

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
St Andrew's CE High School	
Number of pupils in school	820
Proportion (%) of pupil premium eligible pupils	24.33%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2023-24
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Paul Guyan
Governor / Trustee lead	Peter Woodman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,565
Recovery premium funding allocation this academic year	£32,844
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£133,449

Part A: Pupil premium strategy plan

Statement of intent

Through aspiration for all, from all we intend to support students of all background and specifically those disadvantages students achieve in all areas of their education. Currently disadvantage students national progress less than peers, our intention is to ensure all students at St Andrew's make progress despite their background. Our current pupil premium strategy works towards improving the educational experience our student receives by offering a quality teaching, a broad curriculum and wide-ranging accessible enrichment opportunities. Key to this is ensure student attendance in good.

Challenges

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

Challenge number	Detail of challenge
1	Aspiration of some of our disadvantage students in low and some staff accept this
2	Some of our disadvantage students arrived at St Andrew's with below expected standard for literacy.
3	The attendance of some PP students is significantly below that of the other students in the school

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
<i>Attendance of PP group improves</i>	The gap between PP and non is reduced year on year over the three years until there is no gap.
Progress gap between PP and non is reduced	The gap between PP and non is reduced year on year over the three years until there is no gap.
Literacy levels of PP students who enter below expected standard will be improved through targeted support	Literacy levels of students supported will in line with their Peers on entry to the KS4

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: 50%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on high aspiration in classroom	Internal data shows significant areas of in-school variation	1,2,4

<i>CPD provision</i>	Bespoke training to support classroom teaching as improved quality first teach will have the greatest impact on student outcomes.	1,2,3
<i>Knowledge organisers</i>	Continuation of the push to incorporate in teaching	

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

Budgeted cost: 25%

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lexia Provision – Continuation into year 2</i>	Lexia is a proven literacy strategy, which has a EEF report supporting its ability to improve literacy levels. Second year of provision to embed use through lessons learned in year 1	2
<i>Reading Buddies</i>	Peer tutoring is a proven strategy showing 5+ months progress on the EEF toolkit.	2
<i>Phonics Strategy</i>	Phonics is shown to have a high impact for a very small cost. With 5+ months progress	2

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

Budgeted cost: 25%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy launch high profile approach	National and in school data shows students who regularly attend school progress more than their peers who don't	3
EEF funded project Bitup	EEF Trail place requested – if unsuccessful will look to use school system to set up in house version	3
Parental engagement activities	EEF shows moderate impact from a low cost base +4 months	3
Financial support - allow all student to access offered elements of wider school life	With the after effects of the cost of living crisis more families are struggling financially to support with uniform and other opportunities will prevent students missing out	1,3,4
Exact tests	Specific targeted testing of students to ensure correct strategies and support are in place.	1,2,3,4

Total budgeted cost: 25%

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 2022to 2023 academic year.

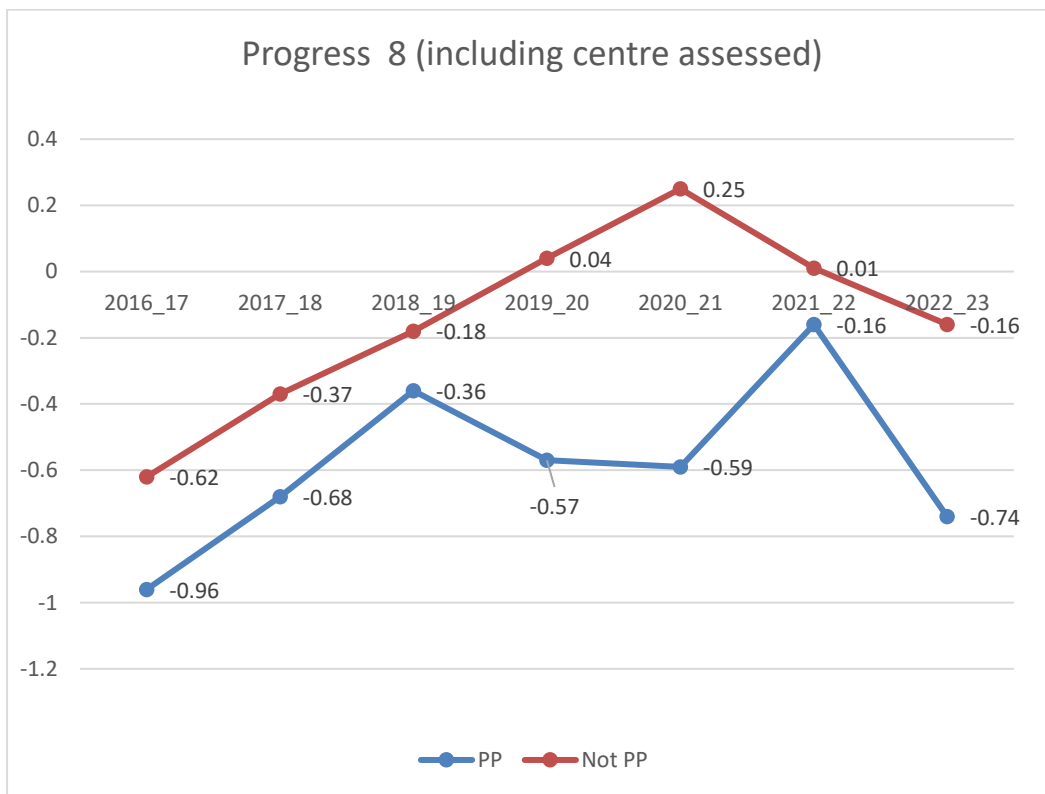
1. Review of expenditure				
Academic year	2022-23			
i. Whole school initiatives – including teaching and learning				
Action	Intended outcome	Estimated impact:	Lessons learned	Budget allocation
Focus on high aspiration in classroom	Quality of teaching and learning improves and as such improves student's outcome	Continued improvement in academic outcomes. PP outcomes with in 0.1 of 0. PP gap reduced to 0.1 at most.	PP performance dipped in comparison to whole school and non pp.	
<i>CPD provision</i>	Targeted provision to support staff develop	Improved classroom delivery and increase in staff skill set. Which in turn see continued improvement in academic outcomes. PP outcomes with in 0.1 of 0. PP gap reduced to 0.1 at most.	PP performance dipped in comparison to whole school and non pp performance. CPD has move to more subject specific opportunities with a refine program based around Roshines work.	

Total budget allocation				50%
ii. Targeted support				
Action	Intended outcome	Estimated impact:	Lessons learned	Budget allocation
<i>Lexia Provision</i>	Improve identification and support for literacy needs	Target session offered from the results	Greater use and sharing of data required. Target support provision in place, better identification of students needs.	
<i>Extra Time Provision</i>	Help disengaged students re engage in learning and transition back in to school	Improve attendance and behaviour of targeted students. 75% of students completing the 8-week program will improve attendance and reduce incidents of C2 by 25%	Wasn't used as limited impact for students after attending course.	
				25%
iii. Individual support				
Action	Intended outcome	Estimated impact:	Lessons learned	Budget allocation
Financial support - allow all student to access offered elements of wider school life	Allow students in receipt of FSM to access the same opportunities as their peers	Student will gain cultural capital be experiencing educational or cultural visit they may not have been able to access previously. Percentage to student on trips in receipt of FSM or	Need is increasing each year, more of the budget is being spent on support parents with cost for uniform, travel, internet access and trips	

		PP to increase by 25%		
Attendance strategy launch high profile approach	National and in school data shows students who regularly attend school progress more than their peers who don't	Attendance was still below NA for PP students, reviewed actions and appointment of attendance lead has already seen improvements this academic year		
Exact tests	Specific targeted testing of students to ensure correct strategies and support are in place.	More data need to see impact, better understanding of those requiring support.		
Total budget allocation				25%

Data trend

Progress 8 Data Trend



5+ and 4+ with EM

