



Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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

Detail	Data
School name	St Andrew's C of E
Number of pupils in school	247
Proportion (%) of Pupil Premium eligible pupils	21%
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	16 December 2022
Date to be reviewed	16 December 2023
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	£81,315
Recovery Premium funding allocation this academic year	£12,511
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	£93,826

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 writing for our disadvantaged children is not in line with non disadvantaged children.
2	Assessments, monitoring and evaluation, indicates that attainment in reading and phonics for our disadvantaged children 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. This is particularly evident in number sense and rapid recall (e.g: times tables) activities.
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	Discussions with disadvantaged children and families have identified social and emotional issues as a result of family break down, loss and health issues due to COVID. As a result of this, we are seeing an increase in the number of referrals to school counsellor and outside agencies. Due to financial constraints and COVID our most disadvantaged children have not been accessing wraparound, enrichment activities, school trips etc.
6	Attendance and punctuality data shows a marked difference in attendance figures for disadvantaged and non disadvantaged children. At present, attendance for non disadvantaged children is 95.4% and attendance for disadvantaged children is 88.3%. The number of disadvantaged children arriving late to school, far outweighs the number of non disadvantaged children

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 writing skills among disadvantaged pupils.	Assessments and observations will indicate significantly improved writing skills amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. As a result of this 90% of disadvantaged children will meet the expected standard in writing at the end of 2023/24
Improved reading and phonics attainment among disadvantaged pupils.	Phonics outcomes will improve resulting in 90% of disadvantaged children passing the phonics screening in 2023/24. Reading outcomes in 2023/24 will show that more than 90% of disadvantaged pupils met the expected standard at the end of KS2
Improved maths attainment for disadvantaged pupils at the end of KS2 with a	Monitoring and evaluation in 2023/24 will show that more than 90% of disadvantaged pupils met the expected standard at the end of KS2.

<p>clear improvement in number sense and rapid recall of number facts</p>	<p>Children will have a deeper understanding of number sense, use of concrete apparatus and rapid recall of number facts.</p>
<p>Disadvantaged children will embed knowledge, skills and vocabulary across the wider curriculum. They will learn more and know more..</p>	<p>Assessment, monitoring and evaluation by subject leaders, will show that our disadvantaged children will have achieved knowledge skills and vocabulary in all non-core subjects, which is in line with non-disadvantaged children.</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>High levels of wellbeing which are demonstrated by</p> <ul style="list-style-type: none"> • quick, effective referrals to counsellor and/or outside agencies. • Qualitative data from children’s voice, parent surveys, staff surveys • Increase in the number of disadvantaged children involved in enrichment activities • Development of a Mental Wellbeing Lead to be an advocate for mental wellbeing across the school.
<p>Improved attendance for all pupils, particularly our disadvantaged pupils through more rigorous attendance policy and procedures</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Attendance for all pupils being at least 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 8%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: **£24,520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding of Read to Write English Scheme. Purchase of resources and external training for teaching staff.</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>1, 2,</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Continuing to develop the consistency of White Rose, Maths Mastery scheme across all year groups. Training for all teaching and support staff.</p> <p>SLT/Maths Leader release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p> <p>Renewal of 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: 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: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Embedding the delivery of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Read Write Inc. Training for staff and purchase of resources</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>2</p>

	Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>CPD and release time for subject leaders to monitor and evaluate their subject, developing the of education for all children.</p> <p>Strategies implemented in every classroom to support pupils. Activating prior knowledge used consistently by all teachers, for all new learning/challenges/problem solving.</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>	4

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

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions to support identified barriers to learning, misconceptions, led by TAs .CPD to support 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>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 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</p>	1, 2, 3, 4

	four additional months' progress lies between these figures. EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered using Read, Write Inc	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: **£23,920**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support, to embed the principles of DfE's Improving Attendance.	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 https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014	6
To develop areas within school to support children in a holistic way. Further develop the role of Mental Health Lead and Mental Health First Aider to support the wellbeing. To train two TAs as ELSAs (Emotional Literacy Support Assistants) via Sefton SEN team. To develop staff's skills to support their own and children's mental wellbeing through yoga and relaxation techniques.	EEF: Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff	5
Wraparound and enrichment opportunities. Access to breakfast	"Findings from research suggest extra-curricular activities are important in	5, 6

club, after school club, music lessons, sports activities,	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.	
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: £88,440

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 **2021 to 2022** academic year.

Aim	Outcome and impact
Improved writing skills among disadvantaged pupils.	Through the implementation of Read to Write scheme and the more structured time for interventions, the attainment gap between our PP children and non PP children is closing. As we develop the delivery of Read to Write
Improved reading and phonics attainment among disadvantaged pupils.	The implementation of Read Write Inc phonics for Rec-Y2 and targeted children in Y3/4, has already seen an improvement in outcomes in reading and phonics, for our vulnerable children. The recent implementation of Fast Track Tutoring and Fresh Start should close the gap further and at a more rapid pace.
Improved maths attainment for disadvantaged pupils at the end of KS2 with a clear improvement in number sense and rapid recall of number facts	The implementation of White Rose Maths Mastery scheme, has resulted in an improvement in attainment scores for our most vulnerable children. Whilst there is still a gap in attainment between non disadvantaged and disadvantaged, this gap is closing. The introduction of same day maths interventions and Number Sense interventions has improved recall and fluency for the most disadvantaged pupils across the school.
Disadvantaged children will embed knowledge, skills and vocabulary across the wider curriculum. They will learn more and know more..	The development and implementation of our UNIQUE curriculum, ensures that adaptive strategies are used when delivering all subjects, to ensure that all children, including our most vulnerable, are able to access all areas of the curriculum and evidence their knowledge using a wide range of outcomes. The development of retrieval activities at the start of each lesson, in all areas of the curriculum, now ensures that all children, including disadvantaged, learn more and know more.
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	During the summer term of 2021/22 and autumn term of 2022/23, school have increased the profile of supporting pupil's and staff's mental health and wellbeing. The involvement of Tackling The Blues (Edge Hill, Everton in the Community and Tate Liverpool) working with children across the school, is ensuring that all children, including our most vulnerable children, are developing strategies to support their own mental well being. The development of our Y6 Mental Health Champions and Chill Out Club, allows all children , including our most vulnerable, to access daily resources to help to support their mental wellbeing. After school yoga now takes place for children and staff. This enables staff to not only support their wellbeing, but also deliver yoga sessions within their own classes. Staff/pupil voice after these sessions, highlights the positive effect that they are having across the school. We have register two TAs to take part in Emotional Literacy

	<p>Support Assistant (ELSA) training with Sefton SEN. This will enable all children, including our most vulnerable, to access on site support. We continue to support our most vulnerable children covering 50% of the cost of school trips/residentials. As a result of this, more children are able to access enrichment activities. Pupil voice emphasises how much children enjoy these experiences and how they deepen children's understanding of topics that they have been learning about and also improve confidence, self esteem etc.</p>
<p>Improved attendance for all pupils, particularly our disadvantaged pupils through more rigorous attendance policy and procedures</p>	<p>Pupil attendance at school is an ongoing focus due to historical patterns of poor attendance and high persistent absence. Since November 2021 new, more robust, attendance procedures have been put in place so that school is able to take appropriate action to support and promote positive attendance for all pupils. This has increased pupil attendance and reduced the proportion of pupils who are classified as PA. Further impact is that within the school community a significant culture shift is emerging of families and children understanding the importance of positive school attendance for all pupils.</p> <ul style="list-style-type: none"> • Current attendance data is 96.2% (Y1 to Y6), PP attendance is 94.4% (Y1 – Y6) (As of 22-11-22)

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.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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.