`Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 CE Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	1-10-26
Date on which it will be reviewed	1-10-27
Statement authorised by	Clare Tantrum
Pupil Premium Lead	Clare Tantrum
Governor / Trustee lead	Stephen Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,750
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	£69,750

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 broaden their horizons and support 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, form 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 and be secondary ready by the time they leave our school. Our strategy ensures that pupils' 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 the following:

- 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 starting 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	**Poor Attendance:** Impact: Disadvantaged pupils often have lower attendance rates, which directly affects their access to consistent, high-quality teaching. Action: Early identification, personalised support, and strong home-school partnerships to improve attendance.

2	**SEND:** Impact: A significant proportion of disadvantaged pupils also have identified SEND needs, resulting in barriers to learning, reduced attainment outcomes, difficulties with communication and language, and reduced independence compared with their peers. 50% of our pupils who are eligible for PP, also have SEND. Action: Ongoing CPD for staff on adaptive teaching strategies and meeting a range of SEND needs within the classroom and ensuring learning is appropriately scaffolded whilst maintaining high expectations, use pre-teaching, overlearning and additional retrieval practice to support knowledge retention.
3	**Low Literacy Levels:** Impact: Many disadvantaged pupils enter school with underdeveloped reading and language skills, making it harder to access the curriculum. Action: Prioritising early reading, phonics, and vocabulary development across all year groups.
4	**Lack of Early Intervention:** Impact: Gaps in communication and language in EYFS can persist without targeted support. Action: Investing in high-quality EYFS provision and targeted early language interventions.
5	**Mental Health and Wellbeing Challenges:** Impact: Emotional and social difficulties can hinder concentration, engagement, and resilience in learning. Action: Providing targeted pastoral support and a nurturing school environment.
6	**Limited Cultural Capital:** Impact: Disadvantaged pupils may lack exposure to enriching experiences, vocabulary, and background knowledge that support academic success. Action: Ensuring that disadvantaged pupils have access to our programme of enrichment, cultural visits, and extracurricular opportunities.

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

Improve quality of teaching and learning and targeted academic support for disadvantaged pupils to close disadvantage gaps: To ensure Pupil Premium Disadvantaged (PPD) pupils, of all abilities and including pupils with identified SEND, are making accelerated progress narrowing the gap with non-PPD.	• Early identification of learning gaps is high-lighted at key tracking points (termly) and data shows either gaps are being addressed as the year progresses, or robust intervention plans are implemented. • Children who are eligible for PP in the EYFS make accelerated progress from starting points. • Increase in accelerated progress for PP pupils across years 1-5. • 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 Reading, Writing and Maths at the end of Key Stage 2. • For PP children to achieve in line with national for combined RWM across Key Stage 2.
Improve attendance: To achieve and sustain improved attendance for our disadvantaged pupils, to ensure access to the full curriculum and Quality First Teaching by ensuring targeted pastoral support and a nurturing school environment.	• Pupils who are eligible for Pupil Premium achieve in line with national attendance figures. • Pupils who are eligible for Pupil Premium achieve in line with, or below national PA at-tendance rates. • To reduce the % of children who are eligible for PP that become persistent absentees.
Enhance enrichment, aspirations, and cultural capital for disadvantaged pupils: To secure and ensure a quality offer of personal development to disadvantaged pupils and support them to access it to the full.	• Disadvantaged pupils access and participate fully in enrichment, trips, clubs, and leadership opportunities. • Pupils demonstrate increased confidence, resilience, and cultural capital.
Support and promote mental health and wellbeing To actively support and promote mental health and wellbeing through targeted pastoral care and a nurturing school environment.	• Disadvantaged pupils access targeted pastoral support as and when appropriate • Pupils report being cared for and valued at school and supported when appropriate

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29280.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop staff subject knowledge and pedagogical understanding to deliver high-quality teaching in every classroom: • To contribute to INSET and weekly teacher CPL sessions • To fund the purchase and use of the StepLab programme, including releasing SLT for training on this • To fund the implementation of the StepLab programme, including releasing staff to complete drop-ins • To contribute to focused SLT and subject leader monitoring • To contribute to effective ECT mentoring	**EEF: Effective Professional Development:** • High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. • To improve pupil outcomes, careful attention should be paid to how CPL is designed. In particular, those who design and select CPL should focus on mechanisms. • Mechanisms are the core building blocks of continuous professional learning. They are observable, can be replicated, and could not be removed without making CPL 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.	2, 3 and 4

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

Budgeted cost: £21406.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific phonics, reading and number intervention programmes led by qualified staff. • To fund trained staff-led Soundswrite fast track phonics intervention which involves TA time and the releasing of teachers for intervention. • To fund trained staff-led speech and language intervention programmes by school's speech and language champion.	**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.	2, 3 & 4

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

Budgeted cost: £19062.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective attendance systems: Attendance is high profile within school and for all stakeholders • To contribute to SLT & FLO regular attendance monitoring schedule and follow up actions • To fund pastoral	**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	1

support from FLO to improve attendance • To contribute to effective attendance systems and interagency partnership supporting good attendance for children eligible for PP	children are not in school, they will not be able to attend lessons and therefore make progress in their learning.	
Embed the distributed leadership and graduated response to/of attendance across the school. • To contribute to staff CPL to refine the understanding and language based around school attendance. • To contribute to staff's knowledge and understanding of our families who need us most and working alongside them to improve attendance.	**DfE: Working together to improve school at-tendance (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.	1
Pastoral team support with social, emotional and behavioural needs: • To fund our start of the day meet and greet by our FLO • To fund FLO support • To fund the implementation of Trickbox • To fund Forest School intervention	**EEF:** • Alongside academic outcomes, these pastoral interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. • Being able to effectively manage emotions will be of beneficial to children and young people even if it does not translate to reading or maths scores.	1 & 5
Uniform grant, financial support with wider opportunities across the curriculum, visits and experiences. • To fund uniform vouchers • To fund trip and visit subsidies	**EEF:** • 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 or at a reduced cost,	1, 5 & 6

	schools give pupils access to benefits and opportunities that might not otherwise be available to them.	

Total budgeted cost: £69,750

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.

Whilst there was some clear impact from the use of PPG last academic year, outcomes for this group were variable across the school.

Attendance

- The attendance of pupils in receipt of PP attendance in 2025/26 rose slightly from 2024/25.

Literacy Levels

- 100% of our Year 2 PP cohort passed the Phonics check.
- The gap between the attainment of children in receipt of PP and those not in receipt of PP remained wider than the national average in reading, writing and maths in Year 6 and continues to be a focus area.

Early Intervention

- Phonics interventions were delivered to targeted children in Early Years, KS1 and KS2. Individual impact was seen in increased scores and some children meeting the expected standard.

Mental Health and Wellbeing

- Pastoral support was given to targeted children by the FLO – continued reduction in suspensions and behaviour incidents. Contributed to improved attendance for some children.
- Some staff received training in Trickbox ahead of its implementation in the 2026/27 academic year.

Cultural Capital

- PP funding supported eligible children to attend purchase school uniform, attend wrap-around care and participate in a range of trips and visits throughout the school year. This enabled them to build a sense of belonging.

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