

Pupil premium strategy statement – St Andrew’s C of E Primary School 2025 - 2026

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	14.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	30 th December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Fran Martin
Pupil premium lead	Andy Quinton
Governor / Trustee lead	Geoff Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,110
Recovery premium funding allocation this academic year	NA
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£42,110
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil Premium Strategy Plan

Statement of intent

When making decisions about using Pupil Premium funding, we have considered the context of the school, the challenges faced by individuals and research conducted by the EEF. From this we have identified the common and individual barriers to learning faced by disadvantaged pupils at St Andrew's Primary School.

Our ultimate objective is to remove barriers to learning created by poverty, family circumstance and background. We aim to narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts within school and to ensure that no stone is left unturned when supporting children to thrive and flourish.

The use of our Pupil Premium Grant funding is targeted to ensure that our disadvantaged pupils receive the highest quality of education; to access the full breadth of the curriculum and to enable them to become active, socially responsible citizens of the future.

Our PPG strategy is also aligned with the three key areas included within our School Development Plan. This year we are focusing upon:

- *'ensuring all teaching staff and Learning partners have a consistent approach to the St Andrew's curriculum and ethos'*
- *'embedding the pedagogical expertise of all staff to deliver the curriculum consistently, effectively and purposefully'*
- *'improving English outcomes by embedding the planning and delivery of St Andrew's reading and writing curriculum'*

Through our School Development Plan we are committed to ensuring that all staff and Learning Partners are able to deliver high quality lessons and interventions using the St. Andrew's and LSP teaching and learning strategies. In order to ensure our pupils, make accelerated progress and reach the attainment of their peers we teach for mastery using the principles of 'Explicit Instruction' which are based in the pedagogical approach of Barrack Rosenshine. We have set ambitious targets in Reading, Writing and Maths for all pupils. Considerable thought and attention has been spent to carefully consider the needs and starting points of our Priority Learners. We are also specifically focusing on improving our English outcomes (Reading & Writing) with an emphasis on our Priority Learners to ensure that they continue to make good progress and achieve high levels of attainment.

When making decisions about using Pupil Premium funding, we have considered the context of the school, the challenges faced by individuals and research conducted by the EEF. From this. we have identified the common and individual barriers to learning faced by disadvantaged pupils at St Andrew's Primary School.

The Pupil Premium Grant is used to:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide teachers with access to specialist providers for advice and support.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and coaching.
- Ensure that all pupils have access to trips, residential, first hand learning experiences and participate in enrichment activities including sport and music.
- Enable pupils to look after their emotional wellbeing and to develop resilience and excellent learning behaviours.
- Provide high quality mental health and nurture support to enable pupils to access learning and to thrive socially.
- Ensure pupils have access to learning through good attendance and provision of resources.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Principles of our strategy plan

Our plan also takes into consideration the guiding OFSTED Toolkit published November 2025 which is centered on three core aims: Achieve, Belong and Thrive. Inclusion for all pupils is at the heart of our strategy. Through our strategy pupils will:

- Develop the knowledge, confidence and skills they require to be successful in their future learning journey children
- Children will feel safe, welcome and valued at St. Andrew's Primary School
- All pupils will flourish and will have the opportunity to develop to their full potential

Ensuring Inclusion is the key overarching principle of our Pupil Premium Strategy. We will do this by closing progress and attainment data gaps ensure that all learner can Achieve, Belong and Thrive.

Our Pupil Premium Strategy for the academic year(s) 2024 – 2025, 2025 – 2026 and 2026 – 2027 has been developed in line with the OFSTED Toolkit and the Lighthouse Schools Partnership 'Priority Pupil Strategy'. Our key objectives will focus on six key areas of: '*attendance*', '*culture*', '*aspiration*', '*raising achievement*', '*transition*' and our '*wider offer*'.

We understand that the young people who attend our school come from a variety of different contexts. We also understand that their readiness to access school can be vary from family to family. It is our responsibility to ensure that support is put in place as soon as children begin their learning journey with us. It is also our duty to ensure that our school systems swiftly assess and address the needs of our disadvantaged children so that barriers and removed and that all children have an equal opportunity to succeed.

Over the next two years this plan will deliver on creating an inclusive, welcoming learning environment where children want to come to school every day. We will improve outcomes for

priority pupils through the deliverance of high-quality excellent teaching. By accelerating progress, attainment and outcomes, opportunities for our pupils will increase.

The areas that we will be focusing on are:

- Fostering a warm and welcoming environment, in line with the six principles of Nurture, so that every young person feels that they belong.
- Ensuring that all pupils have the resources that they need and receive excellent teaching and instruction from expert teachers so that they can benefit from all aspects of the curriculum and enrichment opportunities.
- Establishing a strong system for transition at all stages of a pupil's school journey which recognises the part that families play in these events so that barriers of change and mobility are reduced.
- Refining the attendance systems so that relationships between school and home are positive, leading to lower absence rates.
- Ensuring that the learning activities and opportunities that take place within our school are conducted through the lens of those that need the most support.
- Addressing the language used around our priority pupils so that our expectations remain high.

In light of recent research, we understand that the most effective learning opportunities for pupils who are disadvantaged are those that are based on early identification, identification of the root causes behind individual attainment gaps, high quality teaching, employment of proven and research-based interventions which accelerate progress early and learning that is based on memorable experiences.

We use the EEF tiered approach as a basis for our approach to spending for our Priority Learner pupils:

Quality First teaching

- In order to ensure our learners make good progress and reach high levels of attainment we use The LSP Pedagogy framework and 'Teaching Walkthrus' to form part of the CPD provided to staff. This ensures that teaching is of a consistent high quality for all of our children.
- As detailed in our School Development Plan 2025 -2026 we are committed to embedding the pedagogical expertise of all of our teaching staff. This academic year we are also focusing on developing our understanding and delivery of the principles of 'Adaptive Teaching'. Our Pupil Premium and Inclusion strategy begins with everyday high-quality inclusive teaching which benefits the pupils who find learning the hardest and reduces the need for individual adaptations.
- Using the principles of explicit instruction and the LSP pedagogical approach, enables teachers to break down learning into manageable chunks using 'I, we, you' and 'my turn, your turn' which supports pupils to grasp learning and understand concepts gradually and for teachers to fade their scaffolds at an appropriate rate and time based on formative assessment. Our PP strategy is embedded within our teaching and learning approach and has an 'all, some, few' approach to targeting and supporting the need of our most

vulnerable pupils in order to support them to realise their potential and to raise achievement.

Our focus on Quality First Teaching and Raising Achievement is through:

- Upon entry to St. Andrew's Primary School all children are assessed for their academic and social and emotional attainment. Pupils' joining in Reception are assessed using the Reception Baseline Assessment. Following this, all pupils, in all year groups, are continuously assessed using formative and at key termly summative assessment points. Teachers and Leaders follow a cyclical approach of planning, action and review in order to reduce barriers to pupils' learning.
- Pupils are also assessed three times a year using the Boxhall, Social, Emotional and Mental Health profiling assessment tool. This profile enables staff and parents / carers to observe and collate a pupil's strengths and difficulties that might affect their learning behaviour in and outside of the classroom. Pupils' who require support are identified early and strategies and interventions are put in place to support pupils who require assistance. At all times parents and carers are included in the rationale behind decision making about the methods of how the support is delivered.
- A rigorous and sequential approach to the curriculum with a long-term approach to learning over time.
- A focus on the acquisition of early reading skills as it is proven that children who struggle to read struggle in all subjects and the wonders of a knowledge rich curriculum pass them by (DfE Reading Framework).
- Delivering early language intervention which narrows the gap which may be created by the end of EYFS / Reception
- **All staff** demonstrating through actions a culture of belief that **everyone** can achieve, succeed and master the taught POS.
- Teaching and learning which draws on cognitive learning theory and is demonstrated through action an explicit instruction approach to teaching and learning which is implemented consistently and reflectively by all members of staff to enable mastery of the taught PoS 'I do, we do, you do.' This will ensure that children are clear what they need to do; have been shown how to do it; have appropriate scaffolds. When needed and receive effective feedback to keep on track.
- Teaching staff will use the principles of 'Adaptive Teaching' to ensure that we continue to strive towards eliminating disadvantage as a limiting factor to a child's potential. As outlined in the St. Andrew's School Development Plan, teachers will receive training which will enable them to make micro-adaptions in lessons and when necessary larger adaptions to ensure that all children can access the same learning goals. Teachers will have high expectations of all pupils; they will adjust teaching as it unfolds, make subtle in-the-moment changes based on responses, and use data gained from accurate '*Checking for understanding*' to shape learning experiences.
- Regular, reflective, purposeful use of formative and summative assessment for learning to ensure that teaching is effective so that children are successful.
- All children actively participate and engage throughout the learning journey.
- Attainment and progress of Priority Learners are tracked carefully in Pupil Progress Meetings.

- A proactive and positive approach to behaviour management.
- A collective approach to ensuring that children 'keep-up' with their learning as result of well-planned and strategically implemented high-quality instruction.

Targeted academic support

- An allocation of the Pupil Premium Grant will be used to provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and coaching.
- Evidence consistently shows the positive impact that targeted academic support can have, particularly for those who are not making good progress across the curriculum. Considering how classroom teachers and learning partners 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 our effective pupil premium strategy.

Wider strategies

- Wider strategies relate to the most significant non-academic barriers to success in school and include a focus on parental engagement and a focus on wellbeing. Within our wider strategy approach we will focus on the key areas of '*attendance*', '*culture*', '*aspiration*', '*transition*' and our '*wider offer*'.

Our key area of focus are:

To improve attendance

- St. Andrew's Primary School to use new LSP Attendance Policy in place (Sept 2024).
- Renewed focus on building relationships with families.
- St Andrew's Primary School to use EBSA.
- Strategic use of EWO/ sanctions so that families are not alienated.

To further develop our whole school Nurture culture

- Continue to implement the 'The Six Principles of Nurture UK' to ensure that children have the vocabulary and ability to express their thoughts and feelings.
- To ensure that children are regularly reminded, through whole school acts of worship, class worship and Voice from the Tree Tops Groups (Pupil Voice Groups) how to use the language of Nurture UK.
- St. Andrew's Primary School will further consider how we a welcoming and inclusive school as seen through the lens of our pupils.

To further develop the process of 'Transition'

- All children at St. Andrew's Primary School are profiled using the Boxhall Profile method. This enables staff to ensure that all children and in particular our disadvantaged or vulnerable children are targeted to ensure that their social and emotional needs are met.

- Children who are in particular need of intervention spend time in our Nurture UK Learning Hub to ensure that their social and emotional needs are met alongside targeted academic intervention.
- Transitions between year groups and key stages are carefully considered and discussed amongst all staff and school leaders through the lens of our Priority Students.
- There is a reduction in suspension / PEX for Priority Learners.

To develop the language of aspiration

- School leaders to receive CPD on developing the way in which pupils are discussed.
- School leaders to disseminate CPD to staff to ensure staff at St. Andrew's Primary school understand are consistent in its use and application.
- Attendance of staff at Trust Inset day which focus on Priority Pupils.
- School leaders attend Priority Pupil Network meetings to share strategies and research.

To prioritise engagement in wider extra-curricular opportunities

- St. Andrew's Primary School prioritise disadvantage pupils for all extra-curricular opportunities, including trips, visiting speakers, leadership opportunities and student voice.
- School Leaders ensure that Pupil Priority Pupils have every opportunity to engage with all aspects of school life.
- St. Andrew's Primary School has a broad offer of wider engagement activities which are shared with all Priority Pupils.

Challenges

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

Challenge number	Detail of challenge – numbers in each cohort are low and so trends have been used as opposed to percentages
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>These pupils require a greater level of intervention over time as the program of study expectations build.</p>
2	<p>Assessments (formative and summative), observations, and discussions with pupils suggest some of our disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their early development as readers.</p>
3	<p>Internal and external assessments indicate that reading, writing and mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception, our disadvantaged pupils typically arrive below age-related expectations compared to other pupils. This gap remains steady for roughly half of those children to the end of KS2.</p>
4	<p>Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils particularly the lack of enrichment opportunities. These challenges particularly tend to affect disadvantaged pupils, including their attainment.</p> <p>Teacher identification of children who require support in terms of SEMH or attainment remain high. Many of those who are disadvantaged are accessing Nurture UK support and receiving small group interventions.</p>
5	<p>Some of the parents / carers of our disadvantaged pupils face barriers in ensuring good attendance. Internal data indicated that pupils from disadvantaged peers have lower attendance than their peers. Data representative of academic year from 2024 - 2025</p>

	<table border="1"> <tr> <td>2024 - 2025</td> <td>Attendance</td> <td>Attendance below 89%</td> <td>Attendance above 90%</td> </tr> <tr> <td>Priority Learners</td> <td>(27) 91.7%</td> <td>(8) 30%</td> <td>(19) 70%</td> </tr> <tr> <td>Non Priority Learner</td> <td>(162) 96.4%</td> <td>(7) 4%</td> <td>(155) 96%</td> </tr> </table> <p>189 total 27 PL 162 non PL</p> <p>PA PP = 8pupils 29.6%</p> <p>PA NPP = 7 4.3</p> <p>Attendance is improving – strategy working.</p>	2024 - 2025	Attendance	Attendance below 89%	Attendance above 90%	Priority Learners	(27) 91.7%	(8) 30%	(19) 70%	Non Priority Learner	(162) 96.4%	(7) 4%	(155) 96%
2024 - 2025	Attendance	Attendance below 89%	Attendance above 90%										
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Non Priority Learner	(162) 96.4%	(7) 4%	(155) 96%										
6	Ensuring that all children within our school community have equitable access to cultural capital. For our priority learners, we aim to provide targeted support where needed, enabling them to participate fully in a rich range of extra-curricular experiences, including trips, residential opportunities and after-school clubs.												

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
Quality First Teaching strategies enable PL children to make progress at least at the same rate as their peers.	<p>The gap in attainment between PL and all children incrementally reduces over time in reading, maths (Based on NfER data and moderated teacher assessment).</p> <p>The need for enhanced additional scaffolding in-class fades during units and over the year.</p>

	<p>In class scaffolding for pupils below ARE is evident / differentiation for those pupils working out of program of study is evident.</p> <p>Over the course of each taught unit of work children reach 'you do' at the stage of development they are working.</p>
Attainment in reading is raised for PL children	<p>Priority Learner children make progress at least at the same rate as their peers in reading.</p> <p>The gap between PL and all children closes over time in reading.</p> <p>Fewer PL children need to be supported through an enhanced reading offer as a result of successful intervention (over time).</p>
Improved phonics and reading attainment for all pupils, particularly our disadvantaged pupils.	<p>A higher percentage of priority pupils reach or exceed the expected standard in reading when compared to national data.</p> <p>Number of priority pupils who pass the PSC is above national data</p> <p>Quality and genre of texts is carefully considered to inspire as well as support curriculum delivery, increase cultural capital and support emotional regulation.</p>
Improved writing and maths attainment for all pupils, particularly our disadvantaged pupils at the end of KS2.	<p>KS2 writing and maths outcomes in 2025/26 demonstrate that our PL children reach or exceed the national standard in Writing and Maths.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

	<ul style="list-style-type: none"> • A decrease in 1:1 action plans from Boxhall pupil screening.
The gap in attendance between Non-PL and PL pupils begins to close	<p>Over % attendance for PL pupils as a group is higher in 2025-2026 than in 2024-2025</p> <p>The gap in attendance between Non-priority learner children and priority learner children is reduced by the end of the academic year.</p> <p>Where pupils were identified as PA in 2024 - 2025 this is not the case in 2025 - 2026 – if they are they proceed to EWO.</p>
To address the gap in cultural capital through enrichment experiences to enable structures opportunities to develop knowledge, language and communication.	Experiences and visitors planned for all pupils across the year which area are designed to enrich and enhance our curriculum offer.
St. Andrew's to be a welcoming and inclusive school where children want to be	<p>Pupil voice reflects that children feel part of the school community and are well supported</p> <p>Pupil, Parent / Carer and Staff Surveys demonstrate excellent relationships with parent community</p>

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: £Nil

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing whole school approach to Teaching and Learning through use Teaching Walkthrus and other professional reading</p> <p>Subscription to 'Walk Thru' site</p> <p>£Nil</p>	<p>EEF Effective Feedback</p> <p>EEF Mastery Learning</p> <p>EEF Cognitive science approaches in the classroom</p>	<p>1, 2, 3</p>
<p>Developing whole school Teaching and Learning Pedagogy through the use of the 'Teach Like a Champion' strategies</p> <p>£Nil</p>	<p>EEF Effective Feedback</p> <p>EEF Mastery Learning</p> <p>EEF Principles of Adaptive Teaching</p> <p>EEF Cognitive science approaches in the classroom</p>	<p>1, 2, 3</p>
<p>Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of phonics, reading, writing and maths. This includes cover costs and resources for:</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <p>Mastery Learning (+ 5 Months)</p> <p>Phonics (+5 months)</p> <p>Reading Comprehension Strategies (+5 months)</p> <p>Understanding how to ensure new learning is processed and retained in long term memory. Cognitive Load Theory</p>	<p>1, 2, 3, 5</p>

<p>Phonics training by the English Hub</p> <p>Exploring the effectiveness of the implementation of the ULS programme (maintaining fidelity)</p> <p>Ensuring quality first teaching is further embedded alongside <i>Rosenshine's principles in action</i></p> <p>Applying the Principles of Adaptive Teaching to ensure that adjustments are made to ensure that all learners are able to make progress and raise attainment over time</p> <p>£Nil</p>	<p>is a well-researched and well proven and demonstrates a strong and lasting influence on learners.</p> <p>Rather than setting lower expectations for students, they support them to reach ambitious goals using a range of scaffolding processes that guide them forward.</p>	
<p>Purchase of standardised diagnostic assessments (NFER for Y2-6, SATs for Y2 and Y6)</p> <p>£Nil</p> <p>Ongoing training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£Nil</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Delivering KS1 Talk Boost Program including staff</p>	<p>EEF Reading</p>	1, 2

<p>training for class teachers and learning partners</p> <p>£Nil</p> <p>Ongoing training and support given to the development of retrieval techniques and dialogic pedagogies for class teachers and learning partners.</p> <p>£Nil</p>	<p>EEF Effective use of Teaching Assistants</p> <p>EEF Oral Language Interventions</p>	
<p>Contribution to LSP Centre of Professional Development to support staff CPD in the following areas:</p> <p>Subject networks</p> <p>Instructional coaching</p> <p>Pedagogy</p> <p>Curriculum Development</p> <p>£Nil</p>	<p>EEF: Closing the Attainment Gap Key Lessons Learned</p> <p>EEF Effective Feedback</p> <p>EEF Mastery Learning</p> <p>EEF Cognitive science approaches in the classroom</p>	<p>1,2,3</p>
<p>Continued use and training to support the use of diagnostic assessments to identify pupil's gaps in learning. In house staff training.</p> <p>£Nil</p>	<p>EEF Diagnostic assessment tool</p>	<p>1, 2, 3, 4</p>

<p>Continued use of INSIGHT diagnostic online assessment package.</p> <p>£Nil</p>	<p>EEF: Closing the Attainment Gap Key Lessons Learned</p> <p>EEF Diagnostic assessment tool</p>	<p>1, 2, 3</p>
<p>Providing release time for English Phonics / Reading lead as required to secure stronger phonics teaching for all pupils.</p> <p>(LSP phonics curriculum training day for all school staff)</p> <p>£Nil</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Use of DfE / NCTEM 'Ready to progress documentation'</p> <p>£Nil</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1,</p>
<p>Continue to improve the quality of social and emotional learning and mental health through the</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>implementation of the whole school approach to Nurture UK</p> <p>£Nil</p> <p>Following Jigsaw for PSHE</p> <p>Monday and Tuesday assemblies set the values 'challenge' for the week.</p> <p>£Nil</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Subject Leader Release time (out of class) to support</p> <p>Quality of teaching their subject across entire school</p> <p>Ensuring universal provision for their subject across entire school</p> <p>Assessment / gap analysis</p> <p>£Nil</p>	<p>EEF: Closing the Attainment Gap Key Lessons Learned</p> <p>EEF (2020) The EEF guide to supporting school planning: a tired approach 2020 – 21</p>	<p>1, 2, 3</p>
<p>Completion of Boxhall Profiles for all pupils to ensure teachers and support staff have a full understanding of their barriers to learning and can</p>	<p>'Addressing Educational Disadvantage in Schools and Colleges'</p>	<p>1, 2, 3, 4, 5</p>

adapt teaching to meet their needs. £ Nil		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £37,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group/individual literacy and/or maths interventions with teachers and learning support assistants</p> <p>This includes support for our Service Pupil Premium children including: priority readers, phonic intervention & handwriting intervention.</p> <p>£37,910</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <p>Mastery Learning (+ 5 Months)</p> <p>Phonics (+5 months)</p> <p>Reading Comprehension Strategies (+5 months)</p> <p>EEF: Closing the Attainment Gap Key Lessons Learned</p>	<p>1, 2, 3</p>
<p>Co-ordinating additional social and emotional learning mentor support for PL & disadvantaged children</p> <p>£Nil</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p>	<p>4, 5, 6</p>

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

Budgeted cost: £4200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest School provision for all children. Map out entitlement for each year group.</p> <p>£Nil</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p>	<p>5</p>
<p>Lunchtime provision: Provided by Learning Partners to support targeted pupils during breaktimes to ensure these times are successful. Small group activities to support behavior and engagement and reading to learn for the following lessons</p> <p>Forest school</p> <p>Library club</p> <p>Class Teachers to focus on transitions</p> <p>£ Nil</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools 2019</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF – Parental Engagement</p> <p>EEF – Social and Emotional Learning</p>	<p>6</p>

<p>appointing attendance/support officers to improve attendance.</p> <p>Learning Mentor to support attendance. Activities include:</p> <p>Daily check-ins with families with low attendance rates</p> <p>Regular reviews of attendance data</p> <p>Headteacher and Pastoral Lead meet fortnightly to discuss safeguarding and attendance issues.</p> <p>Regular supportive meetings with families to support attendance.</p> <p>The Pastoral Lead monitors attendance , supports families and supports families who require an offer of 'Early Help' support.</p> <p>Pastoral support for families that includes support from Learning Mentors in the following areas:</p> <ul style="list-style-type: none"> • Behaviour • Sleep • Housing • Bereavement • Young carers <p>£Nil</p>		
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Learning Partners / support for target Priority Learner pupils during playtimes to ensure these times are successful. Small group and individual work with pupils with focus on outdoor learning to support behaviour and engagement. £Nil	EEF: Improving Social and Emotional Learning in Primary Schools 2019	5, 6
Subsidise educational visits to enrich the curriculum for all children. £2100	EEF: Improving Social and Emotional Learning in Primary Schools 2019 EEF – Physical Activities	4, 6
Fund places at extra-curricular clubs and provide milk for disadvantaged pupils £2100	EEF: Improving Social and Emotional Learning in Primary Schools 2019	4, 5, 6

Wider activities cost: £4,200

Targeted Academic Support: £37,910

Total budgeted cost: £42,110

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reportable Data EYFS 2024 - 2025

Number of children 25

Number of PP children 1

	Listening Attention and Understanding EYFSP	Speaking EYFSP	Self-Regulation EYFSP	Managing Self EYFSP	Building Relationships EYFSP	Gross Motor Skills EYFSP	Fine Motor Skills EYFSP	Comprehension EYFSP	Word Reading EYFSP	Writing EYFSP	Number EYFSP	Numerical Patterns EYFSP	Past and Present EYFSP	People, Culture and Communities EYFSP	The Natural World EYFSP	Creating with Materials EYFSP	Being Imaginative and Expressive EYFSP	EYFS GLD EYFSP	National Average for all Pupils achieving GLD	National Average for PP Pupils achieving GLD
ALL	88%	88%	84%	88%	88%	88%	100%	88%	96%	88%	88%	88%	88%	88%	88%	88%	88%	76%	68%	NA / YET
PP	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	0%		

Reportable Data PSC Year 1 2024 - 2025

Number of children: 25

Number of PP children: 2

	2021 - 2023	2022 - 2023	2023 - 2024	2024 - 2025
ALL	62%	74%	(NATIONAL 80%) 82%	(NATIONAL 80%) (25) 92%
PP	0%	50%	(NATIONAL 68%) 33%	(NATIONAL 67%) (2) 100%

Reportable Data PSC Year 2 2024 - 2025

Number of children: 5

Number of PP children: 2

	2023 - 2024	2024 - 2025
ALL	100%	(5) 20%
PP	100%	(2) 50%

Reportable Data Year 1 2024 - 2025

Number of children: 25

Number of PP children: 2

Summary Y1	Reading	Writing	Maths
ALL School % ARE	88%	76%	88%
PP School % ARE	100%	100%	100%
NON - PP School % ARE	87%	74%	87%

Reportable Data Year 2 2024 - 2025

Number of children: 27

Number of PP children: 2

Summary Y2: End of Key Stage 1	Reading	Writing	Maths
ALL School % ARE	(National 72%) 74%	(National 64%) 74%	(National 73%) 85%
Non PP % ARE	80%	88%	92%
PP School % ARE	0%	0%	0%

Reportable Data Year 3 2024 - 2025

Number of children: 28

Number of PP children: 2

Summary Y3	Reading	Writing	Maths
ALL School % ARE	86%	86%	82%
PP School % ARE	50%	50%	50%
NON – PP School % ARE	89%	89%	85%

Reportable Data Year 4 2024 - 2025

Number of children: 24

Number of PP children: 4

Summary Y4	Reading	Writing	Maths
ALL School % ARE	75%	80%	87%
PP School % ARE	50%	50%	75%
NON – PP School % ARE	80%	85%	90%

MTC

Reportable Data Year 4 2024 - 2025

Number of children: 24

Number of PP children: 4

Summary Y4	MTC	MTC	NATIONAL AVERAGE OUT OF 25	MTC 25/25	NATIONAL AVERAGE FULL MARKS
ALL School % ARE	92% (20+)	AVERAGE 22.7	21	46%	37%
PP School % ARE	75% (20+)	AVERAGE 19.5		25%	
NON – PP School % ARE	95% (20+)	AVERAGE 23.4		50%	

Reportable Data Year 5 2024 - 2025

Number of children: 30

Number of PP children: 10

Summary Y5	Reading	Writing	Maths
ALL School % ARE	83%	73%	83%
PP School % ARE	50%	40%	60%
NON – PP School % ARE	100%	90%	95%

Reportable Data Year 6 2024 - 2025

Number of children: 29

Number of PP children: 6

Summary Y6	Reading	Writing	Maths
ALL School % ARE	(NATIONAL 75%) 90% (+1 no data)	(NATIONAL 72%) 86% (+1 no data)	(NATIONAL 74%) 93% (+1 no data)
Non PP % ARE	86% (+1 no data)	92% (+1 no data)	91% (+1 no data)
PP School % ARE	83%	67%	100%

Attendance 2024 – 2025

All: 189 children |

PP: 33 Children

ATTENDANCE 2024 - 2025	School	National	Local Authority
Whole School	95.7%	94.8%	95%
PL	91.7%	94.8%	95%
Non PL School	96.4%	94.8%	95%

Outcomes for disadvantaged pupils 2024 – 2025

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Performance has also been assessed through teacher assessment, White Rose and NFER standardised tests and quizzing, evidence in books, benchmarking and KPI tracking.

Data from tests and assessments have demonstrated that our disadvantaged children perform below the attainment of our non-disadvantaged children. However, from our analysis it is clear that our disadvantaged are making good progress and for some pupils accelerated progress although this is still behind their non-disadvantaged peers.

Our PSC results have continued to improve as a school with 92% passing the screener, our PL children achieved 100% pass rate as compared to the National Average of 67%. Our Phonics lead has continue to work closely with the 'English Hub' throughout the academic year 2024 – 2025. School wide training and new members of staff have been trained in using our systematic synthetic phonics scheme 'Unlocking Letters and Sounds'. Interventions and highly focused quality first teaching continues to ensure that any children who may be falling behind will be able to 'keep up' rather than 'catch up'.

End of KS2 data for 2024 – 2025 demonstrates that PL pupils are above national figures in Reading and 100% of PL children achieved the expected standard in mathematics. Priority Learners were 5% below the National Average in writing. We have recognised this and improving attainment and progress within Writing is a key focus on the 2025 – 2026 School Development Plan.

Reportable Data Year 6 2024 - 2025

Number of children: 29

Number of PP children: 6

Summary Y6	Reading	Writing	Maths
ALL School % ARE	(NATIONAL 75%) 90% (+1 no data)	(NATIONAL 72%) 86% (+1 no data)	(NATIONAL 74%) 93% (+1 no data)
Non PP % ARE	86% (+1 no data)	92% (+1 no data)	91% (+1 no data)
PP School % ARE	83%	67%	100%

Areas of focus:

1. Teaching

Children have made good progress from their starting points. Phonics in particular has shown improvements again 92% (above national 80%). Pupil premium pass was 100% compared to national (67%).

Staff training in cognitive load theory and Rosenshine principles of instruction have better supported children with knowledge and memory of key facts.

End of Key Stage 1 results are in line for reading 84% and maths 75% and lower in writing 77%.

End of Key Stage 2 results are above national averages for reading 90% (NA:75%), writing 86% (NA: 72% and maths 93% (NA: 74%)

End of Key Stage 2 PL results are reading 86%, 67% writing, 100% maths

PI pupils with SEND have clear provision mapped and progressed tracked showing good progress against targets. They are making small steps of progress to narrow the gap with their peers.

Additional support staff in key year groups have enabled PL children, along-side their peers to access more learning within the classroom and has contributed to their progress and attainment.

2. Targeted academic support

TALK BOOST has supported children in EYFS and Year 1 (including Priority Learner children) in their language development. These sessions took place during Spring and Summer 2024. The children were supported with their social communication and confidence. All of the children attending these sessions made progress based upon their initial assessment to the conclusion of the academic year. All of the children progressed from the EYFS Talk Boost Program to the KS1 scheme to be delivered in 2025 -2026

Targeted Interventions took place throughout the academic year 2024 - 2025. These sessions were led by experienced Learning Partners and Teachers to deliver targeted support in English writing reading and maths to narrow the gaps with individual targets. This led to further progress and narrowing of academic gaps with peers.

Adult support for regular reading in school has ensured progress through the ULS reading scheme, Rapid Reading Scheme to enable our disadvantaged children become closer to their age-related expectations.

3. Wider strategies

Children have received increased support to improve punctuality and attendance as we understand how vital this is in addressing inclusion and progress. End of EYFS and Key Stage

1 attendance is mostly in line with non-PL children. End of Key stage 2 data shows a wider gap which will be rigorously addressed. Families have been supported with access to external agencies for support and this has ensured more settled home environments for children.

Our Pastoral Lead Julie Mayo supports the promotion of mental health and wellbeing providing safe spaces within school and access to 'trusted adults' within school. Through our use of the Nurture UK Program, every child attending St. Andrew's Primary School has been profiled using the 'Boxhall Profiling Proforma'. Children who demonstrate a social, emotional or learning need are provided with activities and targets which are designed to improve well-being and self-confidence. Children are closely monitored through their bespoke Nurture UK learning journeys ensuring that they are supported by staff through each step. By successfully achieving each incremental step, children become more socially and emotionally confident. The program also promotes the use of metacognition learning strategies. This enables children to improve their understanding of how they see themselves as successful learners which in turn promotes increased engagement and ultimately academic progress and attainment with the classroom.

All Priority Learning children have access to subsidised or free after school clubs, visits and school trips to ensure wider experiences and equality with peers.

4. Attendance

Children have received targeted support to improve punctuality and attendance.

End of EYFS and Key Stage 1 attendance is below our with non-PL children by 5.2%.

End of Key stage 2 attendance figures demonstrate a 6.3% gap between Priority Learners and Non – Priority Learners, however this gap has narrowed from 9.3% in 2023 – 2024 representing a 3% improvement.

Families have been supported to access external agencies for support and has ensured more settled home environments for children.

EYFS ATTENDANCE	2022 2023	2023 2024	2024 - 2025
ALL EYFS	90.9%	96.8%	93%
DIS EYFS	72.9%	94.6%	88.1%
NON-DIS	93.2%	97.1%	93.2%
NAT AVE	94.0%	94.5%	94.8%

KS1 YEAR 1 & 2 ATTENDANCE	2022 2023	2023 2024	2024 - 2025
KS1 1 & 2 ALL	94.9%	94.7%	96.1%
KS1 DIS 1 & 2	72.9%	82.6%	93.2%
KS1 NON-DIS 1 & 2	93.2%	95.8%	96.4%
NAT AVE KS1 1 & 2	94.0%	94.5%	94.8%

KS2 YEAR 3,4,5,6 ATTENDANCE	2022 2023	2023 2024	2024 - 2025
KS2	93.5%	91.3%	96.1%
KS2 DIS	85.5%	84.1%	91.6%
KS2 NON-DIS	93.2%	93.4%	97.3%
NAT AVE KS2	96.1%	94.5%	94.8%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme CHECK	Provider

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

During the academic year 2024 – 25 St Andrews Primary School had two children who received service pupil premium funding.

Both of these children received pre and post teaching sessions.

These children were also children who were priority readers receiving additional support from our Learning Partners.

The impact of that spending on service pupil premium eligible pupils

The service pupil premium child who is in KS2 has continued to make good academic progress and is currently working at ARE for Reading, Writing and Maths.

The service pupil premium child who is KS1 did not reach the EYFS Early Learning Goal in 2024 - 2025. However, as outlined in this year's iteration of the Priority Pupil Strategy they are receiving (in 2025 – 2026): phonic intervention, weekly handwriting intervention and they continue to be a priority reader.

Further information (optional)

Additional activity

