

**Analysis of 2022/2023 Spend**

**Priority 1: ENGLISH**  
*To improve standards in reading and writing at KS1 and KS2 in 2023.*  
*To increase the number of pupil premium children who achieve at a higher standard in reading and writing at KS1 and KS2.*  
*To improve standards in spelling, punctuation and grammar throughout the school.*

**PRIORITY 2: MATHEMATICS**  
*To improve standards in mathematics at KS1 and KS2 in 2023*  
*To increase the number of pupil premium children who achieve at a greater depth in mathematics at KS1 and reach a higher standard in mathematics at KS2.*

**PRIORITY 3: FAMILY SUPPORT**  
*To continue to support our vulnerable pupils and families following the pandemic by maintaining a high level of family engagement and re-establishing lost links.*

**Priority 4: INCLUSION**  
*To address any long term and shorter term effects caused by school closure including to implement a catch-up curriculum and to plug the learning gaps.*  
*Improve the progress and attainment of lower attaining pupil premium children.*

**TOTAL Spend** | £112,000

**Impact**

- Throughout the year all staff have led catch-up interventions and booster classes in English and maths.
- Senior leaders have continued to work with our most vulnerable families. The need for social and emotional support for our families has increased.
- Our offer of support at St. Andrew's continued to be a strength throughout 2022/2023, despite an increased demand. We continued to offer psychotherapeutic support for individuals and families.
- Pupil premium funding was used wisely to provide additional support in reading interventions, speech and language therapy, psychotherapeutic support and small group tuition. As a result all pupils made progress throughout the year although not all met age-related expectations.

**KS1 DATA**

- In 2023 the KS1 phonics check increased to 87% in comparison to 69% in 2022. The national average was 79%
- Attainment at KS1 matched national average in reading and writing. In mathematics attainment was broadly in line with the national average.

| THE PERCENTAGE OF PUPILS ACHIEVING THE EXPECTED STANDARD AT KS1 | Christ Church SW9 | National Average |
|---|-------------------|------------------|
| Reading   | 72%               | 68%              |
| Writing   | 59%               | 60%              |
| Maths   | 66%               | 71%              |

| THE PERCENTAGE OF PUPILS ACHIEVING AT A HIGHER STANDARD AT KS1 | Christ Church SW9 | National Average |
|--|-------------------|------------------|
| Reading  | 21%               | 19%              |
| Writing  | 0%                | 8%               |
| Maths  | 17%               | 16%              |

## **KS2 DATA**

- At KS2 standards were below the national average in all areas however, this was not unexpected and is indicative of the additional needs of the cohort.
- Over 42% of pupils in this year group were identified with a special educational need and over 12% of pupils in a class of 26 children had an education health care plan (EHCP).
- These results do not demonstrate the progress those children have made throughout the year.

| <b>THE PERCENTAGE OF PUPILS ACHIEVING THE EXPECTED STANDARD AT KS2</b> | Christ Church SW9 | National Average |
|--|-------------------|------------------|
| Reading  | 62%               | 73%              |
| Writing  | 54%               | 71%              |
| Maths  | 65%               | 73%              |
| Spelling, Punctuation and Grammar                                      | 65%               | 72%              |
| Reading, Writing & Maths COMBINED                                      | 54%               | 59%              |

| <b>THE PERCENTAGE OF PUPILS ACHIEVING AT A HIGHER STANDARD AT KS2</b> | Christ Church SW9 | National Average |
|---|-------------------|------------------|
| Reading   | 19%               | 29%              |
| Writing   | 19%               | 13%              |
| Maths   | 31%               | 24%              |
| Spelling, Punctuation and Grammar                                     | 31%               | 30%              |

**Amount of Pupil Premium grant allocated: £112,000**

### **Barriers to educational achievement:**

Children at St. Andrew's CE Primary School often reside in an area of extremely high socio-economic deprivation. Barriers to learning for our Pupil Premium students include:

- Attainment on entry to the EYFS for some pupils is significantly below the National Average.
- The percentage of pupils entitled to free school meals is well above the national average at 44%.
- A high number of pupils (29%) speak English as an additional Language – this is above the national average
- There is a high level of need for family support.
- The percentage of pupils with access to SEND support and the number of pupils with an EHC plan are above the national average and is increasing.
- The school deprivation indicator is in quintile 5 ie. the most deprived of all schools.

### **Barriers to educational achievement following the pandemic:**

- The Covid pandemic has resulted in many children falling behind in their learning. This has affected the poorer and vulnerable children the most, wiping out over a decade's progress in closing education gaps. It is believed that it will take many years to get back on track.
- School closures has also curbed educational aspirations and disengagement from the school system, which could potentially have a long term impact on pupil outcomes. Attendance rates have dropped nationally.
- The attainment gap between social-economically disadvantaged pupils and their peers has widened since before the pandemic. At St. Andrew's we have a high level of pupils entitled to pupil premium at 44%. This is almost double the national average.
- Attainment at key stage 1 has dropped across the board in the first set of tests since 2019 – with poorer pupils falling further behind their better-off peers.
- In 2022, performance in the phonics screening check, one of the government's key measures of success at primary school, is now the lowest it has been since 2014.
- Covid-19 has had a negative impact on all pupils, however, mostly our youngest pupils whose entire time at school has been affected by the pandemic (2023).
- Some families chose not to engage with home learning during the pandemic and therefore, those children have missed out on a considerable portion of their education.

## Addressing these barriers:

To address identified barriers to learning, school leaders have identified the following priorities for Pupil Premium spending over the 2023/24 academic year:

| <b>Priority 1</b><br><b>ENGLISH</b><br><i>To improve standards in reading and writing at KS1 and KS2 in 2024.</i><br><i>To increase the number of pupil premium children who achieve at a higher standard in reading and writing at KS1 and KS2.</i><br><i>To improve standards in spelling, punctuation and grammar throughout the school.</i> |  |
|---|--|
| <b>Cost/Benefit Analysis</b>  | <b>Actions:</b>  |
| <b>Approximately £24000</b><br><b>(Staff costs and materials)</b><br><b>1:1 reading support:</b><br>Cost: £ Evidence Base: ****<br>Average impact: +5 months  | HLTA to lead 'Reading Project X' intervention to support the progress of lower attaining pupils in KS2.  |
| <b>Approximately £5000</b><br><b>(Staff costs and materials)</b><br><b>1:1 reading support:</b><br>Cost: £ Evidence Base: ***<br>Average impact: +3 months  | Reading, writing, spelling, punctuation and grammar booster classes.   |
| <b>£3000</b><br>Cost:£ Evidence Base: ****<br>Average impact: +5 months.  | Peer reading and peer writing intervention projects with more able pupils and able underachievers working in pairs to provide mentorship.  |
| <b>£10000</b><br><b>Speech and Language Therapy</b><br>Cost:£ Evidence Base: ***<br>Average impact: +5 months.  | SALT support to develop educational provision and outcomes for all pupils as well as leading direct interventions sessions.  |
| <b>£10000</b><br><b>Educational Psychology</b><br>Cost:£££ Evidence Base: ***<br>Average impact: +4 months.   | EP support to develop educational provision and outcomes for all pupils.   |
| <b>£5000</b><br><b>Staff Training</b><br>Cost:£££ Evidence Base: ***<br>Average impact: +5 months.  | 1:1 daily phonics and reading tuition for pupils who are at risk of not meeting age related expectations.<br>National college subscription for all staff to be able to access quality on-line training delivered in school and remotely. |

| <b>PRIORITY 2: MATHEMATICS</b><br><i>To improve standards in mathematics at KS1 and KS2 in 2024</i><br><i>To increase the number of pupil premium children who achieve at a greater depth in mathematics at KS1 and reach a higher standard in mathematics at KS2.</i> |  |
|--|--|
| <b>Cost/Benefit Analysis</b>   | <b>Actions:</b>  |
| <b>Approximately £25,000</b><br><b>(Staff costs and materials)</b><br>Cost: £ Evidence Base: ***<br>Average impact +5 months.  | Maths subject leader to deliver training on mathematical subject knowledge and planning.   |
| <b>£1000</b><br>Cost: £ Evidence Base: **<br>Average impact +2 months.   | Support for pupils to extend their times tables knowledge.<br>Introduction of a multiplication work  |
| <b>Approximately £5000</b><br><b>(Staff costs and materials)</b><br>Cost: £ Evidence Base: ***<br>Average impact +3 months.  | Maths booster classes  |
| <b>Approximately £3000</b><br><b>(Staff costs and materials)</b><br>Cost: £££ Evidence Base: **<br>Average impact: +4 months.  | Small group tuition with a particular focus on closing the attainment gap.<br>Small group tuition for higher attaining pupil premium children. |

| <b>PRIORITY 3: FAMILY SUPPORT</b><br><i>To improve whole school attendance.</i><br><i>To continue to support our vulnerable pupils and families following the pandemic by maintaining a high level of family engagement and re-establishing lost links.</i> |  |
|---|--|
| <b>Cost/Benefit Analysis</b>  | <b>Actions:</b>  |
| <b>£21,450</b><br>Cost:£££ Evidence Base: ****<br>Average impact: +4 months.  | Educational Psychotherapist to work at the school one day a week, delivering family therapy.   |
| <b>Approximately £30,000 from pupil premium budget.</b><br><b>Parental involvement:</b><br>Cost: £££ Research levels: ***<br>Impact +3 months   | Parent Partnership Leader to offer support to families with engagement with the school, attendance and housing issues, secondary transfer, family learning and other impacting factors on family life. |
| <b>£1,500</b><br><b>After school programs / Arts activity participation:</b><br>Cost: £££<br>Research evidence: ***<br>Impact: +2 months.   | Offers of free breakfast club and after school club places as a support mechanism to improve attendance, social and emotional engagement and access to a free evening meal.                            |

| <b>Priority 4: INCLUSION</b><br><b>To continue to implement a catch-up curriculum and to plug the learning gaps.</b><br><b>Improve the progress and attainment of lower attaining pupil premium children.</b> |   |
|---|---|
| <b>Cost/Benefit Analysis</b>  | <b>Actions:</b>   |
| <b>Approximately £10,000</b><br><b>Oral Language Interventions</b><br>Cost: £ Evidence Base: ****<br>Average impact: +5 months.   | SALT support one day each week to develop educational provision and outcomes for pupils with SEND as well as leading direct intervention sessions.  |
| <b>Approximately £20,000</b><br><b>1:1 reading support/tuition:</b><br>Cost: ££££ Evidence Base: ****<br>Average impact: +5 months.   | TAs to lead 1:1 reading interventions including Project X, Toe by Toe and reciprocal reading to support the progress of lower attaining pupils in KS2.  |
| <b>£4000</b><br><b>1:1 reading support/tuition:</b><br>Cost: ££££ Evidence Base: ****<br>Average impact: +5 months.   | 1:1 daily phonics and reading tuition for pupils who are at risk of not meeting age related expectations by the end of Year 1.  |
| <b>Approximately £10,000</b><br><b>Teaching Assistants</b><br>Cost: ££££ Evidence Base: **<br>Average impact +1 month.  | <p>Teaching Assistants to lead in-class catch-up interventions to address areas of underachievement caused by school closure in 2020.</p> <p>Teaching Assistants to support class teachers with a flexible approach to the curriculum to support learning gaps caused by school closure. Teaching Assistants to deliver in class writing support.</p> |
| <b>Approximately £10,000</b><br><b>Small group tuition:</b><br>Cost: £££ Evidence Base: **<br>Average impact: +4 months.  | Booster Classes for Y6 pupils in reading, writing and mathematics to plug the learning gaps caused by school closure in 2020.   |
| <b>£3000</b><br><b>Mastery Learning:</b><br>Cost: £ Evidence Base: ***<br>Average impact: +5 months.  | <p>Senior leaders will implement weekly sessions to address more able and underachieving writers.</p> <p>Planned opportunities for able, gifted and talented pupils within the school eg. digital leaders, language experts etc.</p>  |
| <b>Delivery £3000</b><br><b>Small Group tuition:</b><br>Cost: £££ Evidence Base: **<br>Average impact: +4 months.   | Senior leaders will implement a programme Y5 and Y6 booster classes for all pupils.   |
| <b>£3500</b><br><b>After school programs/Arts activity participation:</b><br>Cost: ££ Evidence Base: ***<br>Impact: +2 months.  | Subsidised musical instrument lessons and after school club places for disadvantaged pupils to develop talents, aptitudes and self-esteem.  |
| <b>£1000</b><br><b>Staff Development:</b>   | <p>Staff development to promote well-being and mental health.</p> <p>Senior leaders to lead staff training in all areas of the curriculum and to develop teaching and learning in all areas.</p>  |