Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 Church of England Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 27
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	M Speed (Headteacher)
Pupil premium lead	A Cooper (Deputy Headteacher)
Governor lead	Anne Pulford

Funding overview 2025-26

Detail 2025-26	Amount
Pupil premium funding allocation this academic year (inc POST LAC)	£39,705
Recovery premium funding allocation this academic year	£nil
School Led Tuition Funding	£nil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£nil
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	£39,705

Part A: Pupil premium strategy plan

Statement of intent

Closing the gap between the disadvantaged children (and as a school we include pupil premium, SEND and children experiencing external social difficulties) and non-disadvantaged children has been an aim of national, local and school based strategy for a number of years. At St Andrew's we have revisited and re-thought our strategy towards this cohort to make it more impactful in terms of achievement and best outcomes for each and every one of the children. We acknowledge that the children in this cohort are not a homogenous group and are not pre-destined to underachieve. They all come with their unique and individual needs and it is this individuality which needs to be understood and met with clear actions. As a school we understand that by supporting our disadvantaged children and addressing their needs, we will also be helping to support all of our children, as it should raise the practice and focus of teachers and support staff to be clear in terms of the curriculum being delivered, support being provided and means of assessing impact- be that with formative or summative assessment.

Following 'Addressing Educational Disadvantage' (M.Rowland) our strategy will focus on four interrelated elements:

- Relationships
- Language Development and comprehension
- Metacognition and Self- Regulation
- Social, Emotional and mental health (SEMH)

In developing our policy, we have used a variety of research – notably;

- Addressing Educational Disadvantage in Schools and Colleges - Edited by Marc Rowland
- EEF (Education Endowment Foundation) Guide to Pupil Premium- https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium
- Closing the Vocabulary Gap – Alex Quigley
- Teaching Walkthrus Series 1-3 – Tom Sherrington and Oliver Caviglioli
- EEF – Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition

Challenges

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

Challenge number	Detail of challenge
1	**Relationships –** For the school to have maximum impact of this group of children, positive relationships are essential, between both parents/carers and staff and staff and children. Parents need to know that we have a whole school belief that their child can and will succeed and that we will work with them to do everything we can to make this happen. Building up attendance is a particular area in terms of relationships with parents of our disadvantaged children. Comparison shows that our many of our disadvantaged children have a poorer attendance record that our non-disadvantaged children. Poor attendance equates to missed learning opportunities. Children with an attendance at 90% have missed 20 days or four weeks, of education in an academic year. This impacts attainment and progress.
2	**Language Development and Comprehension** Our disadvantaged pupils typically have a lower baseline when they join us in Nursery and Reception. This includes poorer vocabulary and speech and language difficulties. Many of our disadvantaged children are also less likely to read at home or complete homework. Some of our PP pupils do not have access or exposure to quality reading materials or wider opportunities, outside of school, which can also have an impact upon their vocabulary and wider knowledge. Some of our disadvantaged children also have specific language learning difficulties which need urgent addressing.
3	**Metacognition and Self- Regulation** A high percentage of our disadvantaged children have specific learning difficulties which can impact upon their progress and affect their feelings of control over their learning. Our disadvantaged children need to move from being tacit learners, where education is being 'done to them' to becoming reflective and strategic learners. That they can also control their emotions, be resilient and persevere.
4	**SEMH** - Some of our disadvantaged children have social and emotional issues, which affect their readiness to learn. Others have experienced adverse childhood experiences which can cause trauma and lead to learning difficulties. These children require additional support and understanding to help to make them ready to learn.

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	Target date
Progress in Reading	That PPG pupils make either comparable progress to non PPG pupils or, where there is a specific SEN barrier, the child still makes measurable progress.	Summer 2027

Progress in Writing	That PPG pupils make either comparable progress to non PPG pupils or, where there is a specific SEN barrier, the child still makes measurable progress.	Summer 2027
Progress in Mathematics	That PPG pupils make either comparable progress to non PPG pupils or, where there is a specific SEN barrier, the child still makes measurable progress.	Summer 2027
Phonics	For PPG children to achieve expected level in Year 1 phonics test or, where there is a specific SEN barrier, the child still makes measurable progress.	Summer 2027
Other	Improve attendance of all disadvantaged pupils to national average 95%	Summer 2027

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: £22,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relationships – Needs not labels (SDP 1.4) 1. All staff to know and understand learning barriers of their disadvantaged children – CPD/staff meetings, particularly children in their cohort. Discuss with previous teachers, pupil progress meetings and discussions with parents and carers to help build picture. 2. Adopt a culture of early intervention 3. All staff to have high expectations of all of our children – and as with Safeguarding and SEND – everyone is responsible 4. Adults working with cohorts to know assessment data and have clarity of interventions, scaffolding, support child is to receive to help achievement. (Use diagnostic as well as pastoral assessment of needs)	'Research evidence should be used to challenge assumptions and beliefs' (p17) 'Disadvantaged pupils…should not be treated as a homogenous group. There is no such thing as a 'Pupil Premium' child…**labels can create unconscious bias** and set limitations on what pupils can achieve.' (M.Rowland p 33)	**1**
Language Development and Comprehension (SDP1.1) 1. Early identification and Intervention in Early Years 2. Continued focus on high quality conversations especially in EYFS 3. Well trained LSA support in class for helping children access and achieve classroom work. All staff (teachers and LSAs) to deliver high quality small group support using structured interventions. E.g - NELI (EYFS/KS1) - Phonics- keep up sessions (EYFS, KS1,LKS2) - Additional reading sessions – especially where children are not reading at home.	"The importance of high-quality, inclusive Early Years provision for every child cannot be overstated. Research evidence tells us that: The attainment gap is at its narrowest in the early years. The effect of strategies and interventions tend to be greater when adopted in the early years." p 62 M. Rowland) "Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants "Expanding children's knowledge of language, along with the rich variety of topics they might encounter when reading, can help to enable reading comprehension by equipping children to better understand written texts"	**2**

- maths catch-up sessions - Fluency Bee/ Maths mastery 4. Continue school focus on vocabulary and extending vocabulary in all subjects and retrieval of information. Make use of vocabulary sequences – clear explicit explanation of vocabulary. 5. Apply models and sequences of practice from Speech and Language for all children where there is a need. 6. To ensure that parental engagement of reading with disadvantaged children is equivalent to non-disadvantaged children. Where there is a deficit, to encourage, support parents and ensure disadvantaged children have regular in school reading opportunities.	EFF 'Improving Literacy in Key Stage 2 Guidance Report 2021 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/news/vocabulary-in-action-poster-a-tool-for-teachers EFF Improving Literacy in Key Stage 1 Guidance Report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	
Metacognition and Self- Regulation (SDP 3.1) 1. Quality First Teaching – that teaching staff; employ a range of teaching strategies which will help children embed learning (eg adaptive teaching, explaining and modelling, scaffolding, I say- you say, move from the concrete to visual to abstract, questioning etc) 2. That teaching staff use the full range of formative assessment strategies as outlined in policy to accurately assess children's understanding and adapt as necessary. 3. Staff to explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning (links to assessment policy – esp formative assessment) 4. Apply RRR (Revisit, Review and Remember) consistently across school to help children make links to earlier learning, reinforce earlier links. 5. Establish the '**concept of three'** with staff- helping children encounter and revisit concepts a number of times in a variety of ways. 6. Ensure staff follow sequence of learning for different curriculum areas – with regular opportunities for revision and review. Where there are gaps – targeted action by all adults. 7. Use Knowledge Organisers consistently to help children understand learning path and to make links between subjects. 8. Regularly monitor disadvantage children- observe how they are interacting, working. Consider what learning is like from their perspective. What is helping, what is not. Adapt teaching as appropriate. 9. Teachers to ensure feedback and marking is accessible and understood by children – actioned to improve learning.	"The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective." (M.Rowland) 'For a student to learn a new concept and for it to be integrated into long term memory, the student has to encounter…the concept on at least three different occasions.' (p21 Walkthrus 2) 'All teachers ask questions and give feedback. However, there can be a significant range in the extent to which these practices have an impact on securing deeper learning…it is important for teachers to develop the capacity to be responsive, adjusting the explanatory inputs and tasks according to how well students are doing in making sense of the material.' (p88 Walkthrus 1)	

10. Regular CPD for staff to support above actions.		
SEMH (SDP 3.2) 1. All staff working with cohorts to be aware of social and emotional needs of disadvantaged children- provide support throughout their school day. This is embedded in all that we do during the school day.(Our behaviour policy, values, PSHE curriculum, Play policy, daily interactions etc)	' Effectiveness with SEMH means it is intrinsic to every aspect of school life rather than something done in isolation. It is a set of behaviours, interactions and values. Every interaction within the school community impacts on SEMH' p.91 M.Rowland	**4**

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

Budgeted cost: £11,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relationships (SDP 3.2) 1. Additional adults in the classroom will help develop positive relationships- children who feel supported and cared for will flourish.	'Strong pastoral care is the foundation stone of a successful strategy. It should be seen as the bedrock of any efforts to tackle educational disadvantage. Evidence should be valued in pastoral approaches as much as in academic approaches.' P.21 M. Rowland	**1**
Language Development and Comprehension (SDP 1.1 – 1.4) 1. Targeted, trained LSA support for 1:1 provision for specific children when supported by EHCP or for specific Speech and Language programs.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants "If children do not practise reading and writing enough, they fail to make sufficient progress." https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	**2**
Metacognition and Self- Regulation (SDP 3.1) 1. Targeted 1:1 for particular children with extreme needs – to help them regulate their emotions and be ready to learn. 2. To provide interventions as outlined on EHCP or other guidance supplied by outside agencies.	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.' EEF Metacognition and Self-Regulation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	**3**

SEMH (SDP 3.2) 1. Talk-Time offer for children- to provide support through particular traumas and difficulties. 2. Dedicated INCO time to provide talk time as needed to help our children to be ready to learn	'Strong pastoral care is the foundation stone of a successful strategy. It should be seen as the bedrock of any efforts to tackle educational disadvantage. Evidence should be valued in pastoral approaches as much as in academic approaches.' P.21 M. Rowland	**4**

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

Budgeted cost: £5,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relationships (SDP 2.1) 1. Continue monitoring and supporting families so that the attendance of our disadvantaged children matches those of non-disadvantaged children 2. That punctuality of small number of children is also improved. 3. Training and establishment of new SENCo to help staff develop timely and impactful interventions and help build relationships with parents/carers.	- Link these with EEF strategies and toolkits https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	**1**
Language Development and Comprehension (SDP1.1) 1. Ensure classrooms are dyslexic and autism friendly. 2. That children have available resources to aid them when needed (eg chrome books, writing aids, ear covers etc)		**2**
Metacognition and Self- Regulation (SDP 3.1) To enhance self-esteem and social skills through access to extra-curricular activities, cultural capital opportunities. - Subsidising targeted resources for supporting PPG children's learning.	- Link these with EEF strategies and toolkits https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	**3**

- Inclusion of children in opportunities available in the wider school musical opportunities, trips, Bikability, after school club, revision materials, reading resources etc) - Supporting purchase of school clothes and footwear - Support "wrap around care"- breakfast club.		
SEMH (SDP 3.2) To ensure that our disadvantaged children with specific social and emotional needs and learning difficulties are supported in the best way possible to help them achieve. - Provide a non-class based SENCo (2.5 days per week) to more effectively provide SEMH opportunities where needed and to oversee and direct the SEMH strategy for whole school, including training for all staff. - SENCo and INCO to have allocated time to help support Early Identification of needs and rapid assessment of needs - SENCo Mental Health Training (2024-25) and lead whole school well-being - To ensure all children have access to quality in house or purchased social and emotional support/counselling - Provision of external counselling where appropriate	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send "School Leadership should: -Develop a whole school approach and collective responsibility through a clear rationale and policies to support SEMH .. Whole-school culture should ensure positive SEMH is embedded …[by] intentionally teaching -social skills -emotional wellbeing -resilience -confidence and self-esteem." Social, Emotional and mental health p92 M.Rowland -Adressing Educational Disadvantaged in schools and colleges)	**4**

Total budgeted cost: £ 39,705

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<table>
<tr><th>Intended outcome</th><th>Success criteria</th><th>2024-5 End of year data</th></tr>
<tr><td>Progress in Reading</td><td>That PPG pupils make either comparable progress to non PPG pupils or, where there is a specific SEN barrier, the child still makes measurable progress.</td><td>Reading (YR-Y6 % - Teacher Assessment)
<table>
<tr><th>PPG Eligible</th><th>EXS 2023</th><th>EXS 2024</th><th>EXS 2025</th></tr>
<tr><td>Autumn Term</td><td>25.0%</td><td>27%</td><td>31%</td></tr>
<tr><td>Spring</td><td>23.3%</td><td>34%</td><td>31%</td></tr>
<tr><td>Summer</td><td>26.7%</td><td>34%</td><td>38%</td></tr>
</table></td></tr>
<tr><td>Progress in Writing</td><td>That PPG pupils make either comparable progress to non PPG pupils or, where there is a specific SEN barrier, the child still makes measurable progress.</td><td>Writing (YR-Y6 % TA)
<table>
<tr><th>PPG Eligibility</th><th>EXS 2023</th><th>EXS 2024</th><th>EXS 2025</th></tr>
<tr><td>Autumn Term</td><td>17.9%</td><td>24%</td><td>19%</td></tr>
<tr><td>Spring</td><td>20.0%</td><td>24%</td><td>27%</td></tr>
<tr><td>Summer</td><td>30.0%</td><td>27%</td><td>35%</td></tr>
</table></td></tr>
<tr><td>Progress in Mathematics</td><td>That PPG pupils make either comparable progress to non PPG pupils or, where there is a specific SEN barrier, the child still makes measurable progress.</td><td>Maths (YR-Y6 % TA)
<table>
<tr><th>PPG Eligibility</th><th>EXS 2023</th><th>EXS 2023</th><th>EXS 2025</th></tr>
<tr><td>Autumn Term</td><td>32.1%</td><td>34%</td><td>35%</td></tr>
<tr><td>Spring</td><td>36.7%</td><td>34%</td><td>35%</td></tr>
<tr><td>Summer</td><td>36.7%</td><td>34%</td><td>38%</td></tr>
</table></td></tr>
<tr><td>Phonics</td><td>For PPG children to achieve expected level in Year 1 phonics test or, where there is a specific SEN barrier, the child still makes measurable progress.</td><td>
<table>
<tr><th>PPG Eligibility</th><th>EXS 2023</th><th>EXS 2024</th><th>EXS 2025</th></tr>
<tr><td>Y1 Phonics % Pass</td><td>50%</td><td>50%</td><td>N/A</td></tr>
</table></td></tr>
<tr><td>Other</td><td>Improve attendance of all disadvantaged pupils to national average 95%</td><td>All PP children attendance being closely monitored. A small cohort of children having an impact on overall percentage. Many PP children attendance is improving.</td></tr>
</table>

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
HFL materials – English, Maths and EYFS support materials	HfL Education
NCETM - Maths	National Centre for Excellence of the Teaching of Mathematics
White Rose (maths)	White Rose
Little Wandle Phonics + Big Cats Reading scheme	Little Wandle Letters and Sounds revised Big Cats- Collins
Time tables Rock Stars	Times Tables XX
No Nonsense Spelling	Hope Education