

Pupil premium strategy statement – Andover Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	April 2024/ October 2024
Statement authorised by	Sara Allen
Pupil premium lead	Fiona Tickle
Governor lead	Emma Adcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91550.00
Recovery premium funding allocation this academic year	£6742.50
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£98292.50

Part A: Pupil premium strategy plan

Statement of intent

At Andover Church of England Primary School we use Pupil Premium funding to ensure that our disadvantaged and vulnerable pupils receive the highest quality of education to become confident and independent learners, active and effective communicators so they can have successful futures. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

We aim to:

- ☐ Remove barriers to learning created by known circumstances, which may include academic needs, family or background.
- ☐ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ☐ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ☐ Support families who may be vulnerable for a variety of reasons, in order to help the children.
- ☐ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ☐ Ensure all children attend school, and are on time.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- ☐ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- ☐ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- ☐ Provide opportunities for all pupils to participate in enrichment activities including sport and music and access to trips and residential trips.
- ☐ Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	The children have poor vocabulary which leads to gaps in their learning. Less than 50% of children attend pre school which impacts the early language acquisition.
2	Low attainment and slow progress by pupil premium and disadvantaged children. The children have gaps and misconceptions and find it difficult to retain prior knowledge.
3	A high proportion of our disadvantaged pupils need access to emotional support to improve wellbeing and life chances.
4	Some of our parents are harder to reach and struggle to engage due to their own poor experiences in education.
5	Attendance rates for our disadvantaged pupils are low and some are persistent absentees.

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
Focus on disadvantaged pupils to ensure they will make at least expected progress from their starting points in all areas of the curriculum.	<ul style="list-style-type: none"><input type="checkbox"/> Regular monitoring of teaching and learning evidences pupil premium children making good progress in line with non-pupil premium.<input type="checkbox"/> Interventions are highly targeted and bespoke to the needs of individual children.<input type="checkbox"/> Disadvantaged pupils are secure in all the fundamental objectives for their year groups giving them a good foundation to build on.<input type="checkbox"/> School-led tutoring will focus on pre-teaching and preparing children to ensure they can fully access high quality teaching.
Improve language skills and vocabulary for our disadvantaged pupils which will	<ul style="list-style-type: none"><input type="checkbox"/> All children make rapid progress with gaining receptive and expressive language so they are

enable more access to the wider curriculum.	<p>able to access the curriculum confidently.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of data focused language based assessments and interventions. <input type="checkbox"/> Pre teaching and parent involvement in specific topic based vocabulary.
Disadvantaged children will have any emotional, social and mental health needs met to ensure equal access to education.	<ul style="list-style-type: none"> <input type="checkbox"/> Parents are appropriately signposted to specialised members of staff such as our SENDCo, Thrive and FSW. <input type="checkbox"/> Thrive data will show improvements in all areas for individual children. <input type="checkbox"/> Academic attainment data will show that children are ready to learn and are therefore making better than expected progress. <input type="checkbox"/> Children have strategies to self-regulate and incidents are minimised, as evidenced through ABCC forms.
Parents are able to access a variety of support and feel confident that they have the tools to prioritise their children's needs to support them to develop academically, emotionally and socially.	<ul style="list-style-type: none"> <input type="checkbox"/> Build a trusting relationship with the Family Support Worker. <input type="checkbox"/> High level of engagement with FSW and accessing the parenting programme. <input type="checkbox"/> Strong communication between home and school. <input type="checkbox"/> Case studies show examples of families we have supported and how it has impacted on improved life chances for the children. <input type="checkbox"/> Parents/ carer's will gain further understanding into their children's emotional needs so that they can also support these at home.
All disadvantaged pupils will attend school and be punctual in line with their non-disadvantaged peers. High attendance to be considered non-negotiable.	<ul style="list-style-type: none"> <input type="checkbox"/> Disadvantaged pupils will match or exceed attendance and punctuality rates of non-disadvantaged pupils. <input type="checkbox"/> Monitoring of attendance by FSW and Head teacher brings about an increase in PP pupils' attendance percentages and improved punctuality.

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior leaders, including Deputy Headteacher, English Lead and ECT Lead, help to develop and sustain high quality teaching through effective CPD.</p> <p>There is a dedicated time for monitoring of teaching and learning, development of new strategies and CPD for school improvement priorities.</p> <p>Non class based SENDCo ensures time is dedicated for pupils with SEND to ensure more complex needs are understood and the right provision is in place for them.</p> <p>Dedicated time for the coaching and mentoring given to Early Career Entry Teachers.</p>	<p>Daily high quality teaching is essential for PP to make good progress in every lesson. This in turn improves outcomes for children.</p> <p>Investing time for monitoring of teaching and learning and having staff available for mentoring and coaching of staff impacts on quality teaching.</p> <p>Good teaching is the most important strategy schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-highquality-teaching</p>	1, 2, 5

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

Budgeted cost: £ 30792.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every class to have a LSA (learning Support Assistant) to support English and Maths learning in class and individual/ group interventions.</p> <p>National Tutoring Funding has been used to fund a teacher to provide extra support and tutoring for our Year 6 cohort to enhance in-class teaching, including pre-learning sessions and vocabulary work</p> <p>LSAs to deliver intervention programmes.</p>	<p>EFF research https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p> <p>Evidence suggests that on average four months' additional progress is made over the course of a year using small group, targeted tutoring. This supports the use of this strategy to ensure PP children make accelerated progress.</p>	1, 2
<p>Research suggests that disadvantaged children start school with a significantly less well-developed vocabulary compared to their peers; assessment in Year R reflects this. School target PP children to access language groups, including NELI and topic/curriculum pre-learning is offered alongside explicit vocabulary teaching to ensure language deficits are addressed</p>	<p>Significant impact of vocabulary deficit on life chances of children as they move through school. Reports of lower self-esteem, negative impact on behaviour and ultimately less likely to stay in education.</p>	1, 2
<p>Extra support and interventions for KS2 to ensure children develop a love for reading and gain skills needed to reach age related attainment levels.</p>	<p>Reading and phonics are the foundations on which other learning is built. We know there will be many children who do not read at home. Therefore we need to provide the extra opportunities for this in school.</p>	1, 2, 5

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

Budgeted cost: £35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school employs a full time Family Support Worker dedicated to providing family support and ensuring the inclusion of all children. Work is done to actively address individual home related barriers to learning through support such as but not exclusively; termly parenting courses, weekly drops ins, Fairshare weekly food collections, access to food bank vouchers, organising funded places on school holiday schemes. Our FSW will work with families to improve attendance and punctuality ensuring children are regularly attending school and making good progress.</p>	<p>Parental engagement and support are the most effective tool schools have to support the life chances of our pupils. To engage our most vulnerable parents to empower them to access learning opportunities to solutions to barriers to access to education at home, will help improve pupil access to the curriculum within and outside of school.</p> <p>In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003)</p>	3, 4, 5
<p>The school employs an ELSA, providing Emotional Literacy support in small groups and 1:1. This helps pupils with issues such as low self-esteem, high anxiety, friendship</p>	<p>Meeting the needs of very vulnerable pupils through ELSA can break down the barriers to learning, allowing them to make greater progress in their learning.</p>	3, 4, 5

issues. These worries and anxieties can become a barrier to learning, stopping children from achieving their full potential.		
PP children have priority access to Thrive-based interventions, including lunch clubs.	<p>https://portal.thriveapproach.com/approach/info/credentials/</p> <p>The Thrive Approach has been positively evaluated by CELSI for the Department of Health. A case study approach has been used to evidence impact in schools, and progress made in our trial year while our practitioner was training showed many vulnerable children developing their emotional skills quickly, bringing them more in-line with their peers.</p>	3, 4, 5
Children identified as vulnerable in terms of ability to access education remotely offered access to a Google Classroom Club run by our IT Lead and Digital Leaders from Year 5 and 6. This is with the intention of giving children the skills they need to complete homework independently, recognising that as children move through the education system an increasing number of schools use online platforms to set and manage homework.	<p>EEF Research about homework https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework</p> <p>One of the EEF's key findings was that some pupils may not have a quiet space for home learning, and schools should consider providing homework clubs for pupils.</p>	1, 2, 4
Access to school run clubs is tracked and PP children are prioritised for access. These clubs include music, art and sport.	<p>The EEF guide to using pupil premium.</p> <p>This recommends as part of its tiered model and menu of approaches that extracurricular activities, including sports, outdoor activities, arts, culture and trips are all good uses of the pupil premium fund in an effort to improve children's cultural capital.</p>	3, 4, 5

Funding of school trips and residential ensure we are inclusive and all children have fair access. PP children do not miss out due to their financial situation. This ensures all children get a broad and varied curriculum.	<p>The EEF guide to using pupil premium.</p> <p>This recommends as part of its tiered model and menu of approaches that extracurricular activities, including sports, outdoor activities, arts, culture and trips are all good uses of the pupil premium fund in an effort to improve children's cultural capital</p>	3, 4, 5
School fund access to breakfast club where necessary for PP children.	<p>Research report from DfE "Evaluation of Breakfast Clubs in Schools with High Level of Deprivation"</p> <p>This report found that subsidised access to a breakfast club supported PP children to ensure they did not start the school day hungry, putting them at a further disadvantage. It also ensures working parents can get to work on time, helping families to remain financially secure.</p>	3, 4, 5

Total budgeted cost: £ 95,792.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium activity had on pupils in the 2022 to 2023 academic year.

Through the assessment model in place, tracking of children's progress and attainment was more accurate which led to better outcomes for children through teacher knowledge of standards. This led to identified interventions being led to improve outcomes for disadvantaged children.

Marked improvements were made through the provision of SEND for pupils, through identification and provision mapping these children were able to make progress towards their peers.

Consistency in teaching throughout the school was supported with HIAS over the course of the year. Data suggests this had particularly positive effects in the teaching of phonics and outcomes for those children completing the screening were in line with National data. Year 2 data remains a focus for the year ahead, while there was much to celebrate with the Year 6 data this year.

Parental engagement has grown over the course of the year and trusting relationships have been built upon, ready for this year's strategy to embed this practice. There has been an increase of families needing financial support and access to the food bank. By growing the Inclusion team to include the full time Family Support Worker role will enable more support for our most vulnerable families.

Attendance improved for our most vulnerable pupils but not in line with National average so remains a key focus for our Family Support worker this year.

We look to fully embed our ELSA support and Thrive programme throughout the school, particularly for those children who are disadvantaged.