# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | St Andrew’s Methodist Primary School |
| Number of pupils in school | 231 (including Nursery) |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | 21.09.21 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Anne Barker |
| Pupil premium lead | Anne Barker |
| Governor lead | Geoff Jones |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £**100,625** |
| Recovery premium funding allocation this academic year | £10,150 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £28,060 |
| **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 | £138,835 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our school vision statement**, ‘Striving for excellence, together as one with God,**’ clearly reflects the high aspirations we hold for **all** our children, including disadvantaged pupils. Our curriculum vision is to provide all children with a purposeful, informative curriculum that motivates pupils, makes resilient learners, and leads to ‘success for all.’  St. Andrew’s Methodist Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes. This document details a review of how PPG was spent in the past academic year (2020-2021) and the proposed spend of the funding September 2021 – July 2022  The disadvantaged children’s fund provides funding for children;   * Who have been in receipt of free school meals (FSM) at any point in the past six years * Who have been continuously looked after for the past six months * Who are adopted * Who are the children of Armed Service men and women   The strategy for this academic year, 2021-2022 will be presented to the governing board on 20th September 2021. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Rising numbers of children whose well-being and mental health is a cause for concern. |
| 2 | There is a gap in attainment and progress in reading, writing and maths between those who are eligible for PPG and those who are not. |
| 3 | Attendance and punctuality of some pupils is below the minimum target of 96%. |
| 4 | Children’s speech and language skills on entry to nursery are well below age related expectations. |
| 5 | Rising numbers of children with SEND and complex needs. |

## 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.

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| Intended outcome | Success criteria |
| Promoting the positive well-being and mental health of pupils. | Reduction in number of pupils needing referral to outside agencies. |
| To narrow the gap in attainment and progress in reading, writing and maths. | Rise in percentage of children eligible for PPG achieving the expected level in reading, writing and mathematics. |
| To improve the attendance and punctuality of children to at least 96%. | All children have a minimum attendance rate of 96%. |
| To develop children’s speech and language skills. | Children’s SAL skills are at age related expectations by the end of EYFS. |
| To ensure all children identified with SEND make progress. | All children with SEND make at least expected progress. |

## 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: **£10,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of new reading books to support the phonics scheme in EYFS and KS1 | * Summer assessment show pupils’ progress in reading and writing needs to be accelerated. | 2 |
| Purchase support and training for teachers from the Speech and Language Therapy service. | * Children’s SAL skills are well below age related expectations on entry to nursery. | 4 |
| Buy into schools’ library service for all pupils. | * Children’s reading ages had dipped following the lockdown. | 2 |

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

Budgeted cost:

**£ *86,612***

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional TA support in all key stages | * Rising number of children with complex needs * Number of pupils identified with SEND is above national average | 2 |
| Purchase additional hours from Educational Psychologist | * Rising number of pupils with EHCPs * New pupils with complex needs to be assessed for EHCPs | 5 |

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

Budgeted cost:

**£ *38,000***

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employ school family support worker 4 days per week. | * Area of high deprivation * Levels of attendance * Number of CP referrals | 1  3 |
| Purchase additional EWO support (1 day per fornight) | * Levels of attendance | 1  3 |
| Create an inclusion/nurture room | * Rising number of children with complex needs * Rising number of children needing support with emotional well-being | 1  5 |
| Access external support for bereaved children from the Gaddam Centre | * Negative impact of family bereavement on children’s mental health and well-being | 1 |
| Purchase half-termly supervision for family support worker and Headteacher from locality team | * Advice and supervision needed around safeguarding work | 1 |
| Subsidised swimming lessons | * Families may struggle with cost of lessons | 1 |

**Total budgeted cost: 135,000**

# 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 2020 to 2021 academic year.

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| **\*ALL NATIONAL TESTING WAS SUSPENDED DUE TO THE COVID19 PANDEMIC. PUPILS ALSO MISSED A WHOLE TERM’S SCHOOLING. ALL INFORMATION BELOW THEREFORE IS BASED ON ASSESSMENTS DONE IN SPRING AFTER LESS THAN TWO TERMS TEACHING**  **EYFS**  **Nursery**  50% of disadvantaged children were on target to reach age related expectations (ARE) in reading  25% of disadvantaged children were on target to reach (ARE) in writing  50% of disadvantaged children were on target to reach (ARE) in maths  **Reception**  67% of disadvantaged children were on target to reach (ARE) in reading  50% of disadvantaged children were on target to reach (ARE) in writing  67% of disadvantaged children were on target to reach (ARE) in maths  **KS1**  **Year 1**  33% of disadvantaged children were on target to reach (ARE) in reading  50% of disadvantaged children were on target to reach (ARE) in writing  50% of disadvantaged children were on target to reach (ARE) in maths  **Year 2**  87% of disadvantaged children were on target to reach (ARE) in reading  75% of disadvantaged children were on target to reach (ARE) in writing  75% of disadvantaged children were on target to reach (ARE) in maths  **Year 3**  44% of disadvantaged children were on target to reach (ARE) in reading  33% of disadvantaged children were on target to reach (ARE) in writing  33% of disadvantaged children were on target to reach (ARE) in maths  **Year 4**  73% of disadvantaged children were on target to reach (ARE) in reading  53% of disadvantaged children were on target to reach (ARE) in writing  66% of disadvantaged children were on target to reach (ARE) in maths  **Year 5**  81% of disadvantaged children were on target to reach (ARE) in reading  81% of disadvantaged children were on target to reach (ARE) in writing  81% of disadvantaged children were on target to reach (ARE) in maths  **Year 6**  43% of disadvantaged children were on target to reach (ARE) in reading  50% of disadvantaged children were on target to reach (ARE) in writing  50% of disadvantaged children were on target to reach (ARE) in maths  Pupil Premium Plus funding is available for children who have been Looked After by the Local Authority. In 2020-2021 school had 4 children in this category. |

## 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*

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| Programme | Provider |
| NA |  |
| NA |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | NA |
| What was the impact of that spending on service pupil premium eligible pupils? | NA |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |