

# Pupil Premium strategy statement 2024-2027



## St. Andrew's Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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 affect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St. Andrew's Primary School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	K Willars
Pupil premium lead	J Rose
Governor / Trustee lead	D Rimmer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23,840
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,840

# Part A: Pupil premium strategy plan

## Statement of intent

The primary aim of our Pupil Premium strategy is to ensure that all disadvantaged pupils receive high-quality teaching and targeted support that enable them to make good or better progress and to narrow the attainment gap between themselves and their peers. We recognise that some pupils start school working below age-related expectations, which can limit their ability to access the curriculum fully. Our approach therefore prioritises early identification of need and provision that is both responsive and ambitious.

At the heart of our strategy is a commitment to excellent teaching for every child. Research shows that the greatest lever for closing the disadvantage gap is consistently effective classroom practice, and we are determined that disadvantaged pupils benefit from the highest-quality teaching every day. Strengthening teaching also benefits all learners, and our strategy is designed so that outcomes for non-disadvantaged pupils are sustained and improved alongside the progress of their disadvantaged peers.

We recognise that some barriers to learning extend beyond the classroom. These may include limited access to enriching cultural and extracurricular experiences, or difficulties related to emotional well-being. For this reason, our strategy incorporates provision for pastoral support, emotional literacy intervention, and financial assistance where appropriate, ensuring that every child is able to participate fully in school life and to flourish academically, socially, and personally.

To ensure our approach is effective, we will:

- Ensure disadvantaged pupils are consistently challenged in the work set for them.
- Act swiftly and early, intervening at the point a need is identified rather than waiting for gaps to widen.
- Adopt a whole-school culture of responsibility, in which every member of staff holds high expectations for disadvantaged pupils and is accountable for their success.

Our school vision aspires for all pupils to be *knowledgeable, well-rounded, and confident*, achieved through a purposeful and engaging curriculum. As a learning community, we understand that both adults and children continually develop and deepen their knowledge and skills. Because we know that all pupils—especially those who are disadvantaged—do best when taught by expert teachers, high-quality professional development is central to our strategy. We are committed to building a culture of inclusion in which we ask, “*What does this individual child need to thrive?*” This personalised, adaptive approach strengthens outcomes for all pupils and ensures that disadvantage is never a barrier to achievement.

As a church school, we are deeply committed to promoting equity and providing equality of opportunity for every child. In living out our Christian vision—“*Let our*

*light shine” (Matthew): life in all its fullness—we strive to ensure that every child is known, valued, and supported to become the very best they can be.*

### Challenges

Challenge number	Detail of challenge
1	Phonics and speech and language development. Pupils are entering school with more speech and language difficulties as well as being less prepared for school.
2	We know that where children have difficulties self-regulating and that this can impact on their academic and developmental progress. We also know that parental engagement with children's learning helps build aspiration and academic progress. Education Endowment Foundation (2018)
3	Individual learning barriers. 36% of our disadvantaged students also have additional SEND needs (as of December 2025)
4	For a number of our PP pupils, poor attendance at school is having an impact on attainment and progress.
5	Expectations and challenge for pupils continues to be a focus area for improvement.

### Intended outcomes

Intended outcome	Success criteria
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<p>Improve children's ability to self-regulate emotions and behaviour, enabling them to access learning more successfully.</p> <p>Strengthen parental engagement in learning to raise aspiration and improve outcomes.</p>	<p>Effective self-regulation: Children demonstrate improved emotional awareness and behaviour regulation (using tools such as Zones of Regulation).</p> <p>Greater classroom engagement: Teachers report improved readiness to learn; monitoring shows fewer disruptions to learning.</p> <p>Increased parental involvement: Attendance at workshops, learning events, and parent consultations increases year-on-year.</p> <p>EEF-aligned practice: Parents of disadvantaged pupils engage regularly with school-based support, resulting in improved home-school communication and support for learning.</p>
<p>Pupil Premium children develop secure early language skills quickly, enabling them to access the full curriculum and communicate confidently.</p>	<p>Baseline language gaps are identified early and addressed through targeted intervention.</p> <p>Increased number of PP pupils achieving age-related expectations in speaking and listening.</p> <p>Observations show improved vocabulary use, sentence structure, and confidence in classroom talk.</p>
<p>Children, particularly those eligible for the Pupil Premium, secure phonics knowledge early and develop into fluent, confident readers.</p>	<p>PP pupils achieve in line with, or above, national benchmarks in the Phonics Screening Check.</p> <p>PP pupils in KS1 and lower KS2 make accelerated progress in reading fluency and comprehension.</p> <p>Targeted interventions show strong impact, with pupils closing gaps quickly.</p> <p>Monitoring shows consistent application of phonic strategies in reading and writing.</p>
<p>To support pupils and their families so that attendance and punctuality improve, reducing the current gap (3%) between Pupil Premium pupils and their peers.</p>	<p>PP attendance improves and the gap with non-PP pupils narrows to less than 1%.</p> <p>Persistent absence for PP pupils decreases.</p> <p>Families engage positively with early help and school support.</p> <p>Improved punctuality, with fewer late arrivals recorded.</p>

Support staff are used effectively to deliver high-quality, targeted provision that meets the academic, social, and emotional needs of all Pupil Premium pupils.	Support staff timetables are aligned with pupil need and reviewed regularly for impact. High-quality interventions show measurable improvement in targeted pupils. Support staff contribute confidently to assessment and next steps. Observations show consistency of practice and strong support for challenge and independence.
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## Activity in this academic year

### Teaching

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued training and CPD for all staff that teach phonics throughout the school.	<p>Education Endowment Fund</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF (Education Endowment Foundation)</a></p>	1, 2, 5
Behaviour management training Review of behaviour policy – all staff	<p>Both targeted interventions and universal approaches have positive overall effects (+4 months)</p> <p>Education Endowment Fund <i>from the</i></p> <p>According to <span style="border: 1px solid black; padding: 2px;">figures</span> <i>ment</i> for <i>Educatic</i> who receive Free School <i>,</i> more likely to receive a per. fixed period exclusion con<sup>not</sup>. those who do</p>	2, 4

LearnAT Under resourced CPD	LearnAT development work based on work of Lee Elliot-Major and Marc Rowland	3, 5
Working within our small schools cluster in phase teams to raise expectations and share best practise	<p>"Participants in this study saw their collaborative work as leading to the achievement of personal and professional outcomes that result in or contribute to student learning and school improvement." ( Chaman 1990)</p> <p>"The evidence points to a number of positive consequences of inter-school collaboration in relation to impacts upon students, teachers, school improvement and organisational efficiency" Effective school partnerships and collaboration for school improvement: a review of the evidence 2015</p>	1, 3, 5
Phonics SW fidelity and matched reading materials. CPD delivered to all new staff.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. Phonics EEF	1,5
Maths Hub Network	The EEF guidance for KS2 improving Mathematics is based on a range of the best available evidence research.	3, 5
Purchase of standardised diagnostic assessments.	<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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	3,5

## Targeted academic support

Budgeted cost: £ 9,640

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Pixl Intervention therapies.	Pixl Members Area	3, 5
Insight tracking software	Insight – Review case studies	1, 3, 5
Classroom support for children to access learning	Education Endowment Fund 1. Small group tuition has an average impact of four months additional progress over the course of a year.	1, 2, 3, 5

## Wider strategies

Budgeted cost: £ 1700

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Support pupils to engage in the whole curriculum	Support for non-academic issues that impact success in school, such as attendance, behaviour, and social and emotional challenges.	4,5
Engagement of families	Education Endowment Fund Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	2, 4,5

<p>Support pupils and families to improve attendance.</p>	<p>Support for non-academic issues that impact success in school, such as attendance, behaviour, and social and emotional challenges. For example:</p> <ul style="list-style-type: none"> <li>• school breakfast clubs</li> <li>• counselling to support emotional health and wellbeing</li> <li>• help with the cost of educational trips or visits</li> </ul> <p>DFE (Department for Education) guidance</p>	<p>4</p>
	<p>school give pupils a sense of worth and have a positive effect on their wellbeing, which in turn is reflected in attendance, behaviour and motivation to learn.</p>	

**Total budgeted cost: £ 23,840**

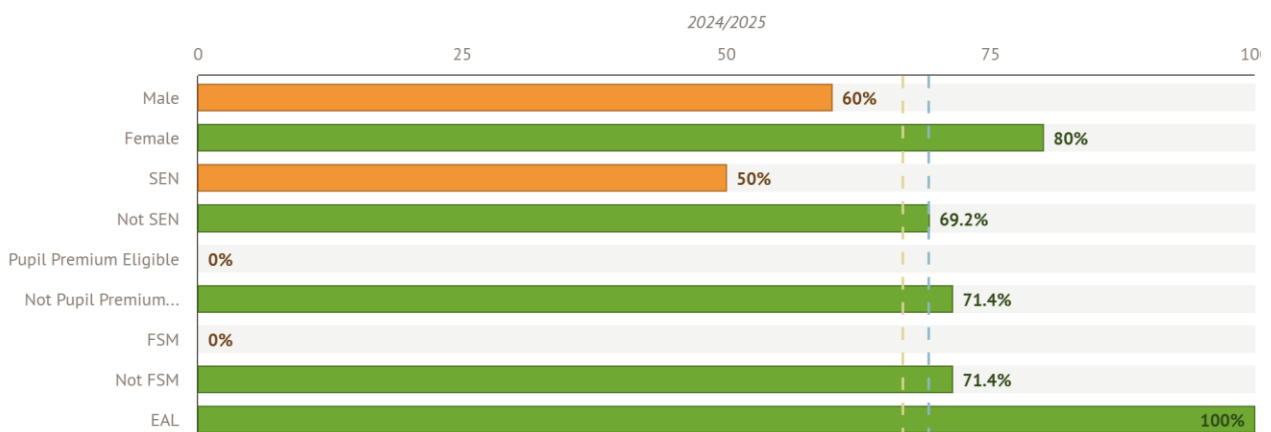
## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes:

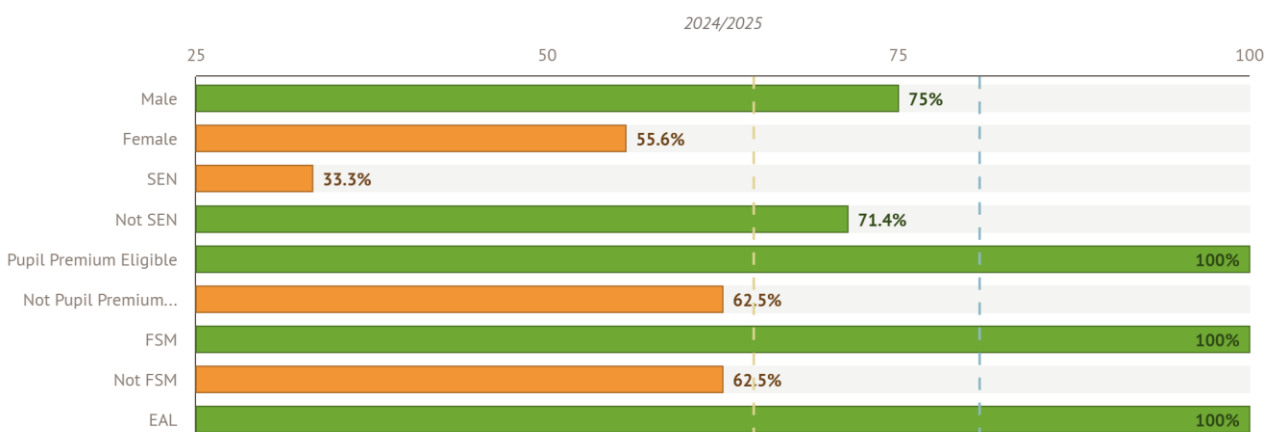
We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. When compared to national data these comparisons are to be considered with caution due to the size of the data sets as pupil cohorts are small.

#### Disadvantaged pupils at St. Andrew's CE Primary School:

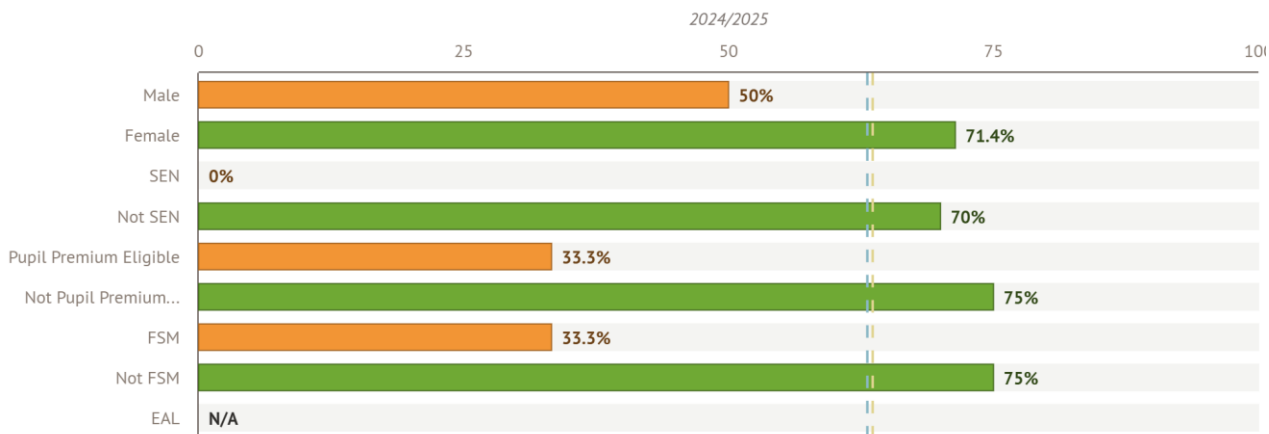
##### EYFS (No PP children)



##### Year 1 (only 1 PP child)



## Year 6 (3 PP children)



## Phonics Data 2024/25

100% of PP children in Year 1 passed the Phonics Screening. (1 pupil premium child)

## End of Key Stage 2 Data 2024/25:

Only 1 out of 3 PP children achieved the expected standard last year. There were significant changes within school that meant some strategies were not as effective.

The data demonstrates that disadvantaged pupils are doing well compared to national disadvantaged data according to both national and internal data up to Year 5.

Our evaluation of the approaches delivered in the last academic year indicates that quality CPD to ensure high quality teaching has supported the pupil outcomes shown for the majority of pupils. Our new strategy of Adaptive Teaching aims to support all children, including those in year 5 to decrease their gaps in learning

## Externally provided programmes

Programme	Provider
N/A	

## Service pupil premium funding

*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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A