



Pupil premium strategy statement

This statement details St. Andrew'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	St. Andrew's CofE Primary School
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Trust AIO
Pupil premium lead	Ben Arnell (HT)
Trustee lead	Margaret Holman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115948.64
Recovery premium funding allocation this academic year	£ 11020.00
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£126968.64



Part A: Pupil premium strategy plan

Statement of intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach 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	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1, 2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	1, 2
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many	1, 2



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	disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	
5	Internal and external (where available) assessments indicate that English (particularly Writing) attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, on average 89% of our disadvantaged pupils arrived below age-related expectations compared to 65% of non-disadvantaged pupils.	1, 2
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Reading and Writing.	1, 2
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to parenting capacity especially around mental health issues. These challenges particularly affect disadvantaged pupils, including their attainment. In 2021+22, teacher referrals for support have markedly increased after the pandemic. 87 pupils (46 of whom are disadvantaged) currently require additional support with social and emotional needs, with 68 (34 of whom are disadvantaged) receiving small group interventions.	3
8	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.4 – 2.8% lower than for non-disadvantaged pupils. 3.8 – 5.5% of disadvantaged pupils have been 'persistently absent' compared to 1.2 – 2.5% of non-disadvantaged pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.	3



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	Challenge Number	Success criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2024/25 show that more than 82% of disadvantaged pupils met the expected standard in the phonics screening check. 2023: 70%
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard. 2023: 72%
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard. 2023: 57%
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	5, 6	KS2 maths outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard. 2023: 57%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	7	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.



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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>8</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.• the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
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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.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 75424.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests and MARK analyses for reading and maths.	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: <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u>	2,5,6
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> • access Trust CPD • commission the external teaching and learning consultants to work with staff throughout the year • maintain a strong focus on QFT in our internal CPD programme. • Engage with trust wide coaching programme – providing non contact time for teachers to observe / coach each other 	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)	1, 2, 3, 4, 5, 6
To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based	2



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<p>texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none">• access Trust CPD on reading and the teaching sequence.• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.	<p>factor (EEF)</p>	
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<p>To continue to improve our whole school approach to the teaching of writing using the Talk For Writing teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on writing and the teaching sequence. • Provide regular non-contact time for our English SL to work with class teachers, LSAs and external consultants. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p>	<p>3</p>
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on maths • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p>	<p>5, 6</p>
<p>To keep class sizes in EY and KS1 to 22/23, and to ensure Year 1 and Year 2 are taught separately by employing an extra teacher and LSA.</p>	<p>Research demonstrates the Early Intervention has a bigger impact on achievement and enjoyment than at other stages of a child's school life.</p> <p>“Research supports the view that staff:child ratios influence the quality of care provided for pre-school and school aged children. When staff work with fewer children, they are more able to provide sensitive, responsive care” (Research on Ratios, Group Size in Early Years and Childcare Settings 2002)</p>	<p>1,2,3,4,5,6</p>



Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30056

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	3
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	5, 6



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Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21488.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, team teach and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	5
Parent Support Advisor to spend 2 hours daily supporting disadvantaged families to ensure good attendance of their children. Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve training and release time for staff to develop and implement new procedures for attendance/support officers to improve attendance.	Reduce gap between disadvantaged and non-disadvantaged children. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Ensuring disadvantaged children have access to free extra curricular clubs, music tuition and subsidised residential.	"Children from disadvantaged families benefit most from extracurricular activities but are much less likely to have access to sport, arts or cultural pursuits." (Green Family Foundation)	7+8
Offer free before and after school wrap around care for disadvantaged children.	To ensure disadvantaged children have healthy start to the day and nutritious meal at the end of the school day. Improved health and readiness to learn in our disadvantaged children.	7+8
Improve disadvantaged children's learning powers – resilience, perseverance, good attitude to challenge	"With proper intervention, children can develop resilience through adversity that will help them to cope later in life." (Sciaraffa, Zeanah & Zeanah, 2018)	7+8

Total budgeted cost: £ 126948.64



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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.

End of KS2 data evidenced that performance of disadvantaged pupils was in some subjects (end of KS2 Reading) higher or at least in line with non-disadvantaged children, and above the national average. OFSTED and external consultant reports evidence that QFT is consistent throughout the school, with many strengths. Disadvantaged pupils was 2.9% higher than their peers and persistent absence 23.6% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health of disadvantaged children was particularly lower than non-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.



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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
n/a	