



Pupil Premium Strategy

STATEMENT

School Name

St. Andrew's Southgate

Policy Owner

Neil Mason

Updated

October 2021

Review Date

October 2022



Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Primary Southgate CE
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Neil Mason
Pupil premium lead	Neil Mason
Governor / Trustee lead	Helen Kagouris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,730
Recovery premium funding allocation this academic year	£3480
School Led Tutoring grant allocation academic year	£2835
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	£53,045

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	The amount of pupils at below ARE has increased due to missed schooling because of pandemic
2	Lack of engagement to home learning from some PP pupils resulting in slower than expected rates of progress
3	Significant increase in PP in certain classes also with SEN and EAL
4	Environmental and language factors has further inhibited learning
5	Attendance and Punctuality

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
SDP To improve the progress and raise the achievement of all PP pupils through the following;	More pupils are at ARE+ compared to previous year
To ensure appropriate interventions are used to accelerate learning in reading and maths	Increase in homework completion Increased rates of progress seen in data drops Teacher use of focus groups for planning and quality teaching KS1 PP pupils heard read every morning Daily guided class reading Colourful semantics

	LASS STEPS
To close the word gap between PP and non PP	Increase in scores using BPVS entry and exit test Attendance in Drama groups Performance of termly assemblies
To promote the use and understanding of vocabulary across the curriculum (See SDP	Pupils to apply their use of vocabulary in extended writing Vocabulary shared in all subjects Involvement in curriculum teams
To increase participation of pupils in extracurricular activities such as sport and enrichment	Clubs, reading buddies, school council, achievements, sports teams and events
To ensure that EYFS environment prompts pupil talk	Vocabulary is modelled and shared and made meaningful for pupils. Opportunities to write, mark make and use language
To improve attendance and punctuality	Increased attendance monitored by WO Reduction of lateness by some pupils
To offer pastoral and emotional support to families	Financial support given to PP families to enable participation in extracurricular activities and debt management

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: £6,090 (*Recruitment for School Led Tutoring programme*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promotion of vocabulary across the curriculum (See SDP)	Access and opportunities to apply relevant vocabulary verbally and in writing	1, 2 AND 4
Identification of focus groups through data drops and progress meetings	Planning and high quality first teaching including feedback to support pupils	1, 2 and 4

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

Budgeted cost: £ 26,443.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly drama sessions with John Gilbert to promote emotional wellbeing and language Use of LASS x2 weekly	Small group drama groups focusing on developing language and confidence Closing word gap. Opportunities to develop speech and language	1,2 AND 4 <i>John Gilbert</i> <i>Lass: staff members</i>
Targeted interventions in phonics and maths to support KS1 and KS2 pupils including phonics RWI, STEPS	All pupil's requirement to know basic phonics and maths skills. Phonics and reading in KS1 in line with national averages for 2022.	1,2 AND 4 <i>8.30 to 8.40am Maths Intervention – Yr. 1 -6</i> <i>12.45 to 1.15pm English/Maths Intervention – Yr. 1-6</i>
Daily tutoring support in KS2 for maths and reading	9 PP in one class including 50% pupils below ARE in maths and literacy. KS2 – 22 pupil premium pupils	1, 2, 3 AND 4 <i>LAC Intervention</i> <i>EAL Intervention</i> <i>Resources – Reading with Meaning</i> <i>School Led funding programme – 6.45 hrs p/w</i> <i>one to one / group support.</i>

Daily reading for all KS1 pupils Class guided reading sessions by teacher Use of reading buddies system TA's and parent readers	See above	1, 2, 3 AND 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promotion of attendance through early morning intervention	Attendance and punctuality rates lower than non PP Attendance of PP in line with non PP 97% Regular monitoring of punctuality and attendance by Welfare Officer	5 <i>Maths intervention 8.30am to 8.40am – see above for cost.</i>
Financial and pastoral support available to all families	Inclusion of all pupils to extracurricular events including sports clubs, after school clubs, school trips and music lessons	4 <i>John Gilbert newspaper club – 30 mins</i> <i>Extended Club – After school care support</i> <i>Extended Club Enrichment</i> <i>Sports Wellbeing 45 mins p/w</i> <i>Bike Club from January to July – 3.30 to 4.30pm</i>

Total budgeted cost: £ 35,398.89 Outstanding balance: £17,646.11

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were.

Increased access to remote learning tracked by teachers through distribution of laptops.

Pupil well being monitored through regular contact with vulnerable families during term time and holidays.

Families supported financially and emotionally through lockdown with food parcels, vouchers and debt management.

Increase in vocabulary scores taken using BVSP entry and exit outcomes for PP attending school.

See Data report from AHT

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

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.