

Analysis of 2023/2024 Spend

Priority 1: ENGLISH
To improve standards in reading and writing at KS1 and KS2 in 2024.
To increase the number of pupil premium children who achieve at a higher standard in reading and writing at KS1 and KS2.
To improve standards in spelling, punctuation and grammar throughout the school.

PRIORITY 2: MATHEMATICS
To improve standards in mathematics at KS1 and KS2 in 2024
To increase the number of pupil premium children who achieve at a greater depth in mathematics at KS1 and reach a higher standard in mathematics at KS2.

PRIORITY 3: ATTENDANCE
To improve whole school attendance.
To continue to support our vulnerable pupils and families by maintaining a high level of family engagement.

Priority 4: INCLUSION
To continue to implement a catch-up curriculum and to plug the learning gaps.
Improve the progress and attainment of lower attaining pupil premium children.

TOTAL Spend | £119,000

Impact

- Throughout the year all staff have led catch-up interventions and booster classes in English and maths.
- Senior leaders have continued to work with our most vulnerable families.
- Our offer of support at St. Andrew's continued to be a strength throughout 2023/2024, despite an increased demand. We continued to offer psychotherapeutic support for individuals and families.
- Pupil premium funding was used wisely to provide additional support in reading interventions, speech and language therapy, psychotherapeutic support and small group tuition. As a result all pupils made progress throughout the year.

KS2 DATA

- At KS2 standards were in line with, or slightly higher than, the national average in all areas.

PUPILS ACHIEVING THE EXPECTED STANDARD AT KS2	St. Andrew's	National Average
Reading	82%	74%
Writing	74%	72%
Maths	82%	73%
Spelling, Punctuation and Grammar	82%	72%
Reading, Writing & Maths COMBINED	73%	61%

PUPILS ACHIEVING A HIGHER STANDARD AT KS2	St. Andrew's
Reading	55%
Writing	0%
Maths	41%
Spelling, Punctuation and Grammar	55%

Amount of Pupil Premium grant allocated: £119,000

Barriers to educational achievement:

Children at St. Andrew's CE Primary School often reside in an area of extremely high socio-economic deprivation. Barriers to learning for our Pupil Premium students include:

- Attainment on entry to the EYFS for some pupils is significantly below the National Average.
- The percentage of pupils entitled to free school meals is well above the national average at 43%.
- A high number of pupils (29%) speak English as an additional Language – this is above the national average
- There is a high level of need for family support.
- The percentage of pupils with access to SEND support and the number of pupils with an EHC plan are above the national average and is increasing.
- The school deprivation indicator is in quintile 5 ie. the most deprived of all schools.

Barriers to educational achievement following the pandemic:

- The Covid pandemic has resulted in many children falling behind in their learning. This has affected the poorer and vulnerable children the most, wiping out over a decade's progress in closing education gaps. It is believed that it will take many years to get back on track.
- School closures has also curbed educational aspirations and disengagement from the school system, which could potentially have a long term impact on pupil outcomes. Attendance rates have dropped nationally.
- The attainment gap between social-economically disadvantaged pupils and their peers has widened since before the pandemic. At St. Andrew's we have a high level of pupils entitled to pupil premium at 43%. This is almost double the national average.
- School development plans were disrupted due to the pandemic. Progress in school priority areas for development was halted as school leaders have had to redirect resources to close education gaps following school closures.

Addressing these barriers:

To address identified barriers to learning, school leaders have identified the following priorities for Pupil Premium spending over the 2024/25 academic year:

Priority 1 ENGLISH To improve standards in writing. To continue to increase the number of pupil premium children who achieve at a higher standard in reading and writing at KS1 and KS2.	
Cost/Benefit Analysis	Actions:
Approximately £25,000 Teaching Assistants Cost: ££££ Evidence Base: ** Average impact +1 month.	<ul style="list-style-type: none"> • Teaching Assistants to lead in-class catch-up interventions to address areas of underachievement. • Provide tailored interventions and resources to meet the unique needs of disadvantaged pupils with SEND, in collaboration with the school's SENCO. • Deploy teaching assistants to work collaboratively with classroom teachers in supporting the specific needs of disadvantaged pupils with SEND, ensuring that they receive tailored interventions and resources. • Provide training and guidance to teaching assistants on effective strategies for supporting high-quality provision within the classroom, such as delivering targeted interventions for writing.
Approximately £5000 (Staff costs and materials) 1:1 reading support: Cost: £ Evidence Base: *** Average impact: +3 months	<ul style="list-style-type: none"> • Reading and writing booster classes.
£10000 Speech and Language Therapy Cost:£ Evidence Base: *** Average impact: +5 months.	<ul style="list-style-type: none"> • SALT support to develop educational provision and outcomes for all pupils as well as leading direct interventions sessions.
£10000 Educational Psychology Cost:£££ Evidence Base: *** Average impact: +4 months.	<ul style="list-style-type: none"> • EP support to develop educational provision and outcomes for all pupils.
£5000 Staff Training Cost:£££ Evidence Base: *** Average impact: +5 months.	<ul style="list-style-type: none"> • 1:1 daily phonics and reading tuition for pupils who are at risk of not meeting age related expectations. • National college subscription for all staff to be able to access quality on-line training delivered in school and remotely.

PRIORITY 2: STAFF DEVELOPMENT

To provide professional development opportunities for teachers to enhance their subject knowledge and pedagogical skills.

Cost/Benefit Analysis

**Approximately £30,000
(Staff costs and materials)**

Cost: £ Evidence Base: ***

Average impact +5 months.

Actions:

PROFESSIONAL DEVELOPMENT

- Provide professional development opportunities for teachers to enhance their subject knowledge and pedagogical skills, particularly in areas such as systematic synthetic phonics, mastery-based approaches, and effective feedback.
- Implement a robust curriculum review process to ensure the curriculum is broad, balanced, and responsive to the needs of disadvantaged pupils.
- Provide professional development opportunities for teachers to enhance their skills in supporting pupils with SEND, such as training on evidence-based strategies for differentiation, scaffolding, and inclusive teaching practises.

MENTORING & COACHING

- Establish a structured mentoring and coaching programme to support early career teachers and those requiring additional support.
- Experienced teachers to mentor and coach their colleagues, fostering a culture of collaborative professional development.

STAFF WELL-BEING

- Offer additional release time for teachers to undertake National Professional Qualifications (NPQs) and other professional development opportunities.
- Implement strategies to improve staff wellbeing and job satisfaction, such as providing access to mental health and wellbeing support.
- Introduce well-being days.

**PRIORITY 3:
ATTENDANCE**

To continue to improve whole school attendance.

To continue to support our vulnerable pupils and families by maintaining a high level of family engagement.

Cost/Benefit Analysis	Actions:
<p>£21,450 Cost:£££ Evidence Base: **** Average impact: +4 months.</p>	<ul style="list-style-type: none"> • Provide support for pupils' social, emotional, and behavioural needs, which may be contributing to their poor attendance. This could include counselling, mentoring, or referrals to external support services. • Educational Psychotherapist to work at the school one day a week, delivering family therapy.
<p>Approximately £30,000 from Pupil Premium Budget Parental Involvement Cost:£££ Evidence Base: *** Average impact: +3 months.</p>	<ul style="list-style-type: none"> • Implement attendance-focused strategies: <ul style="list-style-type: none"> ○ Early intervention and support for pupils and families ○ Robust attendance monitoring and follow-up procedures ○ Collaborative working with local authorities and other agencies ○ Parent Partnership Leader and Family Engagement Team and to offer support to families with engagement with the school, attendance and housing issues, secondary transfer, family learning and other impacting factors on family life.
<p>£1,500 After school programs / Arts activity participation: Cost: £££ Research evidence: *** Impact: +2 months.</p>	<ul style="list-style-type: none"> • Offers of free breakfast club and after school club places as a support mechanism to improve attendance, social and emotional engagement and access to a free evening meal.

Priority 4 INCLUSION Provide one-to-one or small group targeted interventions for pupils with SEND. Improve the progress and attainment of lower attaining pupil premium children.	
Cost/Benefit Analysis	Actions:
Approximately £10,000 Oral Language Interventions Cost: £ Evidence Base: **** Average impact: +5 months.	<ul style="list-style-type: none"> SALT support one day each week to develop educational provision and outcomes for pupils with SEND as well as leading direct intervention sessions.
Approximately £20,000 1:1 reading support/tuition: Cost: ££££ Evidence Base: **** Average impact: +5 months.	<ul style="list-style-type: none"> TAs to lead 1:1 reading interventions to support the progress of lower attaining pupils in KS2.
£4000 1:1 reading support/tuition: Cost: ££££ Evidence Base: **** Average impact: +5 months.	<ul style="list-style-type: none"> 1:1 daily phonics and reading tuition for pupils who are at risk of not meeting age related expectations by the end of Year 1.
Approximately £24,000 Teaching Assistants Cost: ££££ Evidence Base: ** Average impact +1 month.	<ul style="list-style-type: none"> Ensure that teaching assistants are effectively deployed and trained to deliver high-quality, targeted support within the classroom or through structured interventions.
Approximately £10,000 Small group tuition: Cost: £££ Evidence Base: ** Average impact: +4 months.	<ul style="list-style-type: none"> Booster Classes for Y6 pupils in reading, writing and mathematics to plug any learning gaps.
Delivery £3000 Small Group tuition: Cost: £££ Evidence Base: ** Average impact: +4 months.	<ul style="list-style-type: none"> Senior leaders will implement a programme Y5 and Y6 booster classes for all pupils.
£3500 After school programs/Arts activity participation: Cost: ££ Evidence Base: *** Impact: +2 months.	<ul style="list-style-type: none"> Subsidised musical instrument lessons and after school club places for disadvantaged pupils to develop talents, aptitudes and self-esteem.

Priority 4: INCLUSION To continue to implement a catch-up curriculum and to plug the learning gaps. Improve the progress and attainment of lower attaining pupil premium children.	
Cost/Benefit Analysis	Actions:
Approximately £10,000 Oral Language Interventions Cost: £ Evidence Base: **** Average impact: +5 months.	SALT support one day each week to develop educational provision and outcomes for pupils with SEND as well as leading direct intervention sessions.
Approximately £20,000 1:1 reading support/tuition: Cost: ££££ Evidence Base: **** Average impact: +5 months.	TAs to lead 1:1 reading interventions including Project X, Toe by Toe and reciprocal reading to support the progress of lower attaining pupils in KS2.
£4000 1:1 reading support/tuition: Cost: ££££ Evidence Base: **** Average impact: +5 months.	1:1 daily phonics and reading tuition for pupils who are at risk of not meeting age related expectations by the end of Year 1.
Approximately £10,000 Teaching Assistants Cost: ££££ Evidence Base: ** Average impact +1 month.	<p>Teaching Assistants to lead in-class catch-up interventions to address areas of underachievement caused by school closure in 2020.</p> <p>Teaching Assistants to support class teachers with a flexible approach to the curriculum to support learning gaps caused by school closure. Teaching Assistants to deliver in class writing support.</p>
Approximately £10,000 Small group tuition: Cost: £££ Evidence Base: ** Average impact: +4 months.	Booster Classes for Y6 pupils in reading, writing and mathematics to plug the learning gaps caused by school closure in 2020.
£3000 Mastery Learning: Cost: £ Evidence Base: *** Average impact: +5 months.	<p>Senior leaders will implement weekly sessions to address more able and underachieving writers.</p> <p>Planned opportunities for able, gifted and talented pupils within the school eg. digital leaders, language experts etc.</p>
Delivery £3000 Small Group tuition: Cost: £££ Evidence Base: ** Average impact: +4 months.	Senior leaders will implement a programme Y5 and Y6 booster classes for all pupils.
£3500 After school programs/Arts activity participation: Cost: ££ Evidence Base: *** Impact: +2 months.	Subsidised musical instrument lessons and after school club places for disadvantaged pupils to develop talents, aptitudes and self-esteem.
£1000 Staff Development:	<p>Staff development to promote well-being and mental health.</p> <p>Senior leaders to lead staff training in all areas of the curriculum and to develop teaching and learning in all areas.</p>