Pupil Premium Strategy

St Andrew's Church of England Primary School

St Andrew's is a Church school with a distinctive Christian ethos. We believe that 'Everyone is Special. Everyone is Different. Everyone is our neighbour.' Our inclusive values and ethos shape everything we do and they have informed the development of this policy. Our school policies give structure to the community we are building, where diversity is celebrated and where children of all faiths, and none, benefit from the very best start in education.

At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

Approved by:	**TLIS**	**Date: 01/10/26**
Last reviewed on:	**October 2026**	
Next review due by:	**October 2027**	

Pupil premium strategy statement

St Andrew's Church of England Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils, using an evidence-based approach: The EEF Guide to the Pupil Premium | EEF
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
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	7.2% (targeted FSM)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 year plan 2024-2027 Current year 2026-27
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Jo Holmes
Pupil premium lead	Jo Holmes
Governor / Trustee lead	Jenn Strawbridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,000
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	£31,000

Part A: Pupil premium strategy plan

Statement of intent

Considering best practice advice from the DFE and EEF, St Andrew's now publishes a longer-term 3- year Pupil Premium Strategy Statement which is reviewed annually. The impact will be reviewed annually and any concerns addressed and changes made.

EEF Research has informed the decisions for spending the Pupil Premium and the Recovery Fund.
EEF key strategies have been considered in the development of this plan. Recommended in the EEF's Guide to the Pupil Premium, the tiered model is designed to help schools focus on a small number of strategies with the greatest potential to make a meaningful difference for their pupils.

These are our key principles.

Teaching: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, this is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

Targeted Academic Support: Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of an effective Pupil Premium Strategy.

Wider Strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support and/or access to wider opportunities that build a child's cultural capital.

At the end of 3 years, the school will collate data to analyse the impact of the strategies / support to ascertain whether these remain the areas of challenge for children of PP: which strategies have been successful and which strategies need adapting.

Challenges

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

Challenge number	Detail of challenge
1	Low numbers associated with the group, the danger of not being considered thoroughly.
2	Poor literacy skills- within this group, children may not have been exposed to early talk, vocabulary development and frequent opportunities for reading - phonics and oracy support- resulting in lower levels of access to the broader curriculum.
3	Attendance for some key children, this is linked to resilience and wellbeing for this group of children.
4	Support outside and beyond school- parental confidence/ ability and skills/time to support/consolidate learning beyond the school day.

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
Low numbers associated with the group • Headteacher has specific area of PP to monitor • Trackers completed for all the PP group to follow/record data • Regular PPM meetings 3x per year will address progress/needs of this group to raise profile	Headteacher able to articulate the support and progress of this targeted group. Trackers will demonstrate soft and hard data to support learning and record success. This profile will build over the years to show progress over time and the range and extent of intervention support over the years. Staff will be aware of this group and understand the importance of securing outcomes for this group.

Language and literacy skills will improve: • Phonics training for all new staff and updated training to ensure that there is fidelity to the scheme • Focus on phonics in EYFS and Year 1 to ensure very high percentage of children passing phonics screening • Focus on 'Get Writing' in KS1 to develop reading and writing skills for stronger literacy • Communication and language skills will be prioritised during EYFS and KS1 • Continued practice of home reading supported by school into lower KS2 • Targeted one to one regular reading in KS2, through use of volunteers and the library slots & librarian	All staff in EYFS/ KS1 able to deliver phonics confidently and competently. % of PP children successfully passing the phonics screening in Year 1 matches non-PP children. Progress of PP children through RWI/ Get Writing in KS1 matches non-PP children. Language Lead trained and in place. Baseline of communication and language skills through becoming part of the Welcomm pilot, to then focus on language and communication development in EYFS. Reading records continued into Year 3 & 4 evidence of on-going reading at home. Intervention grids show individuals having regular reading slots with volunteers / during library time across KS2.
Attendance for some key children: • Inclusion Team will identify and track children with persistent absence and take steps to improve attendance	Parental engagement will improve for key children and % attendance improve for this group.
Support outside and beyond school- parental confidence/ ability/time to support/consolidate learning beyond the school day • Financial support given to enable access to trips, residentials and visits which may be a barrier for attendance. • Priority given to extra support through interventions or given by volunteers for one to one reading. • Access to key activities and targeted PP activities to widen opportunities and build cultural capital for this group.	Grants, bursaries or extra funding given, seen in expenditure or through extra contributions in school's budget. Interventions and reading records show PP children prioritised. Evidence of access to activities- this is an ongoing action and bespoke to the group at any one time.

Activity in this academic year (2026-27)

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: £16,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disseminating language lead training to other staff.	Importance in disseminating the training the EYFS/KS1 phase lead as a language lead - communication and language approaches typically have a very high impact and increase young children's learning by seven months. Communication and language approaches | EEF	2
Developing the use of Welcomm to enhance communication and language learning.	Training is essential - a number of studies comment on the importance of training and professional development, and supporting early years professionals with the implementation of different approaches. EEF | Wellcomm: The complete speech language tool kit	2
Phonics training for new staff-targeted phonics teaching across EYFS and KS1	Experienced teachers delivering phonics training and coaching in this area of expertise – using in-house experience for on-going professional development (in-line with CPD recommendations: EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Purchase of additional RWI phonics to top up resources and ensure complete fidelity to the systematic synthetic phonics programme being used.	Strong evidence that of a positive impact on word reading linked to phonics approaches. Phonics | EEF (educationendowmentfoundation.org.uk)	2
Focus on reading fluency and 'get writing' in KS1 and for writing across the whole school – training and purchase of resources.	The Literacy Lead supporting teaching assistants delivering interventions (in-line with CPD recommendations: EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net) Aligns to the RWI phonics teaching and works as a teaching approach within continuous provision.	2

	Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk) Reflects the focus on oracy in the SDP. Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)	
Librarian & Reading approach promoting reading for pleasure and wider text access.	Books bought and shared in line with topics, with Librarian supporting choice of texts and every child having a book to read. Book corners and approach to teaching reading supporting every child to be a reader. Reading Framework (publishing.service.gov.uk)	2
Purchase and training around diagnostic assessments for early interventions.	Well-chosen assessments provide valuable insights into gaps and where interventions can be used to support pupil learning. Education Endowment Foundation | EEF	2
Oracy training across all staff to support pupil premium children particularly. Oracy is SDP priority.	Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be. Oral language interventions | EEF	2

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

Budgeted cost: £12,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group interventions by TA / HLTAs who are trained teachers	Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | EEF (educationendowmentfoundation.org.uk)	4
Employment of high-quality teaching assistants – qualified to teaching level – and HLTA to deliver support to quality first teaching by the class teacher.	Research around deployment and use of teaching assistants: Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	3

Training (in-house) around approach for early identification of Literacy needs and delivery of phonics to support progress in early reading	There is a strong evidence base that suggests oral language interventions, explicit teaching of vocabulary and metacognition are inexpensive to implement with high impacts on learning: Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)Oral language interventions | EEF (educationendowmentfoundation.org.uk)	2
Use of HLTA to deliver interventions around mental health/ well-being – strategies for managing self-regulation	Evidence shows that self-regulation strategies have a positive impact (+ three months), on average, and may be a cost-effective approach for raising attainment. Self-regulation strategies | EEF	3
Overview tracker completed for all the PP group to follow/record data	Maintains awareness and profile of this key group of children.	1
Half-termly meetings led by phase lead to address progress and needs of this group	Maintains awareness and profile of this key group of children.	1
SLT will address attainment and progress at meetings to maintain profile.	Maintains awareness and profile of this key group of children.	1

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

Budgeted cost: £6430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Team will identify and track children with persistent absence and take steps to improve attendance.	Continuity and progression in skills and learning requires strong attendance. HSLW role is directed and prioritised for the most vulnerable families and children. Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	3
Access to key activities and targeted PP activities to widen opportunities and build cultural capital for this group.	Research shows that participating in organised sports and joining after school clubs can help to improve primary school children's academic performance and social skills. Out of school activities improve children's educational attainment - Nuffield Foundation Arts education | EEF (educationendowmentfoundation.org.uk)	4

Personal development focus on PP children, led by phase leads for targeted support.	Developing responsibilities and roles for PP pupils, for a sense of belonging and ownership.	4
ELSA support (HSLW), trauma & attachment training, social & emotional literacy (HLTA) PACE training. Involvement of Virtual Schools links to top up funding (PEP).	Disadvantaged/ CWFC / PCWCF statistics e.g. Attainment gaps for children in social care - Education Policy Institute; Children in need and children in care: educational attainment and progress | PolicyBristol | University of Bristol Improving outcomes and support for children in care - POST Improving Social and Emotional Learning in Primary Schools | EEF	4

Total budgeted cost: £35,714

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 year as well as 3-year plan. The objectives in the 3-year plan are met in part and aspects have been carried forward into this year's work, aligning with the school development plan.

Increased awareness of PP

Website given separate page to highlight what pupil premium is and how to access this support.

Note: this has changed to targeted /extended categories since the budgeted PP funding.

Impact on early literacy skills:

Phonics data (% passing Year 1 phonics screening) is strong: 70% - 2022, 80% - 2023, 90% - 2024, 87% - 2025, 80% - 2026

Comparison for PP 2026 – 50% PP passed (2 / 4 children – 2 children in the Nest, non-verbal & awaiting special school)

Impact on attendance:

Tracking by inclusion team effective. Attendance in line with whole school. Details kept on PP tracker.

Impact on support outside / beyond school:

Non-PP **PP**

	Versus national average			
	2024	2025	2026	3-year average
RWM expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
RWM higher standard	Above (sig+)	Above (non-sig)	Above (sig+)	Above (sig+)
Reading expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)	Above (non-sig)
Reading higher standard	Above (non-sig)	Above (sig+)	Close to av. (non-sig)	Above (sig+)
Writing expected standard	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)	Close to av. (non-sig)
Writing greater depth	Above (sig+)	Above (non-sig)	Above (sig+)	Above (sig+)
Maths expected standard	Close to av. (non-sig)	Above (sig+)	Close to av. (non-sig)	Above (non-sig)
Maths higher standard	Above (sig+)	Above (non-sig)	Above (non-sig)	Above (sig+)
EGPS expected standard	Above (non-sig)	Above (sig+)	Above (non-sig)	Above (sig+)
EGPS higher standard	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)	Above (non-sig)
Year 4 MTC score[2]	Above (sig+)	Above (sig+)	No data	Above (sig+)
Phonics expected standard[2]	Above (non-sig)	Above (non-sig)	No data	Above (non-sig)

	Versus national average			
	2024	2025	2026	3-year average
RWM expected standard	Close to av. (non-sig)	Small cohort	Small cohort	Close to av. (non-sig)
Reading expected standard	Above (non-sig)	Small cohort	Small cohort	Below (non-sig)
Writing expected standard	Close to av. (non-sig)	Small cohort	Small cohort	Below (non-sig)
Maths expected standard	Above (non-sig)	Small cohort	Small cohort	Close to av. (non-sig)
EGPS expected standard	Above (non-sig)	Small cohort	Small cohort	Above (non-sig)

Cohorts

	Key stage 2 (Year 6)		MTC (Year 4)		Phonics (Year 1)	
Year	Cohort	Context	Cohort	Context	Cohort	Context
3-year average	18	Not applicable	-	Not applicable	-	Not applicable
2026	2	-	-	-	-	-
2025	4	-	-	-	-	-
2024	12	-	-	-	-	-

PP children accessed after school activities (given free spaces) e.g. lacrosse club, hockey, art club, theatre, gamelan – with other opportunities, such as a Dragon percussion day, Maths competitions and Story Museum expert explainers course being offered and residentials/ theatre and enriching trips subsidised. Comments from residentials: 'It was a wonderful experience that I am grateful for, as I could not afford to pay for all of it' – parent; 'Everything was amazing. The difficult thing was sleeping. I learned to trust yourself and others' – child

Pupil Premium	FSM	PLAC/LAC	SEND/EAL	Spring Term 25		
				Attendance	Data	Opportunities
YES		NO	NO	90.37	R = EXS W = EXS M= WTS	Free football club space. 1:1 teacher
YES	YES	NO		97.04	R=EXS, W=EXS, M=EXS	Free Art club space taken up
YES	YES	NO	YES	97.04	R= EXS W = EXS M = EXS	Pegasus Acting Out club taken up. Free tennis club space offered. Application made to Story Museum cartoon club.

<u>Low numbers associated with the group:</u>

Tracker gives clear record of data (see picture). Profile raised through meetings/ PPM meetings.

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
Doodle Maths	Doodle Maths
Read write Inc 'get writing'	Pearson

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA