

Pupil premium strategy statement

Heddon-on-the-Wall St. Andrew's CE Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	10.5% Pupil Premium 7.7% Service Pupil Premium
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Andrew Wheatley
Pupil premium lead	Liz Cabbage
Governor / Trustee lead	Lynda Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,514
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£43,514

Part A: Pupil premium strategy plan

Statement of intent



“The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.' Matthew 25:40

As an inclusive school, our ultimate goal is for all pupils to make good progress and achieve attainment in line with pupils nationally, irrespective of their personal circumstances.

- Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. Therefore, we aim to use our funding to support disadvantaged pupils to reach at least national expectations, including progress for those who are already high attainers.
- Through quality first teaching, targeted interventions and bespoke support for pupils and their families, we will ensure that pupils fully engage with their learning. We will continue to target the attendance of our Pupil Premium children in order to maximise learning opportunities.
- Our key intent is to raise standards in oracy and reading as this is the foundation for all areas of learning. By raising standards in oracy and reading, we aim to improve outcomes for all SEND and disadvantaged pupils across the curriculum.
- Our main aim is for all children to become competent readers by the age of 7 years so they can access our broad and balanced curriculum offer. This will be achieved through the delivery of a systematic synthetic phonics programme, with additional catch-up sessions for those with identified gaps.
- A large proportion of our Pupil Premium children have a language deficit; our strategy is to provide additional opportunities within the curriculum and through carefully matched interventions, where necessary, to close gaps in language comprehension.
- We intend to further support the wellbeing of our Pupil Premium children and their families by offering them access to a range of extra-curricular activities and support networks.
- Through a detailed analysis of needs, we will strive to remove barriers to learning to ensure we develop happy, well-rounded individuals who become lifelong learners.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate low levels of communication and language skills particularly in Early Years and Key Stage 1.
2	There is a clear link between our Pupil Premium and SEND pupils. Many of the Pupil Premium pupils are also on the school's SEND register or being monitored for additional needs.
3	Assessments, observations, and discussions with pupils indicate low levels of attainment in Reading & fluency in Maths for Pupil Premium pupils.
4	Limited parental engagement with school and learning resulting in insufficient reading at home, homework completion and a lack of readiness for school.
5	Our Pupil Premium and SEND pupils have increasingly high levels of Social, Emotional and Mental Health issues and decreased levels of resilience.
6	Pupil premium children are more likely to have limited experiences outside of school, limited experience of further education and consequently lower aspirations for the future.
7	Transition; passing on of information to build a profile of PP children year on year, and between schools.

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
Improved communication and language skills in Early Years and Key Stage 1.	<p>Assessments indicate an increased number of children achieving the ELG for Communication and Language and improved oracy skills in Key Stage 1. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>By 2027 PP achievement in EYFS GLD will match or exceed national and the gap between PP and others will be reduced.</p>

<p>To increase attainment in Reading at the lower levels and for SEND pupils.</p> <p>To increase fluency in Maths.</p>	<p>All children to be competent readers by the age of 7 years. Increased % of pupils reaching expected level or above at Key Stage 1. Key Stage 2 readers to read competently enough to access the whole curriculum comfortably.</p>
<p>To increase parental engagement with reading and homework.</p>	<p>Strong relationships with families established on entry to school and maintained throughout the pupils' school life. Increased % of children reading at home, five times per week. All pupils complete homework, supported by parents, as necessary.</p>
<p>To ensure sufficient opportunities are woven into the curriculum to teach the pupils how to organise themselves and improve their self-care skills. Work with families of pupils who require additional support with these skills.</p>	<p>Pupils in Early Years and Key Stage 1 are able to use the toilet independently, dress/undress themselves, dress appropriately for the weather outside and identify, and source, the equipment they need for their learning. This will be evident through observation and consultation discussions with parents and/or other professionals.</p>
<p>To support pupils for whom Social, Emotional and Mental Health issues are a barrier to learning. Employ a Thrive practitioner to provide a system of pastoral care for those pupils who need additional support as well as implementing a relational approach across the whole school.</p>	<p>Pupils and their families with additional needs are supported, in school and at home, in order to remove barriers to learning, and maximise attainment potential.</p> <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations; • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils; • School and home to work together, with external agencies as required, to seek the best for both children and families; • Increased attendance and engagement with learning; • Reduction in behavioural incidents; • Pupil Premium pupils and their families will have an increased awareness of self-regulation strategies to support their mental wellbeing.

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Linked to vocabulary, the introduction of SCODE spelling:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 3</p>
<p>Fund teacher release time to implement Mastering Number (Key Stage 2) in school – part of the mastery approach</p>	<p>Improved teaching and learning of the mastery curriculum to increase fluency in maths across Key Stage 2. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>3</p>
<p>RWI portal provision; online video lessons for parents to support their</p>	<p>Support for staff with training, planning and consistency of RWI delivery.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4</p>

children with learning at home to help them catch up and keep up		
Staff training on the effective use of TAs to enhance teaching and learning.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Increased progress and attainment for the children.	

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Reading Recovery Training	All staff to be able to offer Lexia catch up sessions to those pupils most in need to improve reading skills across school.	2, 3
Additional staff to deliver RWI programme	Smaller groups to allow targeted delivery and catch-up sessions of RWI to increase rate of progress at the lower levels and for pupils with SEND. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3
Delivery of SCODE spelling training and the implementation of SCODE scheme from Year 2-6.	Introduction of systematic spelling scheme; SCODE, across Key Stage 1 and 2. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3, 4

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Thrive Practitioner to support pupils across the school	<p>Emotional, social and behavioural barriers to learning removed to allow pupils to access their learning successfully. Increased self-esteem and confidence.</p> <p>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):</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	4, 5
Adopt a relational approach across school to support pupils	<p>Emotional, social and behavioural barriers to learning removed to allow pupils to access their learning successfully. Increased self-esteem and confidence.</p> <p>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):</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	4, 5
Training for Lunchtime Supervisors to support emotional wellbeing of the pupils	<p>Pupils to engage positively in play during the lunch breaks. Reduced incidents of disagreements.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5, 6

Total budgeted cost: £47,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Targeted support to individuals and groups		
Action	Impact	Lessons Learned
Completed Early Talk Boost training for all Nursery staff.	Early intervention in speech and language has led to increased oracy skills in children in Early Years providing a firm foundation for learning to read and reducing the number of children requiring intervention in subsequent years.	Early Talk Boost works best with an additional adult to deliver it in smaller groups. Children increase in confidence when speaking. It improves listening skills, attention and following instructions which are core areas of Early Years.
Additional staff to deliver RWI to small groups and individuals	Reading: PP Pupils – 50% EXP+ Yr 6 PP - 100% EXP+ Forces – 100% Exp+ Whole school – 80% Exp+	Read Write Inc has a significant impact when consistently delivered by sufficient well trained staff. Implementation of Read Write Inc Fresh Start continues in Key Stage 2 and it is hoped that this will increase the impact on pupils in coming years.
TA support for Lexia Purchase of Lexia licenses	Reading: PP Pupils – 50% EXP+ Yr 6 PP - 100% EXP+ Forces – 100% Exp+ Whole school – 80% Exp+	When used regularly at both school and at home significant progress is made. Lexia will continue to be used as an intervention to widely target groups.
2. Pastoral Support		
Action	Impact	Lessons Learned

<p>Targeted support to improve attendance.</p>	<p>Effective systems in place to support attendance.</p> <p>Improved attendance. (*figures in brackets are national figures for primary schools 2022/2023 (latest figures))</p> <p>Attendance: 95.2% (94.1%)</p> <p>Authorised Absence: 2.84% (4.2%)</p> <p>Unauthorised Absence: 1.69% (1.6%)</p> <p>Persistent Absence (less than 90%): 8.81% (16.2%)</p>	<p>Parents responded positively to contact and support provided by school.</p> <p>Greater engagement with external services such as Education Welfare, Family Support Workers and Children’s Services to help families had a positive impact on attendance.</p> <p>Work on the importance of attendance with pupils also had an impact.</p>
<p>Provision of swimming, music tuition, trips and clubs for those pupils who would otherwise be unable to access these experiences due to finance.</p>	<p>Positive experiences provided for pupils who may otherwise not have accessed the enhanced curriculum.</p>	<p>Curriculum enhancements add to the overall wellbeing and flourishing of pupils outside of academic learning. We will continue to offer these experiences to those who otherwise would not be able to participate.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia Core 5	Lexia Learning Systems
Read Write Inc	Ruth Miskin Training
SCODE Spelling	E Skeldon & J Warburton
THRIVE	THRIVE

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Service pupil premium allocation was used to offer music provision, fund clubs, contribute to Lexia Core 5 subscription and to pay for service pupil's visits/visitors.

The impact of that spending on service pupil premium eligible pupils

Service Pupils were able to access peripatetic music teaching and tutoring of an instrument. Their curriculum provision was enriched through visits out of school and visits to school.

Further information (optional)

The % of pupils with an EHCP is currently 3.8%. The national average (2023/2024) for state funded primary schools is 3.0%.

7.7% of our pupils are Service Pupils.