

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	Hertford St Andrew Primary
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	56%
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	
Date on which it will be reviewed	September 2022
Statement authorised by	Ross Jones
Pupil premium lead	Ross Jones
Governor / Trustee lead	Chantal Geall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,840
Recovery premium funding allocation this academic year	£10,440
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	£107,280

Part A: Pupil premium strategy plan

Statement of intent

Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

How will we do this?

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Entering the school without the basic life skills appropriate to their age, including those who are in-year admissions and have poor previous educational experience.
2	Poor emotional resilience and self-regulation skills impact on many pupils' ability to work collaboratively and to accept challenge in their learning
3	Financial barriers leading to fewer opportunities for wider life experiences.
4	Social, emotional and mental health (SEMH) needs that impact pupils' ability to engage in learning
5	Frequent behaviour difficulties within a core group of children and poorly developed learning behaviours
6	Poorer attendance of disadvantaged pupils

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
End of Key Stage attainment for Pupil Premium pupils is in line with national figures for Pupil Premium pupils in all subjects.	Pupil Premium pupils make at least 'good' progress from their starting points each year
Accessibility to rich extra-curricular experiences is not restricted because of finances	Pupils will be able to attend a wider range of rich extra-curricular experiences and the impact of this will be seen in their work and discussions.
Improved attitudes to learning	Children demonstrate good learning behaviour and there is a reduced number of behaviour incidents
Improvement in attendance of Pupil Premium children	Ensure attendance of disadvantaged pupils is at least 96%

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve achievement for English and maths so all children make expected or better progress across each Key Stage:</p> <ul style="list-style-type: none">• Develop oracy across the school (through Voice 21) to better develop pupils racy skill• Teaching and Learning Advisors (TLAs) for English and maths to provide bespoke CPD for class teachers/subject leaders• Pupil progress meetings including termly case studies and meet with class teachers to discuss in class strategies.• Use of Subject leaders to further develop teaching and learning across the school – modelling, team teaching and supporting	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</p> <p>EEF Effective Professional Development Guidance Report Oct 21</p>	1, 2, 5

Early language intervention in EYFS	The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts. EEF Oral Language Interventions	1,2,5
Development of high quality phonics teaching across EYFS and KS1	'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' EEF Phonics	1,2,5

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

Budgeted cost: £ 67,368.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Government subsidised High Quality NTP Tutoring	'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.' EEF Small Group Tuition	1,5
Additional School Led Tutoring for those who need further support		
In class additional support for pupils who are not on track to meet the expected standard.	'A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.' 'Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.' EEF Collaborative learning approaches & Reading comprehension strategies	1,2,5
Increased 1 to 1 reading sessions and use of Daily Supported Reading as an approach to reading in KS1 and KS2	Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF- Reading Comprehension	1,2,5

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

Budgeted cost: £ 33,911.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding provided towards school trips, residential visits, external clubs e.g.	There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.' EEF Arts Participation & Physical activity	2,3,4,5,6
Funding for eligible pupils for settling hour before school and social support after school.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.' EEF Social and emotional learning	2,3,4,5,6
Early access to therapeutic support and counselling in school (Family Support worker/Safe Space Counselling)		
Walking bus	The walking bus had a significant impact, taking one targeted family from 68% attendance in 2018-2019 to over 94% in the time attended in 2019-2020. The bus also helps identify early warning signs of children's emotional needs for the school day.	2,4, 6
Magic Breakfast	Magic Breakfast subscription ensures that all pupils have access to breakfast at the start of the school day	

Total budgeted cost: £107,280

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.

Internal tracking showed that our PPG pupils made at least as much progress as their peers with good progress particularly in year 1 and 3.

They were all supported closely during the lockdown and provision was put in place to cater for their academic and pastoral needs, which was essential during the return to school.

Our Pupil Premium children were supported financially to enable them to take part in all of the extra-curricular and curriculum enriching activities that we were able to put in place.

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
Magic Breakfast	National Schools Breakfast Scheme

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	