



Pupil Premium Strategy Statement



This statement details our school's use of pupil 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 effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	St Andrew's C of E
Number of pupils in school	216
Proportion (%) of Pupil Premium eligible pupils	20%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2023
Date to be reviewed	October 2024
Statement authorised by	Simon Jones (Headteacher)
Pupil Premium lead	Paula Dwan (Deputy Headteacher)
Governor / Trustee lead	Dr Helen O'Keefe (Chair of Governors)

Funding overview 2022/23

Detail	Amount
Pupil Premium funding allocation this academic year	£74,205
Recovery Premium funding allocation this academic year	£1,054
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£75,259

Part A: Pupil Premium Strategy Plan

Statement of intent

At St Andrew's C of E Primary School Maghull, our Pupil Premium strategy is focused on improving outcomes for our most disadvantaged children. We do this through quality first teaching, targeted interventions and wider strategies which enable all children to reach their full potential. The Sutton Trust and Education Endowment Foundation (June 2019) and the EEF Toolkit, play a role in our spending plans for Pupil Premium. We know that parents and school play a crucial role in the success of children academically, socially, emotionally and spiritually and we always aim to engage parents/carers in all that we do to support children. We know that excellent attendance is key to children reaching their full potential, so we aim to continue to work relentlessly to combat barriers to good attendance, supporting families to improve attendance and punctuality.

Our Pupil Premium Strategy is agreed with all staff which means that all adults understand their role and responsibilities when supporting our most vulnerable children. All children, parents/carers and staff at St Andrew's are encouraged to work together to enable children to combat their barriers to learning and be well prepared for the next part of their learning journey and for their life ahead.

At St Andrew's we want all children to thrive by accessing a curriculum that is not only challenging, but is exciting and inclusive and our Pupil Premium Strategy has been designed with this in mind to ensure that *'together in God's love, we learn, inspire and grow.'*

Challenges

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

Challenge number	Detail of challenge
1	Assessments, monitoring and evaluation, indicates that attainment in reading for our disadvantaged children in KS1, is not in line with non disadvantaged children.
2	Assessments, monitoring and evaluation, indicates that attainment in writing for our disadvantaged children on KS1 and KS2, is not in line with non disadvantaged children.
3	Monitoring and evaluation in mathematics, has identified that our disadvantaged children are not achieving as well as non disadvantaged children across all year groups.

4	Monitoring and evaluation of non core subjects shows that the knowledge and skills of our disadvantaged children is not in line with non-disadvantaged children and that on the whole, our non disadvantaged children learn more and remember more.
5	There has been a marked increase in the number of disadvantaged children displaying SEMH and trauma related difficulties which are having a negative impact on children's academic, social and emotional outcomes.
6	Although there has been a significant improvement in attendance for vulnerable children during 2022/23.there is still a slight difference in attendance figures for disadvantaged and non disadvantaged children. At present, attendance for non disadvantaged children is 97.21% and attendance for disadvantaged children is 95.78%.

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 reading attainment in KS1	Assessments and evaluation will indicate improved reading skills for disadvantaged pupils in KS1, resulting in a higher percentage reaching the expected standard in reading by the end of KS1
Improved writing attainment for disadvantaged pupils in KS1 and KS2	Monitoring and evaluation during 2023/34 will identify that an increasing number of disadvantaged children will meet the expected end of key stage standard in writing.
Improved maths attainment for disadvantaged pupils in KS1 and KS2	Monitoring and evaluation during 2023/34 will identify that an increasing number of disadvantaged children will meet the expected end of key stage standard in maths. Children will have more rapid recall of number facts and have improved fluency in all of the four operations
Disadvantaged pupils will have developed Improved knowledge recall in all wider curriculum subjects	Pupil voice and other monitoring activities, will evidence that disadvantaged children are better retaining prior learning, resulting in them having a better foundation for new learning. Data will highlight improved outcomes in assessments, evidencing that disadvantaged children are knowing and remembering more in wider curriculum subjects.
Disadvantaged pupils experiencing trauma and or SEMH challenges, will have improved academic, social and emotional outcomes.	Pupil voice, parent/carer voice, staff voice, will show that there has been a positive impact in academic, social and emotional outcomes for disadvantaged children resulting in less time spent in crisis and or disengagement from their learning.

<p>Attendance for disadvantaged children will continue to improve, bringing it broadly in line with attendance for non disadvantaged pupils</p>	<p>The attendance gap for disadvantaged children and non disadvantaged children will have closed further. The number of disadvantaged children who are persistently absent, will also continue to reduce.</p>
---	---

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: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring that all staff in KS1 and KS2 are confident in the deliver of Read to Write and also use additional adults to support pupil's difficulties highlighted in reading NFERs, via small group interventions</p>	<p>Read to Write empowers teachers to provide high-quality teaching of writing through children's high-quality literature (Vehicle Texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Several of these carefully selected Vehicle Texts have strong thematic links to the Science, History and Geography curriculum.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</p>	<p>1, 2,</p>
<p>Continue to embed maths mastery teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Continuing to monitor and evaluate the consistency of White Rose, Maths Mastery scheme across all year groups. Training for all teaching and support staff.</p> <p>SLT/Maths Leader to work alongside inclusion lead to further unpick data and ensure that targeted interventions are being delivered to support with rapid recall of number facts and improved fluency.</p> <p>Renewal of TT Rockstars</p>	<p>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>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>

<p>CPD and release time for subject leaders to monitor and evaluate their subject, developing strategies implemented in every classroom to support all pupils with knowing more and remembering more. Subject leaders to review core knowledge is in line with National Curriculum and use this knowledge to ensure that the curriculum is not overloaded.</p> <p>SLT to support subject leaders through a coaching model</p>	<p>Developing pupils’ metacognitive knowledge of how they learn— their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning</p> <p>EEF Toolkit recommendations: • Teachers acquire the professional understanding and skills to develop pupil’s metacognitive knowledge. • Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.</p> <p>EEF: . What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.</p> <p>Ofsted Evidence Report: “good leadership of teaching and learning makes the biggest difference to school standards. The report found that talented leadership is particularly important in schools that serve the most disadvantaged communities” Ofsted Evidence Report: “high quality teaching is essential to promoting social mobility and closing the attainment gap” Reason for success highlighted as “investing in teachers’ professional development”</p>	<p>4</p>
---	---	----------

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

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to support identified barriers to learning, misconceptions, led by TAs .CPD to support	EEF findings show that the average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. However, effects tend to vary widely between those studies	1, 2, 3, 4

<p>TAs with the delivery of structured, purposeful interventions to support early reading and maths mastery. E.g: Fresh Start, IDL, same day interventions for maths and English.</p>	<p>where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures. (EEF research)</p>	
<p>Additional reading sessions targeted at disadvantaged pupils who require further reading and comprehension support. For children who have gaps in their phonics knowledge, this will be delivered via Read, Write Inc fast track tutoring and Fresh Start (upper KS2)</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. (EEF research)</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

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

Budgeted cost: **£20,259**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support, to embed the principles of DfE's Improving Attendance.</p> <p>Ensure that new Attendance Officer is supported in her role so that the rigorous approach to monitoring and supporting attendance continues in line with the school's new attendance culture.</p>	<p>DFE: Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a new report published by the Department for Education</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	<p>6</p>

<p>To further develop areas within school to support children in a holistic way. To continue to develop the role of Mental Health Lead and Mental Health First Aider to support the wellbeing. To ensure that the trained ELSA (Emotional Literacy Support Assistants) has an increased amount of allocated time to support children’s SEMH.</p> <p>To continue to develop staff’s skills to support their own and children’s mental wellbeing through yoga and relaxation techniques.</p> <p>To support a senior member of staff with Trauma Informed Schools training.</p> <p>To ensure that a higher percentage of teaching and support staff are Team Teach trained.</p> <p>To continue to develop allocated spaces around school that are set up to support children with sensory needs and/or in times of crisis.</p>	<p>Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff (EEF research)</p> <p>Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF Research)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF research)</p>	<p>5, 6</p>
<p>To ensure that disadvantaged pupils have access to wraparound and enrichment opportunities. Pupil to be supported with the costs or residential and day trips, after school club, music lessons, sports activities etc</p>	<p>“Findings from research suggest extra-curricular activities are important in developing skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). Extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.</p>	<p>5, 6</p>

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
------------------------------------	--	-----

Total budgeted cost: £75,259

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 **2022 to 2023** academic year.

Aim	Outcome and impact
Improved writing skills among disadvantaged pupils.	Assessments and observations have indicated that although there has been some improvement in pupil's outcomes in writing, attainment needs to improve further and more rapidly. Outcomes in writing for KS1 children reaching expected level of attainment at the end of 202/23 was 71% for non disadvantaged and 50% for disadvantaged pupils. In KS2 writing, the outcomes in writing were similar with 71% of non disadvantaged and 61% of disadvantaged pupils, reaching the expected standard. Although the gap is narrowing, interventions in 2023/24 will need be more specific resulting in the attainment gap in writing for disadvantaged and non disadvantaged pupils, closing more rapidly at the end of 2023/24
Improved reading and phonics attainment among disadvantaged pupils.	Embedding Read Write Inc during 2022/23, resulted in 96% of children passing the Phonics Screening Check. Six out of 7 disadvantaged children passed the PSC. However, SATs reading attainment at the end of 2022/23, did not reflect the PSC scores with a detailed QLA identifying weaknesses in comprehensions. This has resulted in targeted comprehension interventions being delivered more frequently in 2023/24.
Improved maths attainment for disadvantaged pupils at the end of KS2 with a clear improvement in number sense and rapid recall of number facts	Although monitoring and evaluation in maths, has highlighted a more consistent approach to the use of solid objects in maths, Children's slow recall of the four operations and fluency, resulted in poor attainment levels for disadvantaged pupils at the end of KS1 and KS2. In KS1 50 % of disadvantaged and 74% of non disadvantaged pupils reached expected standard. In KS2, 50 % of disadvantaged and 74% of non disadvantaged pupils reached expected standards. Targeted interventions and whole class activities targeting areas of weakness, are being more rigorously delivered in 2023/24.
Disadvantaged children will embed knowledge,	Assessment, monitoring and evaluation by subject leaders, shows that although our disadvantaged children are

<p>skills and vocabulary across the wider curriculum. They will learn more and know more..</p>	<p>displaying improved knowledge skills and vocabulary in all non-core subjects, this in not yet in line with non-disadvantaged children. The review of core knowledge and the delivery of a wider range of retrieval activities, will result in the gap closing further.</p>
<p>To achieve and sustain improved wellbeing for all children in our school, particularly those who are most disadvantaged improving access to counselling services and enrichment opportunities</p>	<p>During 2022/23 a Teaching Assistant was trained to be an ELSA and will be delivering sessions to targeted children to ensure that they are supporting with SEMH challenges. More disadvantaged children are accessing sports activities, wrap around club etc and as a result of this, attendance has improved. There is also an improvement in the amount of time that some, but not all, disadvantaged pupils are spending in crisis, disengaged etc. The number of children needing access to additional support, is increasing and as a result of this, but the end of 2024, more staff will be trained in Team Teach, Trauma Informed Schools, Nurture Curriculums (Boxall), to support with the growing need.</p>
<p>Improved attendance for all pupils, particularly our disadvantaged pupils through more rigorous attendance policy and procedures</p>	<p>There has been a significant improvement in the school's culture around attendance. Rigorous systems are in place and staff know that attendance and safeguarding, is everyone's responsibility. As a result of this, at present, attendance for all pupils is 97.21% and for disadvantaged pupils it is 95.78%. The number of persistently absent pupils continues to decrease at a rapid rate.</p>

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.