Pupil Premium Strategy Statement

St Andrew's Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Great Yeldham
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	24% (33)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2023 2023-2024 2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	
Pupil premium lead	Emma Flin
Governor	Cathy Shergold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,310
Recovery premium funding allocation this 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	£47,310

Part A: Pupil premium strategy plan

Statement of intent

Our Vision for St Andrew's Primary School

To create a happy, caring, secure atmosphere where children and staff feel valued. We aim to provide our children with the knowledge and skills to develop their God-given talents, within an environment that makes them feel inspired, challenged and excited. Our Christian values of determination, hope, kindness and respect underpin all that we do: enabling our children to flourish academically, socially, emotionally and spiritually. Our children become courageous and determined learners- able to take risks, make mistakes and develop resilience. Our children leave us well-rounded individuals ready to take on the world.

'Be strong and courageous.

Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.'

Joshua 1.9

At St Andrew's we strive to deliver a curriculum that develops the whole child. We aim to ensure that all children feel equal, unique, and valued through mutual respect and acts of kindness towards each other.

We aim for all our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already attaining an age-appropriate level.

Quality first teaching is at the heart of our approach to meeting the needs of all pupils. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time supports our non-disadvantaged pupils. By enabling all of the children to access the curriculum it keeps them within their peer group whilst accessing appropriate work.

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Lack of parental support and low aspirations for their children resulting in children who are not excited by learning beyond school and who are not supported or celebrated by their parents to succeed.
2	Speech and language skills of our disadvantaged children, especially in KS1, is often less well developed compared to other children in the school and this has an impact on their understanding and progress.
3	Some of our disadvantaged children do not have access to the same support and resources to develop their learning outside of school- they do not have access to opportunities and experiences outside of school that other children do.
4	Some of our disadvantaged children are vulnerable in terms of their social and emotional wellbeing- this has an impact on their readiness to learn. They may well struggle with friendships due to their own family dynamics and experiences, they may well have low self-esteem, fixed mindset and low ambition. Education and success may be low priority in their home and extended family.

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 reduce the educational gap between disadvantaged and non-disadvantaged children.	Pupils are achieving expected or above academic attainment.
Pupils develop their speech and language skills in order to access the curriculum- therefore raising their attainment.	Pupils are making expected or aboveprogress
Pupils are able to develop strong friendships and understand social situations accurately in order to improve their social behaviours.	Strategies and appropriate interventions areprovided to overcome barriers
Ensure pupils develop reasonable levels of self-esteem and confidence leading to a secure feeling of wellbeing and confidence to tackle challenge	Pupils have reasonable levels of self- esteem and feel confident to achieve andhave a growth mindset.
Engage and work closely with parents and carers of pupils, ensuring home support is consistent andhome school partnership is strong.	Parents and Carers are fully involved inschool life.
Improve attendance of the most vulnerable pupils to in line with national average or better.	Pupils' attendance is in line with or betterthan the national average.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

ACADEMIC YEAR 24/25					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Challenge numbers	When will you review this?
Emotional First Aider (EFA) Support	To provide emotional/ wellbeing support to vulnerable pupils on a weeklybasis. To develop practice of EFA staff	EFAs able to provide one to one & small group support for pupils. School case studies show this leads to an increase in engagement in learning. Individual pupils have been identified as having clear attachment needs. This training supports the adults working with the pupils to meet those needs effectively. Evidence base: EEF Toolkit (mentoring +2 months for disadvantaged pupils) NFER Report (meeting individual needs)	Careful planning and continued monitoring of impact. Monitoring of impact through pupil perception surveys	1,3,4	April 25
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Challenge Numbers	When will you review this?

Speech & Language Therapist	To meet the S&L needs of PPG pupils allowing them to access learning	Specialist speech and language programmes have been put in place for pupils, leading to increase in language skills and access to classroom learning. Evidence Base: EEF Toolkit (Oral Language Intervention +5months), NFER Report (meeting individual learning needs) High need in the current EYFS and yr1 for S&L support.	SLT to create individualised support plans – implementation of these to be monitored by SENCo Use INSET days to deliver training.	2,3,4	April 25
Funded swimming	To enable all chn to have access to swimming lesson	The school to take years 4 and 5 chn to swimming lessons for the Autumn and Spring term and any other chn who are unable to swim 25m. we don't want to exclude chn who would benefit from support funding this.	Using Halstead swimming school weekly.	3	April 25
Mersea Assistance Coach Travel	To support PPG families to meet the costs of extra-curricular activities	For our PPG families meeting the cost of significant extra curriculum activities can be challenging and mean the child is at risk of not being provided with that opportunity. PPG is used to support families in that instance. Evidence Base: EEF Toolkit (arts participation +2 months) & (outdoor adventure learning +3 months) Disadvantaged chn may not be offered the same rich childhood experiences that other chn may receive; their opportunities may be more limited. We want them to take part in school trips.	SLT to monitor and approve trips to ensure quality control. PP Co-Ordinator to identify and monitor impact on children involved	2,3,4	April 25

In class LSA support	LSA's are directed towards specific grps of chn and their learning need- with resources and teaching ideas given. LSA support the learning of chn.	Evidence suggests that LSAs can have a positive impact on academic achievement. LSAs that support individuals or small grps show moderate positive benefits.	Data analysis and class teacher planning. Pupil Progress meetings- chance to discuss and share performance of chn. Class teachers to deploy LSAs effectively so that they are aware of what a child's needs are and their role in meeting them.	1,2,4	Apr 25
Nature Nurture (External provision)	Positive growth mindset	Drama therapy is a proven way in which chn are allowed to explore their feeling and emotions in a secure play-based environment with a specialist therapist.	Increase in child's resilience and attitude towards work. Increase in child's attitude towards themselves- increase in times in which the child 'has a go'. Reduced risk of failure.	2,3,4	Apr 25
Wider Strategies (i.e. related to poor behaviour, attendance and wellbeing)					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Challenge Numbers	When will you review this?
Breakfast Club	To provide daily access to Breakfast Club to ensure pupils are effectively prepared for the school day.	Recent research by the EEF indicated that Breakfast Clubs can make a significant impact on a child's progress at school. We sent a survey out to all parents which had a high return rate and clearly indicated that our PPG families were very interested in attendance at the club. Breakfast Club was incredibly popular with our PPG families. Evidence Base: EEF Research (Magic Breakfast Project + 1-4 months)	Regularly monitor sessions to ensure a healthy breakfast is provided, behaviour is well managed and activities and engaging Monitor number of PP children attending breakfast club Promote breakfast club to PP	1,3,4	April 25

			parents and carers		
Cornerstones Curriculum	To develop a cohesive curriculum across the school that builds on children's prior knowledge- ensuring that all staff are delivering a curriculum in a similar manner.	Cornerstones is everything you need to plan, teach and monitor a complete curriculum. All content follows an inbuilt skills and knowledge framework to help children make great progress.	Curriculum Maestro supports leadership in school, helping to monitor intended and actual subject coverage and progression. It can ensure rich, sequenced subject learning across year groups and support teachers' subject knowledge with quality resources. Maestro has everything to make sure you are well prepared for internal or inspection deep dives.	1,2,3,4	April 25
				Total budgeted cost:	£47,310

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.

Review of expenditure from previous academic year September 2023 – August 2024

Action	Intended outcome	Impact	Cost
In class learning support	LSA's are directedtowards specific groups of children and their learning need- with resources and teaching ideas given. LSA supportthe learning of children	Chn have been given support within the class so that they can access the curriculum and remain within their cohort. This is important for chn with SEND and behavioural needs as they need to learn how to work within a class. It is also of support to the class teacher who can focus on whole class teaching.	£26,446
Provision of Emotional First Aider Support	To provide emotional/ well-being support to vulnerable pupils on a weekly basis.	PPG children benefitted from weekly EFA support this academic year. Children commented that the sessions are valuable times in which to discuss concerns or anxieties.	£2,162
Speech & Language Therapist	To meet the S&L needs of PPG pupils allowing them to access learning	PP children have attended speech and language therapy sessions, where assessments and individualised plans wereprovided to develop speech and language skills.	£1650

Trips inc residential trip funding support.	To support PPG families to meet the costs of extra-curricular activities	The impact hasbeen an improvement in the children's engagement and confidence at school.	£1287
Nature Nurture play therapy	To offer support through drama and play to chn needing guidance with their social and emotional needs.	Chn will get a weekly session with LH and termly review meetings with family and school.	£3135
Breakfast Club	To provide daily access to Breakfast Club to ensure pupils are effectively prepared for the school day.	PPG children accessed Breakfast Club . The impact has been that staff know these children are having a healthy breakfast. Attendance has also improved. Attendance data – Autumn term: A pupil – 100% B pupils – above 95% C pupil – above 89%	£4083
Cornerstones Curriculum Resource	A school curriculum resource that enables teachers and chn to access and broad and varied resource to aid attainment and engagement.	To ensure that all chn inc PPG children are excited and engaged with their learning this resource offers every teacher a teaching plan and resource that can be accessed by all.	£1800
Swimming lessons	Swimming lessons to ensure that by the time chn leave us they can swim 25m.	To ensure that all chn can access swimming lessons as a vital life skill.	£800
New reading books	To improve engagement in reading and to ensure a wide range of books as a resource to support phonic lessons at school.	Improved phonics outcomes.	£1000

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
Curriculum Maestro	Cornerstones
Drama Therapy	Nurture Through Nature
Speech & Language	Let's Talk SLT

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.