



Pupil Premium Policy

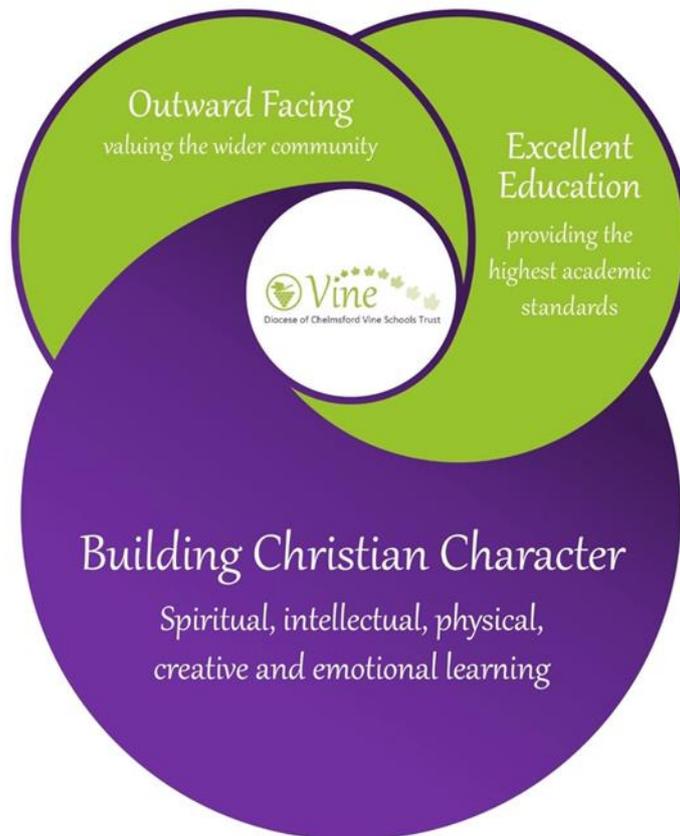
**“I am the vine; you are the branches.
If you remain in me and I in you, you will bear much fruit”
(John 15:5)**

This is a model policy for all Vine schools that has been reviewed and adapted for St Andrew’s Church of England Primary school.

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Vision & Values

V Valuing every person
I Inspiring great teaching
N Nurturing academic excellence and Christian Character
E Excelling, unlocking great potential



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1. Introduction

Our Vision for St Andrew's CofE Primary School:

At St Andrew's Primary School, we aim to inspire our children to become inquisitive, reflective individuals with an enthusiasm for learning. Our Christian values of love, trust and wisdom as well as a thorough consideration of our children's well-being and happiness is at the heart of everything we do.

We provide a range of learning experiences within a balanced and challenging curriculum, that enable all children to develop their appreciation and awareness of the world around them as well as building their interpersonal skills and resilience. Our cross-curricular approach enables our children to make meaningful links with their learning and ensures that every member of our St Andrew's family is supported in, and encouraged to build strong relationships, celebrate diversity and equality, encourage respect and build a sense of community. We enable children to take on key roles within the school developing a sense of responsibility, and we encourage active participation in our wider community through involvement with local events and organisations.

Our embedded Christian values, PSHE lessons and whole school worship assemblies promote positive attitudes which reflect the values and skills needed for future learning and success in modern Britain. Children leave St Andrew's Primary School with a strong sense of belonging and are proud that they have developed the confidence and skills needed to be learners for life.

Vision Statement

- Through our Christian values we promote happiness, care, consideration and respect for all, we build confidence, independence and self-esteem.
- Enjoying success within a healthy, safe, and stimulating environment, we learn in an engaging and exciting way.
- As life-long learners, everyone in our school community is encouraged to achieve excellence in all they do.

The attainment gap is the most stubborn test facing English schools and the Pupil Premium gives additional public funding to schools in order to close this gap. The idea that it can be solved simply by spending more is beguiling but unrealistic. If extra money is all the Pupil Premium is about, it is doomed to fail, particularly in a period of wider financial constraint.

The Pupil Premium represents much more. It provides funding, but also focus, setting the achievement of children from disadvantaged backgrounds as a priority for our system. This clarity is the Pupil Premium's greatest strength.

Educational attainment is the best predictor that we have of a young person's long-term outcomes. The Premium can act as a focal point as schools plan and put in place the strategies that will help their students succeed. Used with care and commitment, the Pupil Premium is one of the best bets we have.

Sir Kevan Collins Chief Executive Education Endowment Foundation (EEF)

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to support schools in improving the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers.

Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality.

The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates. The intended impact of this funding is to accelerate progress and raise attainment of these groups.

2. Eligibility

- Primary schools are given a pupil premium for children in Reception to Year 6 who are currently entitled to free school meals based on their family income.
- Children in Reception to Year 6 who were previously entitled to benefits-based free school meals, even if they're no longer eligible for six years after they stopped qualifying for free school meals
- Children in care
- Children previously in care who have been adopted, or who have a special guardianship order, a child - arrangements order or a residence order
- Children recorded as being from service families

3. School Responsibilities

- Identifying the funding received through the Pupil Premium in the development and budget plans.
- Informing the Trust Board by reporting to the Local Schools Board (LSB) through termly reports of the Pupil Premium allocation, the proposed plans for and the impact of spending on children in receipt of PPG
- Publishing a Pupil Premium Strategy Statement within the given time frame on the VST school website. (see Appendix A)
- Ensuring that where there are children eligible for Pupil Premium who are not falling behind their peers, curriculum enrichment raises aspirations beyond age related expectations. (These children must be clearly identified on the school's tracking system so that evidence of their performance is clear).
- Closely analysing performance data in order to identify gaps in attainment and to determine the focus areas for additional support to all children, including those entitled to benefit from the Pupil Premium.
- Evaluating and monitoring Pupil Premium spending to measure impact and spend it in ways shown to be most effective (with reference to EEF Teaching and Learning Toolkit which summarises the evidence for different approaches to raising attainment).

4. Priorities

The key priority is to maximise achievement for children in receipt of Pupil Premium by identifying, implementing and evaluating strategies to support

- the development of strong learning skills
- personal wellbeing
- improving attainment
- reducing gaps
- accelerating progress
- improving attendance
- extending and enriching opportunities and experiences
- improving engagement with families
- removing barriers

5. Provision

Each VST school will carefully consider the needs of the children who receive PPG funding, as they are best placed to identify what would be of most benefit to the children who are eligible. The resulting strategy for how the PPG funding is used is clearly documented and is regularly evaluated (at least termly) to ensure that the strategy is impacting positively on eligible children.

All VST schools consider a tiered approach to Pupil Premium spending in order to balance approaches to improving teaching, targeted academic support and wider strategies, as recommended by the EEF.

Tier 1 – Teaching

5 | Page Source: Essex Guidance, EEF, GOV.UK

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VST schools are committed to achieving consistently high quality of teaching. Ensuring effective teaching and opportunities to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. This might include professional development, training and support for early career teachers and recruitment and retention. Quality First Teaching and ensuring that the school has consistently inclusive classrooms supports Tier 1.

Tier 2 - Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Tier 3 - Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category

Strategies may include

- Extra one-to-one tuition or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions, for example for children who need extra help with maths or literacy.
- Running a school breakfast club to improve attendance.
- Providing extra tuition for able children.
- Providing music lessons for children
- Funding educational trips and visits.
- Paying for additional help such as speech and language therapy or family therapy.
- Funding English classes for children who speak another language at home.

- Investing in resources that boost children's learning, such as laptops or tablets.
- Family Learning Projects
- Providing experiences to broaden horizons and raise aspirations
- Regular CPD for teachers and Teaching Assistants
- A curriculum, under constant review which is designed to offer maximum flexibility to meet the needs of individuals

6. Monitoring

- The Trust Board and Local Schools Boards (LSBs) have a monitoring oversight of the use of Pupil Premium funding and the provision it supports.
- PPG provision is monitored closely within each VST School. Regular pupil progress meetings support evaluation of impact of strategies on children's outcomes and wellbeing and identify where strategies may need adapting.
- External Pupil Premium reviews may be implemented but the VST or requested by schools that identify the need for further support.
- Individual Case Studies and work samples support evaluation of progress over time.

7. Reporting

- The Headteacher will produce regular reports/action plans for the LSB. These will include:
 - The progress made toward maximising achievement for children eligible for Pupil Premium.
 - An outline of the provision and the impact of this provision on maximising achievement.
 - Financial details of how pupil premium is/was spent and an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to other forms of support.

- The LSB will ensure that there is an annual Strategy statement (Appendix A) to parents on how the Pupil Premium funding has been used. This task will be carried out within the requirements and timescales published by the Department for Education and published on the school website. To comply with School Information regulations, schools are required to publish a pupil premium strategy statement annually, or if a multi-year strategy is used,(3 years is recommended), this must be reviewed annually before Dec 31st.
- All schools must use the template available on GOV.UK to publish their strategy statement.
<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>
- Schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation’s toolkit. In line with the EEF’s pupil premium guide, activities should include those that:
 - support the quality of teaching, such as staff professional development;
 - provide targeted academic support, such as tutoring; and
 - tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

8. Covid Appendix

In light of the impact of the Covid lockdown on the most vulnerable pupils specific planning has been focused on assessing the needs of these pupils after lockdown, and ensuring that additional measures to meet their needs are in place, emotionally, socially and academically (including planning for remote learning in the future). These plans have been closely linked to the school’s plan for implementing the national ‘Catch Up’ funding provision in our whole school Learning Enhancement Plan.

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	St Andrew's CofE Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	28.4% (Dec 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	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Diane Fawcett (Headteacher)
Pupil premium lead	Becky Robertson
Governor / Trustee lead	Katie Siggery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,817
Recovery premium funding allocation this academic year	£5,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£63,327

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils and their parents suggest that there are significant gaps in learning as a consequence of Lockdown and Covid-19. This is far more significant in KS1, particularly in Literacy.
2	Our assessments of phonics suggest that there are significant gaps in phonic knowledge for all children. This is partially as a consequence of lockdown and limited access to Nursery provision. This is also having a negative impact on early reading.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	A high percentage of disadvantaged children and those entitled to PPG funding also have additional SEND needs and/or mental health/wellbeing concerns. This is identified through assessment information, parental discussions and concerns referred by school staff.
5	Access to wider enrichment opportunities and diversity – this has resulted in the children having a limited understanding of the world around them and other cultures. This impacts the children's learning through their written work and ability to comprehend texts (such as end of KS2 Reading SATS and topic-based learning). This has been exacerbated further by COVID-19 Lockdown which has limited opportunities even within the school setting for all children. This has been identified through discussions with class teachers, discussion and observations of children and assessment results.

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
<p>Quality of teaching for all To develop a robust “catch up” curriculum that addresses and meets the needs of all disadvantaged pupils.</p> <p>EEF Guide to PPG</p>	<ul style="list-style-type: none"> • Teaching and planning shows gaps have been analysed and Pupil Asset is being used by class teachers and subject leaders to identify gaps in learning. • Catch up curriculum implemented to focus on previous learning missed with a particular emphasis on core content and skills. Reintroduce all subjects to ensure a broad and balanced curriculum for all. • Whole-school monitoring and moderation programme focussed on raising and maintaining high quality teaching and learning. • Robust Assessment and Data Evaluation leading to targeted intervention (DSR Benchmarking, NFER termly testing, Salford reading tests, standardised spelling assessments, White Rose Maths Assessments, Book sharing, Learning Walks, External reviews (by leading experts)). • Curriculum enrichment: events and workshops to be delivered from a range of curriculum areas including the foundation subjects. • Relevant CPD and training - INSET days and staff meeting.
<p>Targeted support To implement research-based interventions to support disadvantaged pupils catch up on missed learning. In order to close the gap amongst peers and accelerate progress.</p>	<ul style="list-style-type: none"> • 100% of children will make at least expected progress. • The percentage of children achieving ARE or better will increase from last year, in every class. • Use of catch-up programmes and interventions that are proven effective - that include assessments and targeted support e.g. Daily Supported Reading (DSR) and Success @ Arithmetic. • Where appropriate, continued access to remote learning and Chromebooks in the home setting. • All extra-curricular activities either before or after school clubs run at either a reduced or no cost to parents - ensuring access for all pupils to a wide range of high-quality sporting and arts experiences • Support to purchase uniform, clothing for dress up days or other whole school activities. • Financial support for trips to enhance academic, personal and social development • Involvement of external agencies where appropriate. • Additional interventions provided by the SENCO, Curriculum Lead, Maths Lead– targeting children across the school.
<p>Other approaches Staff to continue ensuring that the emotional wellbeing of vulnerable children, who are PPG, is met in an inclusive and or nurturing way. This is so that PPG’s attendance and punctuality increases in line with their peers.</p>	<ul style="list-style-type: none"> • Where appropriate, additional meals and snacks provided, to ensure a healthy diet. • Parents feel that they can approach the school when they need support – particularly in light of the ongoing COVID pandemic. • Staff will be able to access support for their wellbeing and workload in light of the ongoing COVID pandemic. • MTEP and counselling records will show that referrals are made when appropriate and families are supported. • Attendance will increase from last year for all pupils including disadvantaged and those in receipt of PPG funding.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Floppy's Phonics Introduce a new SSP and train all staff to deliver high-quality phonics consistently. This will also be used to support in KS2 with spelling support and those children who require intervention in word reading.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Academic Enrichment and associated CPD for staff. Children to have hands on enrichment days that broaden experiences and awareness of the world around them.</p> <ul style="list-style-type: none"> • Author Visit • Topic theme days • Support for school trips and additional clubs • <p>Longer term: implementing more life skills resources such as a fully resourced kitchen and cooking area (e.g. washing machine, ovens etc.).</p>	<p>EEF Life Skills and Enrichment</p> <p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.</p>	1 and 3
<p>Improve the use of Teaching Assistants to support learning and deliver high quality interventions to those who require it.</p> <p>LSAs to be trained in the interventions that they are delivering and coached by the SENCO when required. Implement weekly meeting time for all LSAs and the SENCO to ensure impact and accountability.</p>	<p>EEF Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2 – 0.3).</p> <p>Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p>	1,2, 3 and 4
<p>Herts for learning Reading Fluency Project for KS2</p>	<p>EEF Improving Literacy in KS2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1 and 3

<p>Staff will be trained to deliver the Reading Fluency Project and will then share this training with the rest of the staff so that it can be used across the school.</p> <p>FIRST priority will be with Year 5 and Year 6 children in the academic year 2021-22.</p>	<p>CLPE Reading for Pleasure Report March 2021</p> <p>Reading Fluency Project Trial Report</p> <ul style="list-style-type: none"> • Pupils typically demonstrated the following changes in reading behaviour: • increased stamina – able to read more text for a longer period whilst retaining understanding • increased accuracy – children make less substitutions, omissions, mispronunciations, additions when reading a ‘cold’ text • increased enjoyment – pupils read more and are more willing to explore a wider range of literature • increased confidence – pupils tackle challenging texts with greater willingness and show improved tenacity in teasing out meaning • increased engagement – pupils offer more extended contributions in group discussions about challenging texts. 	
<p><u>CPD for all staff in TPP for consistency of approach to behaviour and self-regulation</u></p>	<p>Research Evidence for approach EEF toolkit identifies that the following all have a positive impact.</p> <p>Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self-regulation strategies (+ 7 months)</p> <p><i>Stable, nurturing adult-child relationships and environments help children develop strong cognitive and emotional skills and the resilience required to flourish as adults. "Connectedness counterbalances adversity." "What you always want to look at is the balance. What's the balance between the challenges and adversities somebody has and the relational wealth or relational poverty they are experiencing?"</i></p> <p>Dr. Bruce Perry Essex Trauma Perceptive Practice, 2021.</p>	5

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

Budgeted cost: £15,000 (additional tutoring will also be funded through Catch Up Funding and the School Led Tutoring Grant).

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring Children will be in small additional tutoring with a familiar school-based adult. This will be completed after school.</p>	<p>School-based evidence (data, Pupil Voice and feedback from staff) showed that external tutors (sourced via NTP) was not having the desired impact on our children. This was due to technical issues as well as unfamiliarity and the children not being as comfortable with a tutor that they didn't know.</p> <p>EEF Small Group Tutoring Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	1 and 3
<p>Peer Tutoring: Reading Buddies Children in EYFS to be paired with children from Year 6 who have been shown how to complete reading buddies.</p> <p>Children to spend time with English Subject Leader being shown how to share a book and discuss the content. This will develop speaking and listening in both the EYFS children and Yr6 children.</p>	<p>EEF Peer Tutoring Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains. Successful approaches may also have other benefits, such as supporting the social and personal development of pupils and boosting their self-confidence and motivation for learning.</p> <p>School-based evidence shows an impact on social and emotional wellbeing of the children who are the reading leaders as ALL children feel that they are supporting a younger peer and this has impacted their self-esteem and enjoyment of reading (pupil voice expressing that reading buddies is one of their favourite parts of the week – EYFS teacher feedback details how much the children look forward to reading with their Yr6 buddy).</p>	1, 3 and 4
<p>Lexia Introduce Lexia as a reading fluency and comprehension intervention for those children who have a reading/comprehension age lower than their chronological age.</p> <p>Train all staff to deliver it consistently and utilise the assessment and reports.</p>	<p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.</p> <p>Exploratory analysis suggests that children offered Lexia made the equivalent of two additional months' progress</p>	1,3 and 4

Provide adequate technology to enable the intervention to be successful.	in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children. https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Lexia-evaluation-report.pdf	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Membership of Mid Tending Essex Partnership</u> All pupils and their families including PPG have access to support and counselling where required.</p>	<p>We have made several referrals to this service in the last academic year – all of which are being positively supported – some of which are ongoing. This service has provided valuable support to vulnerable families and those requiring additional support. We use councillors in school as part of this service. DF is now a Director of MTEP as of July 21.</p>	4
<p><u>Access to extra-curricular enrichment clubs</u> Ensure disadvantaged pupils are given equal opportunities to experience a variety of educational visits and enrichment activities</p> <ul style="list-style-type: none"> • STEAM • Sports • Roadshow (RE) • Music Lessons 	<p>EEF Life Skills and Enrichment At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.</p>	5
<p><u>Access to Breakfast and Tea time Clubs.</u></p>	<p>EEF Breakfast Club Research Children will have time to have a nutritional breakfast at the start of the day and to spend time with familiar adults as a calm start. School Based Research: There are families who use Breakfast Club and Tea time club as a reward because their children enjoy spending time with staff and eating with their friends. There are also particular children who use this therapeutically to talk to trusted adults and to use the Reflection Room (staff feedback).</p>	4 and 5
<p><u>Resources to support the Reflection Room and support in teaching Mindfulness as part of the school curriculum.</u> All year groups to have access to a mindfulness/ yoga coach for at least an hour each week.</p>	<p>EEF Social and Emotional Learning School Based Research: The Reflection Room has been used to support spirituality and mindfulness in the children (staff, visiting diocesan advisor and pupil feedback).</p>	5

<p>All classes to have timetabled access to the Reflection Room to model social and emotional learning.</p> <p>Children to have access to the Reflection Room when required with support.</p>		
<p><u>Contingency Fund for any unexpected costs or support that may be required.</u></p>		

Total budgeted cost: £63,000

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.

- In end of KS2 data, our children in receipt of PPG funding out-performed the LA at the end of KS2 in Reading, Writing and Maths in the academic year 2020-21.

End of KS2 Outcomes PPG	St Andrew's	LA	Juniper Benchmark
Maths	73%	60%	60%
Writing	60%	55%	55%
Reading	80%	67%	65%

- 2 children in receipt of PPG funding in 2020-21 were offered places at selective grammar schools with whole or partial scholarships.

End of KS1 Outcomes PPG	St Andrew's	LA	Juniper Benchmark
Maths	33%	50%	53%
Writing	33%	41%	43%
Reading	33%	51%	54%

- In KS1, the percentage of children reaching combined was 4% less than the LA.
- 100% of PPG children made at least expected progress based on internal data.
- Attendance of PPG children increased from 90.8% to 92.5% despite COVID concerns and restrictions.

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
DSR: Daily Supported Reading	Hackney Learning Trust