable for the progression of the pupil premium pupils in their classes. Pupil Progress Meetings and Provision Maps at the beginning of October and then at the end of each term, are used to highlight the progress of these pupils and any needs that the teachers have regarding these pupils are discussed. Interventions have been organised and have allowed more vulnerable groups to focus on the phonics that they need. Increased reading opportunities are given to children who are particularly in the lowest 20% of readers. 93% of our Year 1 children have passed their Phonics assessments. Speech and Language sessions have been provided to children who have speech and language difficulties. The S&LT has trained the LSA so she can also support further children in different classes.

		S&LT targets can be practised in class as a result. These sessions have also meant CPD for member of staff, which will also have an impact on future children. Social detectives sessions have been used to increase the speech and language of the participants.
Increased levels of support from families of Disadvantaged pupils.	-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.	The large majority of the parents came to Parents' Evening meetings to discuss their child's learning. Teachers have spent time organising the parent sessions. No engagement at key information sessions such as Reading, Writing and Maths information session, SATS meetings, however the information slides have been shared on the Website. 40% of Disadvantaged pupils used the Community Grant offer. Attendance is closely monitored. 15% of PPG is currently below 90% attendance and we have worked closely with families to discuss the children's barriers for coming to school. The use of Breakfast club and After School Club have been used to develop the attendance and punctuality. This is an improvement of 12% on last year's attendance data. 79% of our PPG are not classified as the lowest 20%, which is measured by reading fluency and comprehension. Monitoring of child protection systems by SLT and governors shows that concerns about children had appropriate actions put in place in all cases, and that these actions were followed up if the desired outcome was not achieved. Parental engagement records show that families who are interested are being signposted to voluntary support services.
To sustain high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils.	-Relevant programmes have been implemented e.g. ELSA and have had a demonstrable impact upon progress. -Increased participation in	40% disadvantaged pupils have received ELSA. 10% disadvantaged have been a part of the Wise Owl Wellbeing Group. 10% of disadvantaged children have shown negative behaviour incidents and have received support in different social contexts. Pupil conferences have reported that the children find it beneficial to talk through with restorative conversation.

	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 incidents showing greater tolerance.	
Increased evidence of metacognitive strategies being used by pupils to support their learning.	-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.	Increased evidence of metacognitive strategies being used by teachers and evidence has been shown of Teaching assistants also sharing the metacognitive process with the group that they are working with.

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://ttrockstars.com/
Vocabulary Ninja	https://vocabularyninja.co.uk/
Class Dojo	https://www.classdojo.com/