



Pupil premium strategy statement – St Andrew’s Primary School, Oswaldtwistle

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	307
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 to 2025-26
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	C Wilkinson
Pupil premium lead	C Wilkinson
Governor / Trustee lead	L Hamlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,090
Recovery premium funding allocation this academic year	£15,370
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£168,460



Part A: Pupil premium strategy plan

Statement of intent

*At St Andrew's we provide a happy, nurturing and supportive environment where **all** children are encouraged to do their best and to have high aspirations. To make sure all our children have the best opportunities, we aim to:*

- *Close the gaps of Speech & Language within the Early Years*
- *Support the Emotional, Social and Mental Wellbeing of children throughout the school*
- *Address attainment gaps within the Pupil Premium in Reading/ Writing / Maths/Speech and Language across the school*
- *Provide support for Pupil Premium families: school equipment /subsidising trips/ buying uniform etc*
- *To close the attainment gaps within Phonics in KS1 and within Y3/4*
- *Respond flexibly to individual needs*
- *Ensure that well trained staff help raise standards for all pupils*

Challenges

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

Challenge number	Detail of challenge
1	Low speech and language for some children, slowing progress in reading and acquisition of vocabulary (Assessments)
2	Low confidence and self esteem (Observations)
3	Falling behind peers in Maths and English (Assessments)
4	A need for extra support in Phonics (Assessments)
5	Poor expectations of behaviour at home (Observations, referrals from Early help and Play Therapist)
6	Attendance issues and school refusers who need support (Data/CPOMS)
7	Limited out of school learning opportunities (Observations and discussions)



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>To improve communication and language skills across school and to increase vocabulary</p> <p>All classes from nursery to Y6 are taking part in the Talk Programme with the LA.</p> <p>NELI and Well Comm are used in the Early Years.</p> <p>All staff are well trained when using the Little Wandle teaching materials</p>	<p>Pupils are able to communicate more effectively. Talk has improved reading and writing skills and impacted on the use of more complex and specific vocabulary. Assessments and observations show improvement.</p>
<p>To improve reading skills, encouraging reading for pleasure and reading at home</p> <p>Pupil premium pupils do not read regularly for pleasure, some lack fluency when reading which impedes their skills of comprehension. Monitoring of home reading records show that the children who are most inconsistent with or do not read at home are those eligible for pupil premium and GRT. We have new reading resources that can be accessed at home, although online resources have been used less well. We have ordered more reading books to send home as a result.</p>	<p>Individuals are being heard more and progress has accelerated. Pupils are motivated to read and they are working at the correct stage with continuous assessment.</p> <p>Pupils can understand the stories better and they can use imagination more. The children enjoy reading at home and using the puppets to aid comprehension and understand characters. There is more use of the basic skills in reading.</p>
<p>To focus on basic Maths and English skills</p> <p>Extra interventions are taking place for times tables, spelling and writing</p>	<p>Pupils are given extra support. They improve basic skills and use them across the curriculum.</p>



<p>To improve attendance, behaviour and to support school refusers</p> <p>Pupils receive support from the Attendance Officer, Play Therapist and PAST Team.</p> <p>Pupils get help with peer relationships and managing feelings (including meta cognition and self-regulation)</p>	<p>Pupils attend regularly, on time, behave well and want to come to school. Their wellbeing is supported and they can focus in class and make good progress</p>
<p>To improve the speech and language skills of children coming into nursery and reception</p> <p>School data shows that disadvantaged pupils entering school still have skills below that expected for their age and particularly in the strand of communication and language. This impacts on their development in other areas such as PSED and Reading. We are using Talk Boost, NELI, PACT and Well Comm and the new Talk Programmes from the LA.</p>	<p>Speech and language skills are more in line with expected expectations</p> <p>Assessment information shows that identified pupils in Nursery and Reception make rapid progress in the areas of communication and language which positively impacts on their wider achievement</p>
<p>To increase pupil aspiration and access to wider opportunities</p> <p>Attitudes to learning and discussions with some pupils eligible for Pupil Premium show that they do not have high aspirations for the future or more often they do not have an understanding of what they could do in the adult world. Using The Raising Aspirations Programme in Y5 and 6 will raise awareness of career choices. We also involve local businesses to look at jobs in the community. We also visit local high schools to prepare children for the new learning opportunities they will have.</p> <p>To provide uniform, equipment, trips, attend clubs, music lessons, swimming, attend holiday childcare and to pupils whose parents are struggling</p>	<p>Pupils are prepared for future success, regardless of their starting points</p> <p>Pupils think about the future and understand that they can achieve anything. They know the pathways they need for different careers</p> <p>Pupils have the same opportunities and resources as everyone else</p> <p>Pupils want to go to high school and learn new things</p>



<p>To improve staff training to support understanding the need to provide all pupils with opportunities in their learning and to understand the importance of supporting pupil well being</p>	<p>Staff are trained to support pupils and make sure that opportunities are not missed and that pupils are supported in their well being.</p>
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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: £ 62,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk programme training for all year groups from Pre School-Y6 (£17,200)</p> <p>Staff meeting with class teachers once each term to plan for curriculum focused on vulnerable groups</p> <p>CPD for teachers and teaching assistants on how to support reading and talk (talk programmes and Little Wandle) £2780</p> <p>Identification and addressing of gaps</p>	<p>Baseline analysis shows that attainment difference between disadvantaged pupils and their peers has widened (some because of COVID-19). School evidence that combination of planned strategies for quality first teaching, targeted intervention and wider support have effectively narrowed attainment differences. The school provided tablets for disadvantaged pupils as analysis of barriers to remote learning has shown this as a factor. Also, research shows that use of technology can increase engagement in learning by pupils generally (EEF)</p> <p>The EEF Guide to Supporting School Planning; A tiered approach to 2020-21</p>	<p>1, 2, 3</p>



<p>Diagnostic assessment (£3000)</p> <p>Same day pre and post teach from feedback books (£1000)</p> <p>Cognitive and metacognition strategies</p> <p>Play Therapist allocated to identified pupils and families (£11,400)</p>	<p>The Pupil Premium Guide and Toolkit research outcomes</p>	
<p>Story bags for Reception Class (£3000)</p> <p>Rapid catch up phonics programme and reading books purchased. (£1,700)</p> <p>Home learning packs for all of reception and year 1. (£2,500)</p> <p>SEND programme for Little Wandle. (£1000)</p> <p>New and current staff fully trained in LW phonics and rapid catch up. (£1000)</p> <p>CPD for phonics, reading fluency and vocabulary (£1,500)</p> <p>Timely reading and phonics interventions</p>	<p>Disadvantaged pupils at the end of Year 1 meet the phonics screening check, they achieve in-line with other pupils in school and nationally.</p> <p>Monitoring shows disadvantaged pupils lack fluency to read age appropriate texts and lack inference skills. They do not read by choice</p> <p>EEF toolkit evidence: Reading comprehension strategies +6 months EEF Improving Literacy in KS2 2017</p>	<p>3, 4, 5, 7</p>



<p>are carefully matched to pupil needs</p> <p>Additional interventions at lunchtimes and before school at the breakfast club (£3000)</p>		
<p>Training for DMH Leads (£1,800)</p> <p>Metacognition training for all staff (£500)</p> <p>Training for Y5/6 by SCARF (£3500)</p> <p>Support from CFWS</p> <p>Attachment and trauma training</p>	<p>Increasing evidence of mental health conditions recognised in young people</p> <p>Increased referrals to CAMHS for pupils in the school</p> <p>Pupils' engagement levels after long absence from school. 'When young people have good emotional and mental health their engagement in academic learning increases.'</p> <p>(Mental Health and Wellbeing: Towards a Whole School Approach, CofE Education Office)</p>	<p>2, 5</p>
<p>Revisit staff training on cognition and meta-cognition strategies.</p> <p>Questioning and feedback to support metacognition and self regulation by pupils</p> <p>Trauma and attachment training (VR training £2000)</p>	<p>Evidence from Pupil Premium Reviews shows that successful school use language of expectations, have a can-do culture shared by the school community and have strong values embedded throughout the school</p> <p>EEF Toolkit evidence (Metacognition and self-regulation +8 months)</p> <p>"The EEF evaluated an intervention...and found a positive impact on attainment and non-cognitive outcomes, including aspirations"</p>	<p>1, 2, 5</p>



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

Budgeted cost: £ 43,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI has been used in EYFS since September 2020 (£12000)</p> <p>Early Talk Boost, KS1 Talk Boost interventions T4W (£9500)</p> <p>Talk programme (LCC training) Cost above</p> <p>EEF project for language in Pre School since September 2021</p> <p>Julie and Dexter Talk First) (£2,300)</p> <p>Structured interventions in all classes (£20,000)</p>	<p>Pupils enter nursery and Reception with language skills below that expected for their age</p> <p>Speech and language skills form a crucial foundation for thinking, learning and social interaction</p> <p>EEF Toolkit evidence (Early Years Interventions and Oral Language Interventions +5 months)</p> <p>Speech, Language and communication program using Makaton and music to support language acquisition in the early years.</p> <p>The Impact of COVID-19 on learning: A review of the evidence (EEF May 2022)</p>	<p>1, 2, 4</p>



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

Budgeted cost: £61,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Pupil Premium interventions and support</p> <p>TA support (£24,000)</p>	<p>Assessments on entry for pupils entering nursery and reception show that pupils eligible for Pupil Premium have a lower baseline compared to their peers in all strands</p> <p>EEF Toolkit evidence (Early Years Intervention +5 months)</p>	<p>3, 4, 5, 6, 7</p>
<p>Extra interventions planned by staff after school and at lunchtimes (£3700)</p> <p>Interventions as a result of class feedback books</p>	<p>This spending decision in the last three years had a significant impact on the progress of disadvantaged pupils as shown in previous strategy evaluation. EEF Toolkit evidence (Small group tuition +4 months, one to one tuition +5 months)</p>	<p>3, 4, 5, 6, 7</p>
<p>Whole staff training for behaviour strategies, ACEs and trauma</p> <p>Coaching and Training for SLT (Steve Russell) (£7,280)</p>	<p>Behaviour interventions (EEF)</p> <p>Using pupil premium: guidance for school leaders (DfE March 2023)</p> <p>Pupil premium: overview GOV.UK (14th April 2023)</p> <p>Opportunity for all (DfE March 2022)</p> <p>Lower expectations of behaviour and expectation to complete learning has impacted the well being and behaviour of some disadvantaged pupils (Francis 2020, NFER 2020)</p>	<p>3, 4, 5, 6, 7</p>
<p>We offer extra curricular activities in sport and Arts</p>	<p>Moving forwards, making a difference-a planning guide for schools 2022-23</p>	



<p>We help parents to afford school trips (£3,000)</p> <p>We offer breakfast club to support attendance, pupil passports and KS2 'Monopoly' (£1,000)</p> <p>We provide optician assessments (£1500)</p> <p>Parental involvement-sending home the Talk First lessons via YouTube (Weekly)</p> <p>Access to the local library for all pupils</p> <p>Parental contact daily on Dojo, Facebook and Instagram</p>		
<p>Revisions to the curriculum</p> <p>Use of Raising Aspirations Programme in Y5 and 6</p> <p>Visits and visitors, including Cook Stars, Ministry of chocolate, Vikings etc</p>	<p>Pupils have responded well to this programme and we have involved local businesses in its delivery</p> <p>“The EEF evaluated an intervention...and found a positive impact on attainment and non-cognitive outcomes, including aspirations”</p>	



<p>We use SCARF and Life Education resources throughout the year, with an annual visit for RSE from Years 4-6 (£5,500)</p> <p>Visits from the Coram life education bus (£3,000)</p>	<p>The resources and training are evaluated by all staff annually and staff are present for all sessions.</p>	
<p>To provide uniform, equipment, trips, clubs, swimming, holiday childcare etc for pupils whose parents are struggling (£7,000)</p>	<p>Children learn best when they are happy and secure and not worrying about what they are wearing or whether they can go on a school trip</p>	

Total budgeted cost: £ 168460



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children identified for WELCOMM intervention. Rapid catch up delivered to Yr.2 and above pupils who failed to reach the required standards in children qualifying for PPG. WELCOMM intervention delivered to identified pupils with low language in Reception. 7 pupils took part in the programme which ran twice a week over the autumn and spring terms. 2 of the 5 pupils achieved the expected standard (GLD) at the end of the year. Rapid catch up programme delivered to Yr.2 and KS2 pupils who failed to reach the required standard in Yr.1 (6 pupils, 2 of which were in receipt of PP) 2 of the 6 pupils passed the test in Yr.2, the 4 pupils who did not reach the standard have special educational needs. The IDL online reading programme is delivered by TAs. The Play Therapist programmes followed and reports have had a positive impact on the children's attitude towards school and learning. The play therapist gives regular feedback to staff and families.

IDL programme

delivered

New resources for SEN from Little Wandle.

Rapid catch up phonics reading books.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Talk Programme	LCC
Phonics (Inc SEND)	Little Wandle
Little Wandle Spelling and Fluency	
Behaviour programme	Steve Russell
Trauma and attachment training	ACEducation
Accelerated Reader	Renaissance Education



Further information (optional)

We want our disadvantaged pupils to do as well as their peers and so have the same opportunities and experiences. Educational outcomes are the most important, and closing the attainment gap, ensuring that attainment, progress and outcomes are at the centre of our thinking. Expectations of behaviour and learning are lower for some pupils and the homework clubs have helped with this, both for well-being, behaviour and learning. Supporting social, emotional and behavioural needs is important as often disadvantaged pupil need this before they can learn. Having strong teaching is vital and this has helped us to raise standards. Timely interventions are also used to support pupils and TAs are carefully deployed to maximise learning.

We understand that metacognition and self regulation can add 7 months to achievement and that quality feedback can add 6 months, so both are embedded throughout school. Children reflecting on their own performance has a big impact on learning and academic performance. Feedback is specific and precise so that misconceptions are picked up and addressed.

Times of transition have also been carefully managed.

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.