



Pupil Premium

STATEMENT

School Name

St. Andrew's Southgate

Updated

October 2024

Review Date

October 2025



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	196
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	S Pitsillides
Pupil premium lead	S Pitsillides
Governor / Trustee lead	Sarah Elkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,840
Recovery premium funding allocation this academic year	£0
School Led Tutoring grant allocation academic year	£0
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	£48,840

Part A: Pupil premium strategy plan

Statement of intent

Here at St Andrew's our intention is that all pupils, irrespective of their background or challenges, make good progress and achieve high attainment across all subject areas. This includes progress for those who are already high attainers. We aim to ensure all children have the tools necessary to access the curriculum through high quality teaching by identifying barriers to learning. Teaching is then adapted to challenge, support and close the gaps. Progress is carefully monitored by senior leaders and class teachers. By identifying barriers to learning we also create personalised interventions so that all children reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: Our data has shown that the attainment of pupil premium children is lower than non-pupil premium children. Previous support in place has shown an impact in the improved attainment of this group of children, support will continue so that progress and attainment continue to improve.
2	Vocabulary and knowledge gaps: Assessment and observation has shown vocabulary (oral acquisition) and knowledge gaps among many disadvantaged pupils.
3	Enrichment: We have identified that many of our pupil premium children lack enrichment. More opportunities need to be offered to this group of children. A wider range of clubs is being offered and trips and residential are being paid for.
4	Significant increase in PP in certain classes also with SEN and EAL

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
To improve the progress and raise the achievement of all PP pupils	More PP pupils are at ARE+ compared to previous year PP to make good progress The attainment gap between PP and non PP is reduced
To ensure appropriate interventions are used to accelerate learning in reading and maths	Good progress made in interventions which is then reflected in progress and attainment in the classroom.

	<p>Focus groups for targeted teaching</p> <p>Daily guided class reading</p> <p>Daily reading aloud (10 minutes)</p> <p>Targeted teaching groups for Year 6 Pupils during assembly times by SLT</p> <p>LASS</p> <p>STEPS</p> <p>Additional phonics</p> <p>EAL support intervention</p>
To increase participation of pupils in extracurricular activities such as sport and enrichment	Children to be given financial support for educational visits including funding for the residential as well as an offer for paid enrichment activities after school for a set period of time.
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 is embedded throughout the curriculum.
To ensure that children's Oracy skills are improved to promote talk	Vocabulary is modelled, shared and made meaningful for pupils. Opportunities to use language is embedded throughout the wider curriculum.
To offer pastoral and emotional support to families	Financial support given to PP families to enable participation in extracurricular activities and debt management. A school mentor is being developed to provide additional support for families.

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: £17,000

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 a cross all areas of the curriculum. Purchases of additional resources to support the teaching of vocabulary through specific intervention.	1, 2, 3
Embedding high quality teaching and learning Identification of focus groups through data drops and progress meetings	Planning and high quality first teaching including feedback to support pupils. Standardised testing to identify strengths and development areas for each pupils.	1, 2,
CPD	HEP training and curriculum. This continued training for all teaching and non-teaching staff will ensure high quality lessons. A focus has been placed on retrieval knowledge and vocabulary.	1,2
Additional morning support	Additional targeted intervention groups and access to additional sports opportunities	1,2,3,4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of LASS x1 weekly for Yr1 pupils	To develop social and emotional needs	1,2
Targeted interventions in phonics and maths to	All pupil's requirement to know basic phonics and maths skills.	1,2

<p>support KS1 and KS2 pupils</p> <p>Language for thinking- HLTA x 3 weekly KS1 pupils – Vocab</p> <p>Colourful semantics intervention x 3 weekly HLTA</p> <p>Trugs Reading support TA - Mon –Thurs 15mins daily</p> <p>Lifeboat 30 mins x2 weekly – HLTA</p> <p>SEMH lead interventions</p>	<p>Additional phonics training provided to all staff which is having a positive impact on pupils. Focus on maintaining and monitoring the high-quality phonics provision.</p> <p>Phonics and reading in KS1 in line with national averages for 2024</p> <p>Increased percentage of pupils achieving ARE for maths in Year 6</p> <p>Improved vocabulary choices leading to improvement in writing outcomes for KS2 pupils including EAL and PP</p> <p>To support children with emotional regulation and for them to be able articulate their emotions. To have improved well-being.</p>	
<p>Daily reading for all KS1 pupils</p> <p>Class guided reading sessions by teacher</p> <p>Use of reading buddie's system</p> <p>TA's and parent readers</p> <p>Adapted teaching</p>	<p>See above</p>	<p>1, 2, 3 AND 4</p>
<p>Additional coach used for targeted teaching groups</p>	<p>Used for targeted intervention in the mornings to raise attainment particularly for children from disadvantages backgrounds.</p>	<p>1, 2, 3 AND 4</p>

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

Budgeted cost: £ 21,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promotion of attendance and punctuality for a few pupils	Attendance and punctuality rates lower than non-PP Attendance of PP in line with non-PP 96% Regular monitoring of punctuality and attendance by Welfare Officer	1, 2, 3 AND 4
Set up of mentoring to support pupil well-being	Staff training to support pupil well-being related to social, behavioural and emotional well-being needs which could otherwise become barriers to learning and attainment.	1, 2, 3 AND 4
To increase Oracy skills	For children to be pre-taught key vocabulary and be able to articulate the meaning. Improved Oracy.	2
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 including residential visits.	4 <i>Est: £3000 based on individual pupils and parents needs</i>

Total budgeted cost: £48,840 Outstanding balance: £ 0

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 2023 to 2024 academic year.

KS2 results showed PP achieved well above national averages for progress and attainment

Phonics test and retakes showed PP achieved above national

See school Data report 2023/2024 for further information on PP attainment and progress

Progress of pupil premium children monitored throughout the year.

Families supported financially and emotionally through cost of living crisis. PGL, extended club, school trips and opportunities.

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)

Additional activity

Offering a wider range of high-quality extracurricular activities to boost well-being and aspiration. Disadvantaged pupils will be encouraged to attend and supported to participate. An example of this is the Enfield Town School's partnership enrichment opportunities which include the spelling bee and debating.

We are continually reviewing and evaluating our pupil premium provision and we will adjust plans over time to ensure the best outcomes for our pupils.