



## Pupil premium strategy statement 2021-22

1. Summary information					
<b>School</b>	St Andrew's CE Primary, Oswaldtwistle				
<b>Academic Year</b>	2021-22	<b>Total PP budget</b>	£137505	<b>Date of most recent PP Review</b>	June 2021
<b>Total number of pupils</b>	293	<b>Number of pupils eligible for PP</b>	103 (4 LAC 2 Service)	<b>Date for next internal review of this strategy</b>	June 2022

2. Aims
<p>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:</p> <ul style="list-style-type: none"> <li>• Close the gaps of Speech &amp; Language within the Early Years</li> <li>• Support the Emotional, Social and Mental Wellbeing of children throughout the school</li> <li>• Address attainment gaps within the Pupil Premium in Reading/ Writing / Numeracy across the school</li> <li>• Provide support for Pupil Premium families: school equipment during closure /subsidising trips/ buying uniform etc</li> <li>• To close the attainment gaps within Phonics in KS1 and within Y3/4</li> <li>• Respond flexibly to individual needs</li> <li>• Ensure that well trained staff help raise standards for all pupils</li> </ul>

3. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>		%
<b>% making progress in reading</b>		%
<b>% making progress in writing</b>		%
<b>% making progress in maths</b>		%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Low speech and language for some children, slowing progress in reading and acquisition of vocabulary	
B.	Low confidence and self esteem	
C.	Falling behind peers in Maths and English	
D.	A need for extra support in Phonics	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
E.	Poor expectations of behaviour at home	
F.	Attendance issues and school refusers who need support	
G.	Limited out of school learning opportunities	
1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p><b>Time missed from school and lack of consistent engagement in home learning during COVID-19 school closures</b></p> <p>Initial baseline assessments of disadvantaged pupils in autumn 2020 show that the attainment difference between disadvantaged pupils and their peers has widened overall. This is the case for some pupils more than others. Those who accessed school during lockdown have maintained knowledge and skills and show greater readiness to learn than the children who did not attend school. This is particularly the case for those disadvantaged pupils who are also SEND and high level SEMH needs.</p>	Pupils are ready to learn and rebuild positive attitudes to school through the additional support from the Learning Mentor and Play Therapist so that they can make accelerated progress through class targeted teaching and interventions.
B.	<p><b>To improve reading skills, encouraging reading for pleasure and reading at home</b></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. We have new reading resources that can be accessed at home.</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. 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.
C.	<p><b>To focus on basic Maths and English skill</b></p> <p>Extra interventions are taking place for times tables, spelling and writing</p>	Pupils are given extra support for work not completed during lockdown. They improve basic skills to be at least expected.

<p><b>D.</b></p>	<p><b>To improve attendance, behaviour and to support school refusers</b>  Pupils receive support from the Attendance Officer, Learning Mentor and PAST Team.  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><b>E.</b></p>	<p><b>Speech and language skills of children coming into nursery and reception</b>  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 EY and Talk Boost, NELI, PACT and Well Comm</p>	<p>Speech and language skills are more in line with expected expectations  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><b>F.</b></p>	<p><b>Pupil aspiration and access to wider opportunities</b>  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.  To provide uniform, equipment, trips, attend clubs, swimming, attend holiday childcare and to pupils whose parents are struggling</p>	<p>Pupils are prepared for future success, regardless of their starting points  Pupils think about the future and understand that they can achieve anything. They know the pathways they need for different careers  Pupils have the same opportunities and resources as everyone else</p>

<b>5. Planned expenditure</b>					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Gaps in learning are addressed for disadvantaged pupils and as a result they make accelerated progress	<p>HT 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 catch-up:            Identification and addressing of gaps            Diagnostic assessment            Building evidence of progress            Same day pre and post teach from feedback books</p> <p>Cognitive and metacognition strategies            Learning mentor allocated to identified pupils</p> <p>Engagement with the National Tutoring Programme</p>	<p>Baseline analysis shows that attainment difference between disadvantaged pupils and their peers has widened 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            The Pupil Premium Guide and Toolkit research outcomes</p>	<p>HT review meetings with class teachers each term in 2020/21 in addition to pupil progress meetings</p> <p>Key Stage leaders monitor COVID recovery essentials in lessons and wider provision – with a focus on the disadvantaged. (Lessons, interventions, books, pupil discussions)</p> <p>Subject leader monitoring to assess how strategies are embedded across subjects for disadvantaged pupils.</p> <p>Data analysis each term to track progress by individual pupils</p>	TW LM PB SLs	At the end of each term

<p>Pupil premium pupils enjoy reading for pleasure, are fluent readers with increased understanding of what they read. Greater proportions of disadvantaged pupils achieve the expected standard at the end of KS2 in 2022. Progress is at least in-line with other pupils nationally in reading.</p> <p>Specific Link to Barrier: C and D</p>	<p>Story bags for Reception Class</p> <p>New online and paper copies of books from Bug Club and Activelearn</p> <p>CPD for phonics, reading fluency and vocabulary</p> <p>Ensure timely reading interventions are carefully matched to pupil needs</p> <p>Investment in online reading resources to raise engagement</p> <p>Additional interventions at lunchtimes</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>Staff meetings/training days will be used to provide staff CPD</p> <p>Implementation of training will be supported through Team teach and lesson study approaches.</p> <p>English SL and AHT will monitor the teaching of reading each term.</p> <p>Analysis of reading assessments each term for disadvantaged pupils to identify reading strategies that are strengths and weaknesses.</p>	<p>KM LM Class teachers</p>	<p>At the end of each term</p>
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<p>Pupils get help with peer relationships and managing feelings (including meta cognition and self-regulation) Pupils show greater engagement in lessons and are keen to learn because their social, emotional and mental health needs are being supported/met</p> <p>Specific Link to Barrier: E</p>	<p>Training for DMH Leads</p> <p>Metacognition training for all staff</p> <p>Training for Y5/6 by SCARF</p> <p>Support of Learning Mentor with individuals identified by teachers</p> <p>Support from Play Therapist</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.' (Mental Health and Wellbeing: Towards a Whole School Approach, CofE Education Office)</p>	<p>Weekly Learning Mentor/Play Therapy meetings</p> <p>Evaluations of targeted support to identified pupils.</p> <p>To improve attendance, behaviour and to support school refusers</p>	<p>HA SH</p> <p>Class teachers</p> <p>LM PB TW</p>	<p>Weekly meetings</p>
<p>Pupils show greater independence in their thinking and learning.</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>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>Monitoring of lesson observations, classroom environment and discussions with pupils will be used to evaluate the impact of training</p> <p>AHTs and HT will meet with PP pupils to review impact on this group</p>	<p>LM PB TW All staff</p>	<p>At the end of each term</p>
<b>Total budgeted cost</b>					£91,566.76

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>The language, communication and interaction skills of pupils in EYFS and KS1 improves and this has an impact on pupil learning</p> <p>Specific links to Barriers: C</p>	<p>NELI has been used in EYFS since September 2020</p> <p>Early Talk Boost, KS1 Talk Boost interventions</p> <p>T4W</p> <p>EEF project for language in Pre School from September 2021</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>Monitoring of interventions</p> <p>Regular pupil progress meetings with EYFS and KS1 teachers</p> <p>Observations and learning walks in EYFS and KS1</p>	<p>ES LM LC (pre School)</p>	<p>Each term</p>
<p>Early intervention results in attainment differences diminishing for disadvantaged pupils in EYFS</p> <p>Specific Link to Barrier C &amp; E</p>	<p>1:1 Pupil Premium interventions and support</p> <p>TA support</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 +5months)</p>	<p>Specific planning for Pupil Premium pupils each week will identify individual provision for identified pupils.</p>	<p>ES LC</p>	<p>Weekly</p>

Proportions of disadvantaged pupils making expected and better than expected progress are in-line with or above others. Progress of disadvantaged pupils in writing matches that of progress in other subjects. Greater proportions of disadvantaged pupils achieve greater depth.	Extra interventions planned by staff after school and at lunchtimes Interventions as a result of class feedback books	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)	The Assistant Headteacher manages all staff and the SLT monitor feedback books every term. The HT and class teachers meet to review outcomes for identified pupils against the targets set and adjust provision based on thorough evaluation of pupil needs and progress. Hot/cold assessments are used to monitor progress as well as sampling work and observing pupils in class to ensure strategies developed in small group sessions are applied in the classroom	Class Teachers AHT HT	Weekly
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**Total budgeted cost** £35,939

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To give pupils more experience of 'cultural capital' Pupils are prepared for future success, regardless of their starting points Social relationships are improved. Experiences help the children with	Revisions to the curriculum Use of Raising Aspirations Programme in Y5 and 6	Pupils have responded well to this programme and we have involved local businesses in its delivery "The EEF evaluated an intervention...and found a positive impact on attainment and non-cognitive outcomes, including aspirations"	Class teachers evaluate the programme at the end of each year and meet to plan the following year with local businesses	PB	Annually



<p>their written work (links to G) The children have aspirations and belief in their own capabilities. They understand that they can achieve whatever they want to achieve. (Links to F)</p>					
<p>Children are responsible for personal hygiene, to understand healthy lifestyles and the effects of alcohol and smoking on their bodies. (Links to B)</p>	<p>We use SCARF and Life Education resources throughout the year, with an annual visit for RSE from Years 4-6</p>	<p>The resources and training are evaluated by all staff annually and staff are present for all sessions.</p>	<p>LM monitors the use of the resources and has discussions with Class teachers.</p>	<p>Life Education Channel (Tina Wilkinson) School Nurse Class teachers SCARF staff Governors</p>	<p>Annually</p>
<p>Pupils have the same opportunities as everyone else Pupils come to school in the correct uniform and feel the same as everyone else. They get more opportunities in the holidays and after school to play and socialise (Links to B, F and G)</p>	<p>To provide uniform, equipment, trips, clubs, swimming, holiday childcare etc for pupils whose parents are struggling</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>	<p>This is ongoing and based on each individual child/family. The Learning Mentor supports staff to help different families as required</p>	<p>LM HT Governors Class teachers</p>	
<b>Total budgeted cost</b>					£21,560

6. Review of expenditure				
Previous Academic Year		2020-21		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All children receive quality teaching	Careful tracking of groups by teachers Termly progress meetings with HT to discuss progress and attainment of groups	Yes. Children carefully and quickly identified and resources and interventions put in place as a result	Data over the last 12 months has been difficult. We've had to close school twice and we made sure that PP and vulnerable groups were contacted, but engagement was patchy	£2000

<p>Improved language development for PP children in EYFS/KS1/KS2</p>	<p>Children identified for WELCOMM intervention. Fast Track Phonics programme delivered to Yr.2 pupils who failed to reach the required standards in children qualifying for PPG. IDL programme delivered New reading resources from Book Club</p>	<p>Impact - Medium 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. Fast Track Phonics programme delivered to Yr.2 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 was designed to be completed at home by selected pupils. This was set up and monitored by the previous SENCO. The evidence is that the activities set were not widely completed at home and so TAs would need to be used to deliver this programme in school if it is to be used again.</p>	<p>Use TAs to deliver language intervention programmes. Increase regularity of TA supported sessions to at least 3 times per week.</p> <p>Continue to promote the development of vocabulary in classrooms</p>	
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To make sure that reading is prioritised and children are motivated to read, even during	Accelerated reader was purchased	This worked for most families where parents engaged	Not all children had access to devices, so these were purchased and Broadband/SIM cards given out	£5000
PP children show improved growth mindset/learning resilience	Support given in school via the Learning mentor. School bought in specialist service for play therapy/ counselling.	The learning mentor reports that the programmes followed have had a positive impact on the children's attitude towards school and learning. The play therapist gives regular feedback to staff and families	Intervention by learning mentor provides positive effects, resulting in more children ready to learn	£10000

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To encourage children to have aspiration and to want to learn for their future career	Raising Aspirations programme with Y5 and 6	This had to be cancelled as we were not fully open to all children in the summer term		£2000

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.