



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
School name	St. Andrew's Primary
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	1-10-25
Date on which it will be reviewed	1-10-26
Statement authorised by	
Pupil premium lead	S France
Governor / Trustee lead	G Menzies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
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	£104,926.49

Part A: Pupil premium strategy plan

Statement of intent

At St. Andrew's CE Primary School, we believe that all children should flourish and grow to reach their full potential. All pupils should be nurtured and supported to be the best they can be. All pupils should experience high quality teaching alongside a range of experiences that broadens their horizons and supports personal development to ensure they make accelerated progress. No child should be disadvantaged by lack of opportunity, or non-attendance and should be encouraged to fully participate in a wide range of educational experiences.

At St. Andrew's CE Primary School, pupils are encouraged to find their voice and grow in confidence and social ability to develop their own skill set and passion.

We take into careful consideration the various challenges faced by vulnerable pupils. We consider each child as an individual, with their own unique personality, characteristics, successes and challenges. This is the starting point when planning provision for each of our pupils - treating each child as an individual and ensuring the offer they receive supports them fully, whether they are disadvantaged or not.

Our strategy intention is that all pupils, irrespective of the challenges they may face in their lives, make good progress and achieve well across all subject areas. High-quality teaching within the classroom, alongside good attendance, are the foundation of our approach. Our ultimate ambition for our children who are eligible for Pupil Premium, is to academically achieve in line with or above national outcomes, being secondary ready by the time they leave Our School. Our strategy ensures that pupil's needs are identified and supported through high quality task adaptation and structured interventions that are linked directly to good practice and research.

All children who are eligible for Pupil Premium participate in;

- Quality first teaching.
- High quality support and task adaptation.
- High quality interventions based on good practice research.
- Nurturing relationships and environments which support mental health and wellbeing.

Our pupil premium strategy takes a tiered approach towards achieving these goals, firstly, by ensuring that quality first teaching is at its core. Research tells us that this is the most powerful way of improving pupil attainment, especially for socio-economically disadvantaged students.

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

Challenge number	Detail of challenge												
1	<p>Attendance:</p> <p>Attendance data for the 23/24 academic year highlights that absence amongst vulnerable and disadvantaged pupils is higher than for the school population as a whole.</p> <table border="1"><thead><tr><th>Year group</th><th>Attendance</th><th>PPD attendance</th></tr></thead><tbody><tr><td>YR</td><td>91.5%</td><td>86.5%</td></tr><tr><td>Y1</td><td>93.5%</td><td>90.7%</td></tr><tr><td>Y2</td><td>94.3%</td><td>90.6%</td></tr></tbody></table>	Year group	Attendance	PPD attendance	YR	91.5%	86.5%	Y1	93.5%	90.7%	Y2	94.3%	90.6%
Year group	Attendance	PPD attendance											
YR	91.5%	86.5%											
Y1	93.5%	90.7%											
Y2	94.3%	90.6%											

	Y3	94.7%	89.2%
	Y4	92.3%	88%
	Y5	92%	92.7%
	Y6	88%	74%
	Attendance improved over the last academic year as can be seen from the review of the year, but it still lags behind non PPD peers' attendance, and also remains behind national figures. This remains a priority for the coming year.		
2	<p>High quality Teaching, learning and assessment:</p> <p>All monitoring and evaluation, including pupil voice, suggest that retention and retrieval of key knowledge can be a barrier for vulnerable pupils across the school.</p> <p>Assessments, observations and discussions with pupils highlights that disadvantaged pupils often have greater difficulties with phonics than their peers. This negatively impacts their development as readers due to the importance of securing phonological knowledge.</p>		
3	<p>SEND:</p> <p>26% of children who are eligible for PP, also have SEND. Task adaptation is an area for development across quality first teaching as a deepened understanding of children with more complex needs emerges. Understanding the learning profile for these children is key.</p>		

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>Attendance</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<ul style="list-style-type: none"> • Children who are eligible for Pupil Premium achieve in line with national attendance figures. • To reduce the % of children who are eligible for PP that become persistent absentees. • Children who are eligible for Pupil Premium achieve in line with, or below national PA attendance rates.
<p>Quality First Teaching</p> <p>For children who are eligible for Pupil Premium (PP) to make accelerated progress from their starting point, ultimately achieving in line with, or above national outcomes.</p>	<ul style="list-style-type: none"> • Children who are eligible for PP in the EYFS make accelerated progress. • Children who are eligible for PP in Year 1 to achieve in line with national during the PSC. • Children who are eligible for PP in Yr2 who did not meet the expectation in the PSC, will pass at the end of KS1. • For PP children to achieve in line with national for combined RWM across Key Stage 2.

	<ul style="list-style-type: none"> • For PP children to achieve in line with national for Reading, Writing and Maths at the end of Key Stage 2. • Increase in accelerated progress for PP pupils across years 1-5. • Early identification of learning gaps is highlighted at key tracking points (termly) and data shows either gaps are being addressed as the year progresses, or robust intervention plans are implemented.
<p>SEND For pupils who have SEND and are also eligible for PP to make accelerated progress, diminishing the gap.</p>	<ul style="list-style-type: none"> • Individual targets are achieved. • Learning walks and learning scrutinies demonstrate that learning is being adapted to meet the needs of pupils who have SEND and are also eligible for PP. • Assessments demonstrate good progress for pupils who have SEND and are also eligible for PP. • Intervention markers demonstrate progress pupils who have SEND and are also eligible for PP.

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: £49,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop staff subject knowledge and pedagogical understanding to deliver high quality teaching in every classroom – by:</p> <ul style="list-style-type: none"> • INSET and weekly teacher CPL sessions. • Use of Walkthru pedagogies • Peer to peer mentoring. • Strong ECT mentoring 	<p>EEF: Effective Professional Development:</p> <ul style="list-style-type: none"> • High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s out-comes in the classroom. • To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms. • Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice. • Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning. 	<p>1 2 & 3</p>
<p>CPL for teachers to develop understanding of pedagogy and lesson structure.</p> <ul style="list-style-type: none"> • Retrieval • Modelling • Application • Questioning • Deepening • Effective feedback • Adaptive teaching 	<p>EEF: Effective Professional Development – as above</p> <p>EEF: Teacher Feedback to Improve Learning Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.</p> <p>High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).</p> <p>Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.</p>	<p>1 2 & 3</p>

<p>Subscriptions for:</p> <ul style="list-style-type: none"> • Soundwrite • Numbersense 	<p>Robust recommendations are one thing, but full implementation of those recommendations is something else altogether. This is why schools need access to high-quality programmes that have the heavy-lifting already done in terms of their theoretical foundations, scope and sequence, teaching materials and scripts, assessment and monitoring tools, high-quality training and coaching, and demonstration videos. Sounds-Write is such a programme Professor P Snow 2022</p> <p>Numbersense The structured nature of the programme, combined with the detailed guidance for each teaching step, provides in built support for teachers and Tas to develop their pedagogical subject knowledge.</p> <p>Teachers and Tas at subscribing schools can also come along to regular subscriber coaching sessions to learn more about key aspects of the programme and to ask for advice on any implementation questions they have.</p> <p>This sits alongside the support from DSAT Trust who are actively engaged with the programme and extensively supplementing the training.</p>	<p>1 2 & 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,441

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group teaching</p> <ul style="list-style-type: none"> • Regular and explicit Soundwrite fast track phonics catch up for pupils who have not passed the screener or who are not on track. • 1:1 Tuition for Year 6 children delivered by qualified teachers and skilled Tas. 	<p>EEF</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with 2 to 5 pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>EEF 1:1 Tuition</p> <ul style="list-style-type: none"> • On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior 	<p>2 & 3</p>

	<p>attainment or are struggling in a particular area.</p> <ul style="list-style-type: none"> • Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. • One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through TAs or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support. 	
<p>Specific phonics, reading and number intervention programmes led by qualified staff.</p> <ul style="list-style-type: none"> • Soundwrite fast track phonics intervention. • Speech and language intervention programmes. • Daily, targeted reading interventions 	<p>EEF: Research which focuses on TAs who provide one to one or small group targeted interventions shows a stronger positive benefit of between 4 and 6 additional months on average. Often interventions are based on a clearly specified approach which adults have been trained to deliver.</p> <ul style="list-style-type: none"> • On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. • Phonics has a positive overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. • The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 	1,2 & 3

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

Budgeted cost: £46,107

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective attendance systems: Attendance is high profile within school and for all stakeholders SLT & admin - 3 weekly attendance monitoring schedule and follow up actions Teachers support and challenge poor attendance early</p>	<p>DfE: Working together to improve school attendance (May 2022): For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. If children are not in school, they will not be able to attend</p>	1

<p>Pastoral support to improve attendance Effective attendance systems and interagency partnerships support good attendance for children eligible for PP.</p>	<p>lessons and therefore make progress in their learning.</p> <p>EEF Supporting school attendance</p>	
<p>Review the distributed leadership & graduated response to/of attendance across the school. Refine the understanding and language based around attendance (absence). Staff know and understand our families who need us most, working alongside them to improve attendance.</p>	<p>DfE: Working together to improve school attendance (May 2022): For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. If children are not in school, they will not be able to attend lessons and therefore make progress in their learning.</p>	<p>1,2 & 3</p>
<p>Pastoral team support with social, emotional and behavioural needs: Trauma Informed approaches - group and 1:1 ELSA programmes & other specific approaches such as Daily Pastoral sessions Start the day - meet and greet Trickbox</p>	<p>EEF:</p> <ul style="list-style-type: none"> • Alongside academic outcomes, these interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. • Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. • Interventions which focus on improving social interaction tend to be more successful(+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months) 	<p>1, 2 & 3</p>
<p>Uniform grant, financial support with wider opportunities across curriculum, visits, experiences and specialised pieces of kit.</p>	<p>EEF:</p> <ul style="list-style-type: none"> • Physical activity – there is evidence that involvement in extra-curricular sporting activity may increase pupil attendance and retention. • Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. 	<p>1 2 & 3</p>

Total budgeted cost: £124,193

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 last academic year.

Priority 1

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- Attendance across the school rose over the last academic year but further work is required to ensure that the cultural change embeds and children's attendance continues to improve. This was even more apparent for many of our PP children.
- The impact of the school's new FLO, funded by PP, has been very promising. PP children's attendance rose across the overwhelming majority of families. In some instances, the children's attendance rose by 54%. In a further instance, the child's attendance rose from 48% to 75% across the year despite the historic impact in the figures.
- Particular progress has been made within Years 1 and 2, which is very encouraging in terms of changing habits across the school over time. Year 1 saw an improvement of 2.3% from the previous academic year.
- Children receiving PP, who are also persistent absentees fell by 7% over the course of the academic year, but as can be seen above, some of the greatest gains were made by children who remained PA for historical reasons, but whose summer term attendance was above 95%

Priority 2

For children who are eligible for Pupil Premium (PP) to make accelerated progress from their starting points, ultimately achieving in line with, or above national outcomes.

- Number sense has been effective in improving number fluency for identified PP children and enabled them to make accelerated progress within mathematics. This is reflected across the data but is particularly clear within the multiplication check where identified pupils made very good progress against their starting points. The school performed above national in this area.
- Progress across Year 6 was strong with individual pupils surpassing their targets and make accelerated progress from the point that they entered Year 6. The school performed in line with National for the first time in 5 years.
- Targeted CPD on strong pedagogy has been particularly effective across Key Stage 1 where significant progress was made in early writing and phonics. This has led to significantly reduced drop off for children who have been within the school for the whole Key Stage so far.

Priority 3

For pupils who have SEND and are also eligible for PP to make accelerated progress, diminishing the gap.

- Significant improvements made to the early identification of SEND needs, and extensive CPD on ensuring that individual need is met, has resulted in a 12% rise in children meeting their individual targets over the last academic year.
- M&E shows that precision of targets within ILPs has refined significantly, allowing children to focus on their specific needs.
- Parental voice reports satisfaction with the ILP process for their child, which was not the case prior to the last academic year.
- Children with emotional and behavioural difficulties were correctly supported by their plans resulting in no exclusions for the academic year.
- Learning walk evidence shows that task adaptation for pupils with additional needs has seen a significant improvement. Ongoing coaching in this area will continue to strengthen this, allowing children to maximise their progress.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The school receives £340 in service pupil premium. This was spent on ELSA/MH support.
What was the impact of that spending on service pupil premium eligible pupils?	The impact of ELSA allowed greater access to school life and accelerated engagement and progress.

Further information (optional)

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.