



Pupil Premium Strategy Statement 2021-22

School overview

Metric	Data
School name	St Andrew's CE Primary School
Pupils in school	267
Proportion of disadvantaged pupils	9.3%
Pupil premium allocation this academic year	£22,865.00
Academic year or years covered by statement	2021-22
Publish date	Summer 2021
Review date	Summer 2022
Statement authorised by	Damian Marsh
Pupil premium lead	Damian Marsh
Governor lead	Robert Ruston

Disadvantaged pupil performance overview for last academic year is not possible due to COVID-19

Measure	Score
Reading	
Writing	
Maths	

Barriers to future attainment for disadvantaged pupils (including high ability)

1	Social skills/forming friendships/attachment difficulties
2	ACEs (adverse childhood experiences)
3	SEND (including dyslexia tendencies, medical issues, autism, ADHD, specific learning issues)
4	EAL (English as an additional language)
5	LAC (Looked after children)

Desired Outcomes

Aim	Target	Target date
PP pupils achieve ARE in reading, writing, maths	End of KS2 – 100% achieve ARE (4 pupils)	Summer 2022
	Across other year groups, PP pupils who are not on track to achieve ARE at the end of KS2 are identified through pupil progress meetings and supported with interventions where appropriate.	Tracked termly Summer 2022
Some PP pupils achieve GD in reading, writing and/or maths	Pupils are identified through assessment and pupil progress meeting discussions and supported through differentiated teaching.	Summer 2022
The gap between national and school data (2022) for progress in reading, writing and maths is narrowed/closed.	Progress in reading, writing and maths is at least in line with national averages.	Summer 2022
PP pupils are able to attend/experience enrichment activities	Y6 pupils attend Robinwood PP pupils are able to attend after school clubs, music lessons, identified activities outside school.	Summer 2022
Support for emotional/trauma needs provided	School counsellor offered to identify PP pupils for weekly talking therapy sessions. Mindfulness/wellbeing sessions in class during Jigsaw sessions.	Ongoing 2021-2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	To maintain or exceed phonics check score: Nov 2020: 90% (2 disadvantaged pupils in cohort)
Priority 2	Staff to ensure all PP pupils access an age appropriate curriculum and where pupils fall behind, immediate and appropriate support is given. Termly pupil progress meetings. Observations of interventions to ensure appropriateness. (SENCO provision map)

Priority 3	To extend the Covid 19 catch up plan, through targeted intervention support utilising DFE funding on top of PPG.
Priority 4	To purchase resources to support learning in maths for identified pupils e.g. extension of Numicon interventions.
Barriers to learning these priorities address	Gaps in learning identified through teacher assessment. Difference in achievement between PP pupils and non-PP pupils.
Projected spending	£15,000 plus funding identified through COVID Catch up programme.

Wider strategies for current academic year

Measure	Activity
Priority 1	Emotional/trauma needs are met through bespoke support – school counsellor/ purchase of Jigsaw
Priority 2	PP pupils experience enrichment activities
Barriers to learning these priorities address	Mental health issues now and in later life. Helping pupils to develop resilience and skills to cope/adapt for themselves. Accessing learning beyond the classroom allows for personal and educational development. All pupils are included in opportunities presented. Personal individual interests can be identified and pursued. Providing support with childcare can allow parents to work and provide for their families.
Projected spending	£9,000

Monitoring and Implementation

Monitoring will be ongoing through the year: lesson observations; intervention observations; reviews of IEPs; pupil progress meeting; monitoring of OTrack by SLT and subject leads; meetings with parents; meetings with outside agencies.