

Pupil premium strategy statement – St Andrew’s CE Primary School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Gemma Mouldsdale
Pupil premium lead	Gemma Mouldsdale / Rachel Fairhurst
Governor / Trustee lead	Ali Noble

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£157,560

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments highlight a significant challenge in early writing development for disadvantaged pupils. Of the 17 children entering Reception, 0 were assessed as secure in the writing element of the 3–4 year Early Learning Goals. This indicates that <i>none</i> of the cohort, including children eligible for Pupil Premium, entered school with age-appropriate writing skills. As a result, they are not on track to achieve a Good Level of Development (GLD) without targeted intervention. This low starting point limits pupils' early mark-making confidence, fine motor control, phonological awareness, and ability to apply early writing behaviours, creating a substantial barrier to later literacy progress.
2	A significant number of children, including those eligible for Pupil Premium, enter Reception with delayed speech, limited vocabulary, and underdeveloped oracy skills. Families do not always access external support or attend Speech and Language Therapy (SALT) appointments, which limits early intervention and contributes to ongoing communication barriers. The National Baseline was completed within the first three weeks of school, and follow-up language assessments have confirmed a high level of need for early language development, with 57% of disadvantaged children working below age-related expectations in communication and language. This presents a considerable barrier to pupils' ability to access the curriculum, engage socially, and make expected progress across all areas of learning.
3	Attendance and punctuality issues can lead to significant loss of learning time. Although attendance for disadvantaged pupils remains broadly in line with national averages, recent data shows a relative decline that requires targeted intervention.
4	Children's social and emotional needs continue to present a significant barrier to learning. Current CPOMS data indicates that 75.6% of all logged concerns relating to emotional wellbeing, low self-esteem, or the need for play therapy involve pupils eligible for Pupil Premium funding. This suggests that lower aspirations, reduced self-belief and limited confidence are disproportionately

	affecting this group, and are likely to be impacting their engagement, resilience and overall readiness to learn.
5	Challenging home circumstances continue to limit some families' capacity to engage fully with the support and opportunities offered by the school. CPOMS data shows that 80% of all recorded incidents relating to family support, and 74% of concerns linked to home or parenting issues, involve pupils eligible for Pupil Premium funding. This indicates that complex family relationships and poor home environments are disproportionately affecting this group, reinforcing the vital role of the Pastoral and Welfare Officer in enabling these families to access essential provision and ensuring children are able to benefit fully from their education.

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
Over the next three years, disadvantaged pupils will make accelerated and sustained progress in early writing from their low starting points. High-quality teaching, targeted intervention, and a consistent approach to early literacy will ensure that by the end of Year 3 of the plan, at least 80% of disadvantaged pupils enter Key Stage 1 having achieved age-related expectations in the writing strand of the Early Learning Goals. This will compare to 38% in 2024. Across the period, all pupils—particularly those eligible for Pupil Premium—will demonstrate strong development in fine motor control, mark-making confidence, phonological awareness, and the secure application of early writing behaviours. As a result, the school will significantly reduce the attainment gap and establish a consistently strong foundation for later literacy, with pupils on track to achieve a Good Level of Development (GLD) and sustained progress into Key Stage 1.	Pupil Progress & Outcomes - Year 1: At least 50% of disadvantaged pupils in Reception reach age-related expectations in early writing (ELG writing strand). - Year 2: At least 65% of disadvantaged pupils meet age-related expectations. - Year 3: At least 80% of disadvantaged pupils achieve age-related expectations and enter KS1 securely on track. - The proportion of disadvantaged pupils achieving a Good Level of Development (GLD) in literacy increases year on year, reducing the gap with non-disadvantaged peers. Development of Early Writing Skills - By the end of each year, all disadvantaged pupils show measurable improvement in: - Fine motor control (evidenced through assessments such as threading, pencil grip progression, handwriting benchmarks). - Mark-making confidence and independence (observational assessments, learning journals). - Phonological awareness (validated phonics assessments). - Application of early writing behaviours (e.g., segmenting,

	writing simple words, emerging sentence structure). Quality of Teaching & Provision • High-quality teaching of early writing is consistent across EYFS, evidenced by: ◦ Termly learning walks showing secure modelling of early writing behaviours. ◦ Continuous provision areas consistently promoting mark-making, gross/fine motor development, and phonological skill-building. Curriculum & Assessment • A clearly sequenced progression map for early writing is fully embedded by the end of Year 1 and refined based on assessment data in Years 2 and 3. • Baseline and ongoing assessments are used effectively to identify gaps and target support, with disadvantaged pupils' progress tracked termly and acted upon rapidly. • Moderation shows teacher assessments are accurate and aligned with ELG expectations. Leadership & Monitoring • Leaders conduct termly analysis of disadvantaged pupils' writing progress and use findings to adjust provision. • Staff receive targeted CPD in early writing, phonics, and handwriting with impact demonstrated in classroom practice. • Parent engagement improves year on year, with at least 75% (Show and Share) of families participating in workshops or home-learning activities that support writing.
Over the next three years, the school will significantly improve early language, vocabulary, and oracy outcomes for all pupils, with a sharp focus on disadvantaged children. In 2024, 63% of pupils achieved a Good Level of Development (GLD) in Communication and Language, highlighting progress from the 57% baseline but showing that targeted support is still needed. Through high-quality classroom practice, targeted early intervention, and stronger engagement with families and external agencies, the proportion of disadvantaged pupils achieving age-related expectations in Communication and Language will increase year on year, with the aim that at least 80% of disadvantaged pupils meet or	1. Pupil Outcomes & Progress Year 1: At least 68% of disadvantaged pupils meet age-related expectations in Communication & Language (building on the 2024 GLD of 63%). Year 2: At least 75% of disadvantaged pupils meet age-related expectations. Year 3: At least 80% of disadvantaged pupils achieve age-related expectations and enter KS1 as confident communicators. The gap between disadvantaged pupils and their peers in Communication & Language narrows each year and is significantly reduced by Year 3.

exceed age-related expectations by the end of Year 3.	Pupils receiving targeted interventions (NELI, SALT-led plans, oracy groups) make at least expected progress, with the majority making accelerated progress. 2. Development of Communication, Language & Oracy Skills • All disadvantaged pupils show measurable improvement in: ◦ Speech sound production and clarity. ◦ Receptive and expressive vocabulary. ◦ Listening and attention skills, demonstrated through increased focus during whole-class and small-group activities. ◦ Oracy behaviours such as turn-taking, sentence structure, use of new vocabulary, and ability to respond to questions in full sentences. • By the end of Year 3, pupils demonstrate confident use of dialogic talk and participate meaningfully in structured classroom discussions. 3. Quality of Teaching & Provision • Classroom environments across EYFS and KS1 consistently promote high-quality talk, vocabulary development, and language-rich interactions (verified through learning walks and observations). • Teachers routinely model high-quality language and embed structured opportunities for dialogic talk throughout the day. • Targeted interventions for language are timetabled, implemented with fidelity, and reviewed termly based on progress data. • Provision maps show precise, timely support for disadvantaged pupils with identified needs. 5. Leadership, Monitoring & Assessment • Termly assessment of Communication & Language identifies needs promptly and informs intervention plans. • Leaders monitor disadvantaged pupils' progress termly and adjust provision to ensure rapid improvement.
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	Through Voice 21, Staff receive CPD in language development, speech sound awareness, and oracy pedagogy, with impact evident in classroom practice.
Over the next three years, the school will improve attendance and punctuality for disadvantaged pupils so that they meet or exceed national expectations and demonstrate sustained, year-on-year improvement. In the 2024–2025 academic year, attendance for disadvantaged pupils was 92%, highlighting the need for targeted action. By the end of Year 3, the overall attendance rate for disadvantaged pupils will be at least 95%, with persistent absence reduced to below 5%, ensuring that all pupils have full access to the curriculum and can maximise their learning opportunities.	1. Attendance Outcomes - Year 1: Attendance for disadvantaged pupils improves to 94.5% or higher. - Year 2: Attendance rises to 95.5% or higher. - Year 3: Attendance reaches 96% or higher, meeting or exceeding national expectations. - The attendance gap between disadvantaged and non-disadvantaged pupils narrows year on year and is minimal by Year 3. 2. Persistent Absence (PA) - Year 1: Persistent absence (PA) for disadvantaged pupils reduces to below 8%. - Year 2: PA reduces to below 6%. - Year 3: PA is below 5%, with clear evidence of sustained improvement. - Identified PA pupils show improved attendance following targeted plans, with the majority making positive month-on-month gains. 3. Punctuality - Late arrivals for disadvantaged pupils reduce year on year: - Year 1: Fewer than 2% of sessions include a late mark. - Year 2: Fewer than 1.5% of sessions include a late mark. - Year 3: Fewer than 1% of sessions include a late mark. - Children previously identified as persistently late show sustained improvement following early help support or tailored interventions. 4. Systems, Monitoring & Intervention - Robust attendance monitoring systems are embedded, enabling: - Weekly tracking of vulnerable groups. - Early identification of concerns. - Timely intervention by the Attendance Lead and pastoral team. - Attendance action plans for disadvantaged pupils at risk of PA are

	reviewed at least half-termly, with clear evidence of impact. • Leaders regularly analyse attendance patterns and report to governors, demonstrating year-on-year improvement. 5. Family Engagement & Support • Increased engagement from families of disadvantaged pupils in attendance meetings, early help processes, and school support events (evidenced through attendance logs). • Families understand the importance of attendance and punctuality, supported by effective communication, workshops, and targeted pastoral follow-up. • Strong collaboration with external agencies results in improved attendance outcomes for identified families.
Over the next three years, the school will significantly strengthen the social and emotional development of disadvantaged pupils so they are better equipped to engage with learning, demonstrate resilience, and sustain positive behaviour. Targeted pastoral support, high-quality classroom practice, and strong partnership with families will reduce the disproportionate impact of emotional needs on Pupil Premium pupils.	By the end of Year 3: • The proportion of CPOMS concerns relating to emotional wellbeing involving disadvantaged pupils will decrease from 67.4% to below 55%, demonstrating improved emotional regulation, confidence, and resilience within this group. • Disadvantaged pupils will demonstrate sustained improvements in behaviour, reflected in a reduction in behaviour incidents logged on CPOMS from 63% to 50% over three years, alongside positive trends in pupil voice and classroom engagement. • High-quality pastoral interventions—including play therapy, ELSA support, and pastoral support—will be fully embedded and demonstrate clear impact on reducing barriers to learning. • Pupils eligible for Pupil Premium will demonstrate increased confidence, independence, and aspiration, contributing to improved engagement, and academic progress across the curriculum.
Over the next three years, the school will continue to provide significant support for vulnerable families—particularly those eligible	By the end of Year 3: • The proportion of disadvantaged pupils who achieve age-related

for Pupil Premium—so that we continue to limit how challenging home circumstances disproportionately impact children’s access to education. Through our enhanced pastoral systems, multi-agency collaboration, and sustained parental engagement, the school will continue to reduce the impact of home-based barriers on disadvantaged pupils’ wellbeing, attendance, and learning.	expectations in reading, writing, and maths at the end of Key Stage 2 will increase from 57.1% to at least 65%. Families will engage more consistently with school-led support, early help processes, and external agencies, with clear year-on-year improvement in attendance at meetings, workshops, and intervention reviews.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £61,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs trained to deliver speech and language programmes to individual and groups and children.	Oral language interventions (educationendowmentfoundation.org.uk) This is clearly beginning to have a positive impact on the children’s learning.	2
Ensure the curriculum in EYFS supports all pupils, in particular the most disadvantaged, with a particular focus on speech, language, communication and early reading and writing.	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-andlanguage-approaches Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective approaches improving learning by as much as six months. https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches	2

Ensure that the most vulnerable pupils have access to high quality texts to have a positive impact on outcomes.	The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing. The EEF recognises that the use of comprehension strategies utilising high quality text has a highly beneficial effect on teaching and learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Pre and post learning delivered to individuals and groups by teachers and TA's. - Strategies put in place for children working below the expected standard and those working towards Greater Depth	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils (educationendowmentfoundation.org.uk) High quality teaching including pre- and post- teaching has a positive impact on the pupil's learning	1, 2
Oral language development explicitly extending pupils' spoken vocabulary and use of structured questioning to develop reading comprehension - Vocabulary specific teaching included in all lessons	Oral language interventions (educationendowmentfoundation.org.uk)	2
Develop and deepen class teacher subject knowledge in the application of RWM teaching strategies and pedagogies, in order to specifically target individual cohort needs. School has invested in EY2P to provide early, targeted teaching and support.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Investment in EY2P ensures children develop essential early literacy and communication skills before entering KS1. By providing small-group and 1:1 teaching interventions, we aim to reduce the attainment gap and maximise progress, in line with EEF guidance on early intervention, phonics, and small-group tuition.	1

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

Budgeted cost: £30,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted booster groups for maths, reading and phonics	One to one tuition and small group tuition are both effective interventions (educationendowmentfoundation.org.uk)	3, 4
Purchase and use of language links and speech links to assess and develop speech and language	Analysis tool that identifies language needs. Identifies priorities for improving practice in the support and management of children with delays in early language development (educationendowmentfoundation.org.uk)	2
Use of NELI programme	Tuition 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 Toolkit Strand Education Endowment Foundation EEF (educationendowmentfoundation.org.uk)	2
Continue to enhance the quality of teaching of phonics. High quality CPD for all staff.	EEF research into improving literacy recommends effective implementation of a systematic synthetic phonics scheme in order to explicitly teach pupils a comprehensive set of letter-sounds relationships for reading and sound-letter relationships for spelling https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 (educationendowmentfoundation.org.uk) From EEF phonics support has a proven impact with average gains of 4+ months. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students	4

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

+

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of wellbeing activities including yoga, mindfulness sessions, Heartsmart and judo.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year (educationendowmentfoundation.org.uk)	4, 5
Enhanced pastoral care including the provision of a Pastoral and Welfare officer who works with other agencies to ensure the emotional and physical well-being of our children and families including monitoring attendance, First Call response, letters to parents, home visits etc	‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. (educationendowmentfoundation.org.uk) Attendance is key to learning. If a child is not in school and not engaging with remote teaching then they will not make progress. Intervention by our PWO has reduced the number of persistent absentees and increased attendance. Low-cost rewards help reinforce positive routines, recognise progress, and motivate improved attendance Children and young people at risk of future educational disengagement need to be identified at an early age, and their positive engagement with education effectively promoted and attendance improved.	3, 4, 5
Attendance Rewards	The attendance team supports schools in their endeavours to raise attendance rates by working with pupils, families and other key agencies. The team specialises in working with schools to develop effective systems, procedures and interventions and work in partnership with organisations to improve attendance and reduce persistent absence	
Local Authority Attendance Officer - Service provides targeted intervention, including casework, home visits, multi-agency attendance support, and monitoring specifically focused on PP pupils who are overrepresented in the PA cohort.		

Meets with the Pastoral & Welfare Officer every 3 weeks to scrutinise children whose attendance is below 92% .		
Ensure all pupil premium pupils have equality of opportunity to take part in trips, residential, extra-curricular, enrichment and out of school learning opportunities in order to raise aspiration, broaden horizons and improve self-esteem.	Provision of a range of opportunities to extend children's experiences see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-arespending-the-funding-successfully Education Endowment Trust Toolkit states that participation in artistic, creative activities has a positive impact on core academic attainment https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/primary-sel	3, 4, 5
Improving community cohesion through events such as a weekly Coffee Mornings for families to meet informally in school	How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice (educationendowmentfoundation.org.uk) This greatly enhances home / school links removing barriers and developing parental engagement.	4, 5
Support for low income families including foodbank vouchers, provision of second-hand uniform and free breakfasts for vulnerable children and families. Monetary vouchers can also be used to purchase new school uniform.	How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice (educationendowmentfoundation.org.uk) Children who are healthy and well fed are better able to engage with learning. Wearing the correct uniform enhances self-esteem and helps to support the development of high aspirations.	3, 4, 5
PWO 1-2-1 support	'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. (educationendowmentfoundation.org.uk)	3, 4, 5
Therapy sessions as required –Dog Therapy, Play Therapy and	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year (educationendowmentfoundation.org.uk)	4

Confidence Academy		
Active Hope to work with classes and groups of children	‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. (educationendowmentfoundation.org.uk)	3, 4, 5
Intervention and support by SENDCO to pursue families who are discharged from various agencies due to failures to attend appointments.	Family support from the SENDCO (educationendowmentfoundation.org.uk) Our SENDCO works closely with families to offer support, advice and encouragement thus enabling them to access a wide range of support services.	2, 5
Extra-curricular clubs Purchase of resources and additional staff costs for TAs to run clubs, events and competitions out of school time.	Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.	4, 5

Total budgeted cost: £157,560

Part B: Review of the previous academic year (24-25)

Outcomes for disadvantaged pupils

Review of Outcomes

2024-2025

- 29% of PP children achieved GLD (Good Level of Development) at the end of EYFS.
- 86.7% of PP Year 1 children passed the phonics screening.
- 60% of PP children combined ART in end of KS2 tests.

Our Pastoral and Welfare Officer has identified children who have presented with above average emotional and / or behavioural needs. These children have accessed a range of therapies and specialist services to help them to develop coping strategies. Including:

- Play therapy
- Confidence Academy
- Active Hope

This has resulted in our children, particularly the vulnerable ones, being happier and demonstrating resilience and high aspirations. Children have also been reported to be calmer and there have been fewer cases of children suffering from stress or anxiety. We have used some pupil premium funding to ensure that all eligible children attended school visits and residential activities thus improving their cultural capital.

All children participated in regular Heart Smart sessions and have access to our Pastoral Support Worker when appropriate to discuss and explored issues and concerns. Some identified children accessed play therapy and others who were identified with behaviour difficulties were referred to MHST and completed work through the mentoring programme, we also referred some to the therapy dog. A group of children who were in the borderline/clinically significant group were allocated to a self-esteem and confidence group with 'Confidence Academy'. Other identified children were referred to specialist services e.g. CAMHS, St. Josephs and Early Help services.

We constantly monitor and work with all our children to enable them to identify, express and manage their own wellbeing and emotions.

We communicate with parents using the School Ping app – 96% of our parents now have access to this which keeps them informed of offers of support. 97% of our parents utilise ParentPay to make payments to schools. This helps us to assist families in money management. Vulnerable families are offered regular welfare sessions and selected children attend sessions with Confidence Academy, Active Hope and Fit, Fed and Read holiday provision.

Pupil premium attendance – 92%. We will continue to pursue children with poor attendance to develop strategies to ensure that they attend school regularly. We also continue to celebrate good attendance with half termly prize draws and rewards.

Summary

We are happy with our current offer to vulnerable families.

Evidence gathered through our self-evaluation strategy has shown that intervention strategies have been beneficial. We recognise that our latest KS2 data was not as high as previous years due to cohort specific issues. We will continue to be relentless in our pursuit to improve outcomes for pupil premium children across school.

Behaviour and attitudes

‘Pupils spoke about the importance of showing impeccable behaviour, and this is evident in their conduct. They respond well to teachers’ and leaders’ expectations. Behaviour around school is excellent. Pupils are calm and happy in school’

~Ofsted 2023

Many pupils take part in a range of clubs, including the reading club. The yoga sessions help to develop pupils’ understanding of how to maintain healthy bodies and minds. Some pupils spend time taking part in a programme to further develop their skills in self-confidence and resilience.

~Ofsted 2023

Leaders are relentless in making sure pupils attend school regularly and on time. Leaders ensure that pupils take part in a broad range of rich and diverse experiences to better understand the world around them.

~Ofsted 2023

Externally provided programmes

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

Programme	Provider
TT Rockstars	Maths Circle Ltd
White Rose Maths & Science	White Rose
Essential Letters and Sounds	Oxford Owl

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.