



St Andrew's CE Primary School, Three Year Pupil Premium Strategy Plan

This three year strategy plan details St Andrew's use of the Pupil Premium Grant from December 2025-December 2028. An updated statement is produced annually and published on the school website.

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

School overview

Detail	Data
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	7.9%
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)	December 2025- July 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Caroline Dimond (Headteacher)
Pupil premium lead	Julie Small (Inclusion Lead)
Governor / Trustee lead	Lindsay Steel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,576
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£24,576

Part A: Pupil premium strategy plan

Statement of intent

The whole school community at St Andrew's take responsibility for supporting disadvantaged children. Staff ensure they know the children well and tailor provision in the light of the needs of individuals and groups.

Our aim is for all pupils - regardless of background or the challenges they may face to make strong progress and achieve high attainment across every subject. Our Pupil Premium Strategy is designed to ensure disadvantaged pupils are fully supported in meeting this ambition, including those who are already high attainers.

Our Pupil Premium strategy has been developed as a result of the evidence gained from our school self-evaluation form, through staff collaboration in reviewing and designing the curriculum, and reflecting on the latest research as to effective strategies to support children's learning.

At the heart of our strategy is a commitment to high-quality teaching, with a particular focus on the areas where disadvantaged pupils require the most support. Teachers are encouraged to be brave and ambitious in their delivery of the curriculum and maintain high expectations for all children, whatever their starting points may be. It is evident that several of our children eligible for Pupil Premium have additional needs and through our range of assessment tools we have been able to identify need early and provide targeted interventions to give specific support to those children.

Evidence shows that high-quality teaching has the greatest impact on narrowing the attainment gap while benefiting all pupils across the school. We place a strong emphasis on the development of foundational knowledge and behaviours for learning from the earliest stages. As pupils progress through the school, the focus shifts towards fluency and mastery.

Our Pupil Premium strategy puts class teachers at the centre of pupil achievement. The progress of children in disadvantaged groups is tracked and monitored closely using a balance of standardised assessment tools, diagnostic assessments and teacher assessment including for example, verbal rather than written feedback.

It is through the process of developing this Pupil Premium Strategy that we have been able to identify barriers to learning that disadvantaged pupils within St Andrew's may experience. Our ultimate objectives for our disadvantaged pupils include:

- Developing behaviours for learning by making sure they can access their work, stay engaged in lessons, and take an active part in their own learning.
- Develop pupil oracy and listening skills across school
- Develop maths fluency across the school.
- Supporting children's social and emotional wellbeing to expand their horizons so that they may experience life in all its fullness.

Challenges

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

Challenge number	Detail of challenge
Teaching and Learning Challenges	
1	Using assessments, observations and verbal feedback with pupils, 53.5% of total children eligible for Pupil Premium Grant have been identified by their class teachers as on track to be working towards year group expectations in at least one area of reading, writing or maths.
2	Using assessments, staff observation, analysis of data and monitoring, it has been identified that children need to develop strategies in their learning to connect new information in order to build on prior knowledge
Targeted	
3	Of the total number of pupils eligible for the Pupil Premium Grant, 64.7% are either on the SEN register or are being monitored for SEND. This is an increase of 6.7% from the previous academic year.
External Challenges	
4	Whilst school data shows that attendance for children eligible for the Pupil Premium Grant has improved (76.5% at more than 95%attendance), there is still a need to improve this further.
5	Observations and discussions with pupils and families have highlighted a range of social and emotional challenges faced by many children. These include increased levels of anxiety, low self-esteem, and difficulties in managing relationships or regulating emotions. Such barriers can significantly affect pupils' ability to engage fully with their learning and, in turn, impact on their attainment.

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
Improve reading skills and comprehension of disadvantaged pupils.	Teacher summative and formative assessment data Phonics data, end of KS assessment data, intervention outcomes, pupil voice Moderation in place, Pupil progress and attainment meetings at least termly in phases and cross phase meetings.
Progress and attainment in maths in line with peers raised through focusing on fluency	Teacher summative and formative assessment data Moderation in place, Pupil progress and attainment meetings at least termly in phases and cross phase meetings. Pupil Voice Times table test outcomes at year 4 End of Key Stage Maths data

<p>Improve children’s understanding of learning behaviours ensuring that they are active participants in their lessons.</p> <p>Develop pupil oracy and listening skills across school to further enable all learners to engage fully with their learning.</p>	<p>Pupil Voice / Pupil Parliament Staff feedback Monitoring in place. Review children’s progress against this area of the curriculum and assess as per other subjects. Shared at Pupil Attainment and Progress (PAP) Meetings, with parents at PTCs, Implement and review strategies for assessment for learning within lessons S Implement and review strategies for assessment for learning within lessons Speech and Language assessments eg Wellcomm</p>
<p>Early identification of additional needs and appropriate targeted intervention implemented to promote pupils’ learning skills and enable them to get the very best from their learning opportunities</p>	<p>Disadvantaged children with additional needs achieve their academic potential Measured progress using Herts Easy Tracking and specific diagnostic assessments and goal-based outcomes for small steps progress.</p> <p>Pupil Voice (eg use of This Is Me) Parental feedback (PTC’s, meetings with staff) Staff feedback following use of different adaptive teaching strategies. Audit of impact of interventions that are taught in addition to whole class teaching.</p>
<p>Support children’s social and emotional wellbeing. Increase opportunities to signpost families to support agencies as required</p>	<p>Increased pupil engagement and enthusiasm for learning – pupil voice. Evidence of engagement in activities such as sporting competitions. Percentage of children attending wide range of clubs. Pupil voice/ parental feedback following specific interventions such as ELSA sessions. Monitoring of incidents using CPOMS</p>
<p>Increased attendance rates and punctuality for all children eligible for Pupil Premium Grant in line with their peers.</p>	<p>Pupils meet or exceed attendance data with non-disadvantaged peers within school.</p>

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Professional Development (Class teachers and TA’s)	“A pupil cannot benefit from a lesson if they are not present, engaged in the lesson, and behaving appropriately for learning.”	1, 2, 3

<p>To maintain effective teaching skills and pedagogical practices through effective assessment for learning</p> <p>Focus on children’s active engagement in their learning through monitoring and Peer Review.</p>	<p>EEF Jul 2021</p> <p>“There are opportunities for improvement ... to improve the inclusivity of the assessment system for young people ... including those from socio-economically disadvantaged backgrounds, while maintaining the rigour of the system.”</p> <p>DfE Curriculum and Assessment Review -and Interim Report (2025)</p>	<p>1,2,3</p>
<p>Continue to improve reading skills and comprehension of disadvantaged pupils.</p>	<p>The average impact of reading comprehension strategies is an additional seven months’ progress over the course of a year. Successful approaches are carefully tailored to pupils’ reading capabilities. Texts should provide an effective, but not overwhelming, challenge.</p> <p>Reading comprehension strategies can be taught effectively in a range of contexts, for example, as part of pupils’ usual literacy activities, in lessons across the curriculum, or in specialised reading sessions, either to the whole class or a targeted group.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2,3</p>
<p>Staff Professional development</p> <p>Develop Maths Fluency across the school by the Introduction NCETM materials in Year 3, 4 and 5 to secure use of the mastery approach in KS2.</p> <p>Develop maths fluency and reasoning by encouraging use of accurate maths vocabulary and sentence starters.</p>	<p>“Pupils need procedural fluency to be able to solve a range of problems and ... learn which types of problems a method is useful for. ... Both of these develop with practice.”</p> <p>primary schools [should] “make sure that pupils ... practise and consolidate new learning through well-designed exercises and activities ... check that pupils are developing ‘procedural fluency’ ... and address gaps ... at the earliest possible opportunity.”</p> <p>“Coordinating Mathematical Success: The Mathematics Subject Report” (GOV.UK, 2023)</p> <p>https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report?s=09&utm</p>	<p>1,2, 3</p>
<p>Develop pupil oracy and listening skills across school to further enable all learners to engage fully with their learning.</p> <p>Consider Voice 21 resources and possibilities to review curriculum to include specific oracy skills.</p> <p>Monitoring pupil vocabulary across the curriculum to allow for deeper level conversations and development of skills alongside the knowledge.</p>	<p>Researchers reported that participation was associated with increased learning engagement of children and improvements in the quality of classroom language-learning environments.</p> <p>University of Bristol</p> <p><i>Supporting Spoken Language in the Classroom (SSLiC)2022</i></p> <p>The Voice 21 Impact Report (2022–2023) shows evaluations of schools in their “Oracy Schools” programme, they found a 50% improvement in average school oracy scores (comparing early-stage oracy schools vs schools after several years in the programme)</p> <p>“Voicing Vocabulary” project (Years 6 and 7), students were <i>more likely to have above-average reading scores</i> compared to national peers</p> <p>https://voice21.org/wp-content/uploads/2024/01/Voice21-Impact-Report-2024-web.pdf</p>	<p>1,2,3 5</p> <p>1,2,3,5</p>

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

Budgeted cost: £ 21,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD (SENCo) Further develop adaptive teaching strategies for scaffolding children so that they can access the 'key learning' with growing independence within group and whole class situation.</p> <p>Use of goal based outcomes for Individual Support Plans to measure small steps progress.</p>	<p>Interventions are evidence based and skills are closely linked to whole class lessons and may involve pre-teaching, opportunities for overlearning etc.</p> <p><i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</i></p> <p>EEF Evidence impact of approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,
<p>Use of data and Pupil Attainment and Progress meetings, pupils identified for 1:1 and small group tuition from children's own class teacher so that gaps in knowledge and skills can be addressed through focussed teaching.</p>	<p><i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact</i></p> <p>EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3,1,2

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

Budgeted cost: £ 2100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD includes Therapeutic Thinking training, Protective Behaviours and Emotion Coaching to support targeted interventions promoting wellbeing and positive mental health.</p> <p>PHSE Curriculum (Jigsaw) used across the school</p> <p>The INCo and Headteacher's positive relationships with families means they can signpost families to support</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p>While universal approaches to SEL learning seem to have a slightly greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs</p> <p>Education Endowment Foundation "Small-group interventions to build social and emotional development have been shown to boost pupil engagement. ...</p>	<p>5,</p> <p>5</p> <p>5</p>

<p>as necessary and/or carry out a Families First Assessment, Small group 1:1 pastoral care through use of two ELSA's to support social and emotional development of pupils eligible for Pupil Premium Grant.</p>	<p>Whole school approaches, such as consistent routines and positive reinforcement ... help to build a culture that supports attendance.</p> <p>EEF https://educationendowmentfoundation.org.uk/news/eef-responds-to-government-behaviour-and-attendance-plans-for-schools</p>	
<p>Headteacher and Inclusion Co-ordinator to closely monitor attendance of disadvantaged pupils and work with families to improve attendance in line with non-disadvantaged peers.</p> <p>Attendance monitored and noted on CPOMS every half term as part of our regular CPOMS audits.</p>	<p>Evidence brief on improving attendance and support for disadvantaged pupils Education Endowment Foundation Feb 23 “build a culture of community and belonging for pupils” — particularly vulnerable ones.</p> <p>https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils?</p> <p>At Key Stage 2, higher attendance bands are significantly associated with a greater likelihood of achieving expected outcomes <i>“The link between attendance and attainment in an assessment year”</i> DfE (March 2025)</p>	<p>4</p> <p>4,1</p>
<p>No child will be denied participation on school trips due to financial hardship.</p> <p>Consider use of alternative grants, payment programmes, hardship funds so that all children can access enrichment opportunities such as school trips and visitors.</p> <p>School maintains its membership of Birchwood Sports Partnership and additional sporting links to local schools and clubs. We ensure that there is representation from disadvantaged groups in competitions and events.</p>	<p>This blog highlights the value of school trips but also gives us some questions to consider to ensure all trips are effective and worthwhile. https://www.artfund.org/professional/news-and-insights/guide-for-teachers-how-to-demonstrate-the-value-of-school-trips</p> <p>EEF report highlights the positive impact in the participation of Arts and Sports</p> <p>https://www.youthsporttrust.org/media/zyyo133r/pe-and-attainment-evidence-paper-january-2022.pdf?utm Youth Sports Trust Evidence Paper – The Link Between Physical Activity and Attainment in Children and Young People (March 2022)</p>	<p>All</p>