

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

Detail	Data
School name	Andrews Lane Primary School
Number of pupils in school	217 (incl. Nursery)
Proportion (%) of pupil premium eligible pupils	36.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Devally (Head teacher)
Pupil premium lead	Chris Elvy
Governor lead	Jillian Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 85,700.00 - Breakdown 60 X PP children = £80,700. 2 X Post Lac =£4690 & 1X service child = £310.
Recovery premium funding allocation this academic year	£ 4422.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 2506
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	£ 92,628.50

Part A: Pupil premium strategy plan

Statement of intent

- At Andrews Lane, all our staff strive to achieve the very best outcomes they can for every child through quality first teaching and support.
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- As a school, we aim to ensure teaching and learning is of a consistently high quality for everyone.
- We recognise that not every child receiving PPG is socially disadvantaged and that not every child who is disadvantaged receives PPG.
- By focusing on children's individual needs we aim to enable every child achieves and makes the best progress they can.
- We will keep a careful track of all pupils' progress, and also closely track how well PPG children are achieving in comparison to their peers to close the gap.

Barriers to learning

- PPG children enter our school in Nursery or Reception lower than their peers.
- Some parental disengagement with school and school systems. Children not always supported with spellings, home learning or home reading etc.
- Limited variety of cultural capital experiences.
- Poor vocabulary & oracy skills and poor phonic & spelling knowledge. Lack of talk/exposure to extended vocabulary at home. This affects children's general knowledge etc. and communication skills in school.
- Routines and boundaries at home not always consistent.
- Poor attendance including persistent absence or children who arrive at school late.
- Social, emotional and mental health issues with pupils and/or parents

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Attendance and punctuality issues
3	Low attainment on entry to EYFS in all areas

4	Social, emotional and mental health issues with pupils and / or parents
5	Parental engagement with their children's learning experiences
6	Wide gap between PPG and non-PPG children in achievement in R/W/M

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Phonics	Achieve national average expected standard in PSC
Attendance	Close the gap in attendance between disadvantaged and non-disadvantaged pupils and ensure the attendance of disadvantaged pupils is above 95%

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: £ 29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics investment</p> <p>Phonics CPD delivered by English TLA</p> <p>Phonics reading books</p> <p>Buy into Phonics scheme/program, resources and books – Little Wandle Letters and Sounds</p> <p>All staff to complete the Little Wandle CPD to be able to deliver the LW phonics programme and support early reading to ensure a consistent approach across the school</p>	<p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence. In systematic phonics programmes that use synthetic phonics approaches, this often means teaching the skills of decoding new words by sounding them out and combining or ‘blending’ the sound spelling patterns. The sequence is generally organised to introduce children to the most common graphemes and familiarise them with the most useful frequent pairing of graphemes in words first; ‘satpin’ is a prevalent example of this, but other initial sequences are possible. It is necessary to teach these skills explicitly, but pupils should also have the opportunity to apply and practise these skills outside of phonics sessions during other reading and writing activities (EEF Foundation)</p>	<p>1, 3, 5, 6</p>
<p>Run parent workshops – phonics and reading</p>	<p>Parents are more aware how we teach phonics and support the children with early reading, and are better equipped to support their children at home.</p>	<p>1, 3, 5, 6</p>
<p>Experienced additional EYFS teacher 3 days a week for 2021/2022 to provide release time for EYFS staff CPD/deputy head CPD</p>		<p>1,3</p>

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nuffield Early Language Intervention (NELI) Introduce and establish small group interventions across EYFS following baseline assessments Training for all staff in EYFS, teaching assistant who will deliver the intervention and SLT member Teaching Assistant to deliver the intervention 3 times per week</p>	<p>'Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as 2 4 8 part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020.'</p>	<p>1, 3, 6</p>
<p>Speech and language therapist (1 day a week) to support identified children</p>	<p>Speaking and listening skills are critical foundations for reading and writing, and are also essential skills for thinking and communication. (EEF)</p>	<p>1, 3 6</p>
<p>Reading support Targeted 1:1 reading support for identified children to develop fluency and comprehension skills</p>	<p>Reading requires two broad skills: word recognition and language comprehension When observing children's early reading it is clear they cannot apply both skills equally without support. Initially comprehension of the text read is limited by the effort needed to decode words. As children's decoding skills become more fluent, and many words are recognised whole without effortful 'sounding out', greater comprehension of the text is possible. (EEF)</p>	<p>6</p>
<p>Small group interventions in each class for activities that support R, W & M for identified children</p>		<p>1, 6</p>
<p>Small group interventions to support children with EAL</p>		<p>6</p>

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School counsellor (1 day a week) to support identified children		4
<p>Forest School sessions for all pupils</p> <p>Use of outdoor learning to support key groups of pupils</p>	<p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time, and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play <p>Communication: language development was prompted by the children’s sensory experiences</p> <ul style="list-style-type: none"> • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	4
<p>Yoga (Jan / Feb 2022)</p> <p>To develop mindfulness and promote well-being of all pupils</p>		4

Parent consultation online via School Cloud with written reports of a child's progress (3x yearly)		5, 6
<p>Attendance</p> <p>Pastoral support from Family Liaison Officer for vulnerable children and families - key support needed to ensure attendance is maintained and readiness to learn.</p> <p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</p> <p>Attendance monitoring and meetings when needed.</p> <p>Engage the relevant support professionals in line with the attendance policy to encourage good attendance</p> <p>Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings</p>		2
Targeted support from Educational Psychologist		4
Workshops run by external agencies – steel pan, STEM workshops		4
Timetabled library sessions for each class to allow children access to a wide range of books to promote reading for pleasure		1, 4, 5, 6

Total budgeted cost: £ 93,000

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.

Due to COVID-19, pupils across the pupils were on average over a term behind where they would have been pre-Covid in reading, writing and maths. We put into place a recovery curriculum in English and maths with a focus on fewer learning objectives but with high-value content. This meant that we were able to better 'fill the gaps' children had not learnt through remote learning during lockdown.

Within the Early Years Foundation Stage it was evident that children had a delay in communication and language, social skills and understanding of the world. Our focus was then to provide modelling of language and social skills by adults and then provide opportunities for these to be put into practice by children.

With the wider curriculum we saw a large impact on younger pupils (EYFS/KS1) not having "life experiences" they would have had pre-Covid e.g. mixing with peers, going on holiday or having days out with family. Role-play support and virtual/aural experiences were provided.

At Key Stage 1 pupils had been able to learn sounds within the remote learning provision but were unable to consistently apply these to reading and unable to always identify sounds independently within words. This meant that there was a large impact on fluency. In some cases where less or no adult support had taken place during lockdown some children were then unable to blend unsupported. Consistent daily phonics teaching and opportunities were embedded in the summer term 2021 to support progress.

In both KS1 and KS2 children found it difficult to apply mathematical skills they had been taught to problem-solving questions. Greater focus was placed on using manipulatives and speaking frames to help children explain their reasoning.

Children's fitness, fine and gross motor skills developed at a slower rate because of lockdown with some children not having had as much exposure to physical exercise as they may have had previously. This may have also had an impact on handwriting development, in particular in EYFS/KS1.

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

Programme	Provider
Achievement for All	AFA Education (no longer exists)
Times table rock stars	TT Rock stars
Now Press Play	Now Press Play