

Pupil premium strategy statement – St Andrew’s CE School and Nursery

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	291 (334 including nursery)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	<i>Joel Turvey Head teacher</i>
Pupil premium lead	<i>Adam Spencer, Deputy headteacher</i>
Governor lead	<i>Jenny Cains, lead for disadvantaged pupils</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£85,000

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure pupils from all backgrounds make good progress, from their starting points, and achieve high attainment from across the curriculum. Our Pupil Premium Strategy is used to support pupils, no matter what their challenges are, to achieve the best they possibly can with barriers to achievement and progress tackled robustly through evidence based strategies, including high attainers to continue to make strong progress.

The planned support will be flexible to support vulnerable pupils whose circumstances may change e.g. safeguarding or home life issues. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not

Central to our philosophy, for maximising the outcomes for disadvantaged pupils is the quality first teaching, grounded in evidence based approaches. High quality CPD will support teachers to deliver our personalised curriculum to meet the needs of all pupils. This has been proven to be one of the most effective strategies in diminishing the difference between the disadvantage attainment gap. Through quality first teaching we will also be able to support the learning of non-disadvantaged pupils who will continue to make good progress and achieve well.

As well as high quality teaching and targeted support, pupils will also receive support through wider strategies. This will include a focus on ensuring all pupils receive the cultural capital they need in order to achieve well. Evidence based support will be given for pupils' behavioral, social and emotional needs to ensure they are ready to learn. The strategy will also focus on the strong attendance as this is linked to high achievement.

All staff will be aware of disadvantaged pupils and will be clear on the strategies used to support them to diminish the difference in attainment and progress. The school use the EEF guidance for effective use of the pupil premium strategy when planning for expenditure to support pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Many disadvantaged pupils' speech and language skills upon entering the school are underdeveloped. Assessments from speech and language therapist and other internal measures have identified that a high proportion of pupils entering the school need SEN support in relation to speech and language. Support is needed to address these gaps as they impact pupils as they progress through the school. Disadvantaged pupils in KS2 have a narrower vocabulary than that of Non-Disadvantaged pupils. This impacts on learning generally, but specifically in reading and writing.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>Baseline data shows that many disadvantaged pupils come into school knowing less initial sounds than their peers. This negatively impacts their development as readers. Baseline in Year 1 shows that disadvantaged pupils are more likely than their peers to score lower and need further support. The trend over the past 3 years has shown there is a gap between disadvantaged pupils and their peers achieving the expected standard.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry data shows that pupils in Reception have a lower starting point compared to their peers in Number and Number pattern. 20% of disadvantaged pupils achieved full marks in the Multiplication check compared to 45.5% of Non-Disadvantaged. The average mark was 18.42 for Disadvantaged pupils compared to 20.97 for Non-Disadvantaged. Despite this gap typically closing by the end of KS2 it remains a priority due to the low starting point.</p>
4	<p>Evidence shows an increase in social and emotional needs of pupils. There is an increase in the number of pupils identified as vulnerable and an increase in the number needing direct intervention to support them to regulate effectively. Evidence from previous years show self regulation objective in EYFS is achieved less by disadvantaged pupils than their peers, although 2024/25 bucked this trend.</p> <p>65% of pupils have accessed or are accessing targeted support through Motional activities after screening.</p> <p>86% of disadvantaged pupils have accessed our Early Help offer or support from external agencies, including Social Services.</p>

5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5 – 7% lower than the school figure. In 2024/25 the gap reduced from 7% to 5% and the attendance of PPG pupils increased by 3.3%</p> <p>42% of disadvantaged pupils have been ‘persistently absent’ compared to 16.7% of the school figure in 2024/25. There was a decrease of 4.2% compared to the previous year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p> <p>The percentages are skewed as a result of the number of GRT pupils, who are classified as disadvantaged, who are absent for significant periods due to travelling.</p>
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments, classroom observations, feedback from interventions and speech and language therapist shows a significant improvement in speech and language skills for disadvantaged pupils. The number of pupils assessed through Welcomm assessments as needing support as part of SALT caseload will reduce through meeting specific targets.</p> <p>The effective use of oracy strategies used within learning and teaching are evident and an improvement of pupils oracy is evident through assessments.</p> <p>This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and the feedback and reports from speech and language therapist. Teacher surveys will show improvement in teacher CPD.</p>
Improved reading attainment among disadvantaged pupils.	Internal and external outcomes by 2027/28 show that Disadvantaged pupils make progress at least in line with their peers and the attainment of pupils improves from baseline.
Improved maths attainment in maths for disadvantaged pupils at the end of KS2.	Progress of disadvantaged pupils is at least in line with Non Disadvantaged pupils. Disadvantaged pupils close the gap between their peers in the Multiplication Check mean score and percentage achieving full marks. Attainment at end of Year 5 has increased from starting point in 2024/25, by the end of 2027/28. A higher percentage of disadvantaged

	pupils will achieve the maths EYLG in Reception compared to their baseline.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils through support for families.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <p>Check figures</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in formal consequences including suspensions. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Less families needing access to Early Help offer. • Less pupils needing targeted Motional Interventions.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers (excluding long term travellers).

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: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments through Pixl.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3,

<p>CPD for teachers to improve the learning and teaching for all pupils.</p> <ul style="list-style-type: none"> • Teacher Walkthrus • National College • Worcestershire County Council 	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF</p>	<p>1,2,3,4,5</p>
<p>Take part in WOVEN project through Worcestershire County Council to support the implementation of Oracy. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF Effective Professional Development EEF</p>	<p>1,2,3,5</p>
<p>Continued subscription of DfE validated Systematic Synthetic Phonics Programme Little Wandle to secure stronger phonics teaching for all pupils.</p> <p>Continued support from John Bosco Foundation to support phonics practice and cover provided to allow phonics lead to work effectively with the foundation.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1,2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance through Maths No Problem Scheme, textbooks and workbooks.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access GLOW Maths Hub resources and CPD.</p> <p>Continued participation with Mastering Number in Reception and KS1 and implementation of Mastering Number for KS2, which includes training for staff.</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>Mathematics guidance: key stages 1 and 2</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>1,3</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Part funding of Teaching assistants and pastoral lead for The Meadow Provision to target support for disadvantaged pupils with an EHCP's.</p>	<p>The evidence shows that TAs can support pupils effectively through structured interventions. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact,</p> <p>Deployment of Teaching Assistants EEF</p> <p>Teaching Assistant Interventions EEF</p>	1,2,3,4,5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered with support from John Bosco Foundation..</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	2

	Phonics Teaching and Learning Toolkit EEF	
<p>Subscription of Motional to assess pupils social and emotional needs and create an action plan with selected activities to support pupils' needs.</p> <p>Employment of play therapist one day a week to work 1:1 with pupils and their families to support their social and emotional needs.</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>Improving Social and Emotional Learning in Primary Schools EEF</p>	4,5
<p>Purchase of a Welcomm assessment to assess speech and language skills of identified pupils. Speech and language therapist employed one day a week to support with listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills. Therapist to also support interventions run by school staff and cpd for all staff.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management through support from Beacon Behaviour Support Hub and behaviour strategies as part of Walkthrus.</p> <p>Additional behavioural TA to lead the support the needs of vulnerable pupils.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	4
<p>Embedding principles of good practice set out in the DfE's</p>	<p>The DfE guidance has been informed by engagement with schools that</p>	5

<p>guidance on working together to improve school attendance.</p> <p>This will involve training for staff through Inclusive Attendance subscription as well as external training from Worcestershire County Council.</p> <p>Investment of support of Education Welfare Officer to help monitor attendance of vulnerable pupils.</p>	<p>have significantly reduced levels of absence and persistent absence.</p>	
<p>Employment of two pastoral leads responsible for the school's nurture room (The Orchard) to support the needs of vulnerable pupils and to target support for most vulnerable families through our Early Help offer. Supporting families to engage in Early Help and targeted family support as well as pupils with complex SEN needs.</p>	<p>Evidence show families have been adversely affected by COVID and the number of referrals for families in need of support and pupils needing support with mental health, social and emotional needs has increased resulting in a designated members of staff in place to coordinate this.</p> <p>EEF Guidance report on improving behaviour Working with Parents to Support Children's Learning EEF Parental engagement EEF</p>	4,5
<p>Subsidy of enrichment opportunities for disadvantaged pupils to increase their cultural capital</p> <ul style="list-style-type: none"> - Sports clubs - Art clubs - Theatre workshops - School trip subsidy - Music tuition 	<p>Cultural capital is the essential knowledge that children need to be educated citizens in our community. It is important that all pupils receive equitable opportunities are not culturally disadvantaged. Evidence shows opportunities like these can help promote attendance.</p> <p>EEF Arts Participation EEF Physical Activity</p>	4,5
<p>Continued training as part of our status as a Trauma Informed School. Designated teacher to complete Trauma Informed Schools UK diploma with training disseminated to all staff.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) EEF Guidance report on improving behaviour</p>	4,5
<p>Targeted free places for breakfast and after school club.</p>	<p>Evidence from the Magic Breakfast Study demonstrate the positive impact of the approach. Previous use</p>	4,5

	of this initiative has seen incidents of lateness reduce for targeted families. EEF Magic breakfast	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

Total budgeted cost: £85,000

Internal and external assessments for 2024/25 demonstrate that pupils eligible for the Pupil Premium Grant (PPG) have made strong progress from their baseline assessments, resulting in improved attainment across key measures.

Phonics Screening

- A very small cohort of disadvantaged pupils participated in the phonics screening (5 pupils, with 1 absent due to GRT travelling).
- 60% of pupils who took part in the assessment achieved the phonics standard. The two who did not have SEND support.
- All pupils showed good progress from their starting points.
- 60
- Three disadvantaged pupils successfully met the expected standard in Year 2 after not achieving it in Year 1, reflecting effective targeted intervention. Two pupils did not achieve it with one pupil having an EHCP

Multiplication Tables Check

- 12 disadvantaged pupils completed the Multiplication Tables Check (with 3 absent due to long-term GRT travelling).
- Outcomes for this cohort were positive:
 - 33% achieved the maximum score.
 - 58% scored above 20 marks.
 - The cohort's average score was 18.41, compared to the whole-class average of 19.8.
 - 50% of this cohort receive SEND support and 20% have an EHCP
- Although national comparative data for disadvantaged pupils was unavailable at the time of review, internal analysis confirms that these pupils made good progress from their baselines and engaged well with the school's multiplication tables reward system.

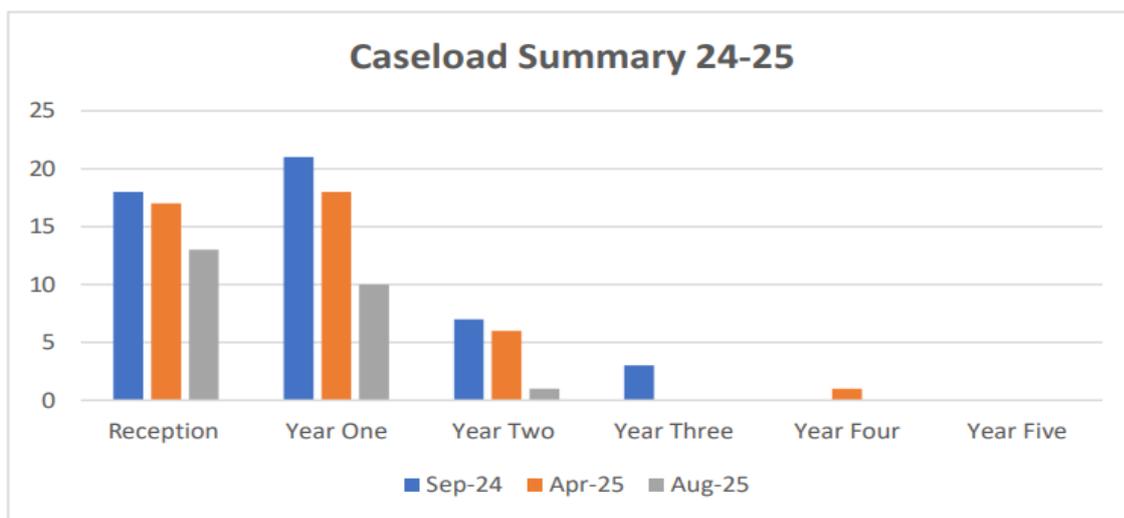
These outcomes indicate that PPG pupils are making sustained progress and achieving well relative to their starting points, supported by targeted strategies and interventions.

Progress of PPG Pupils in Reading, Writing and Maths 2024/25

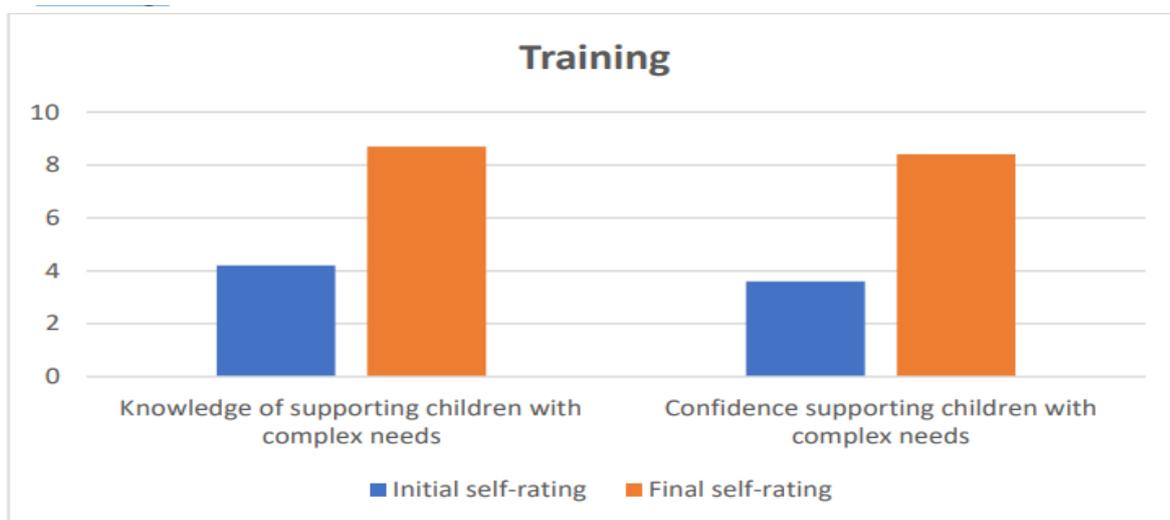
	Expected Progress			Accelerated Progress		
Year Group	Reading	Writing	Maths	Reading	Writing	Maths
Year 1	83%	83%	83%	0%	33%	83%
Year 2	81%	81%	79%	18%	0%	9%

Year 3	92%	92%	92%	16%	8%	16%
Year 4	92%	100%	100%	16%	16%	24%
Year 5	100%	100%	100%	30%	20%	20%

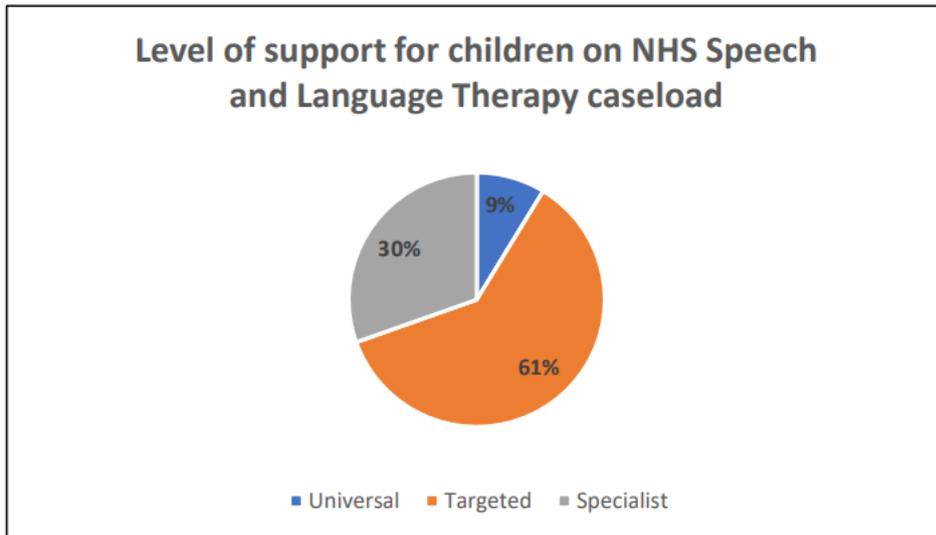
The graph below shows the distribution of children known to the SALT service across each year group. This provides further evidence of the impact of children receiving the appropriate level of intervention in younger year groups as fewer children then need ongoing specialist support further up the school.



The following training session has been delivered in school for all staff this year: • Supporting children with complex needs – Half Ted Day (23rd May 2025) • 98.7% of staff reported an increase in their knowledge of the subject and their confidence in supporting pupils in school with these difficulties following the training.

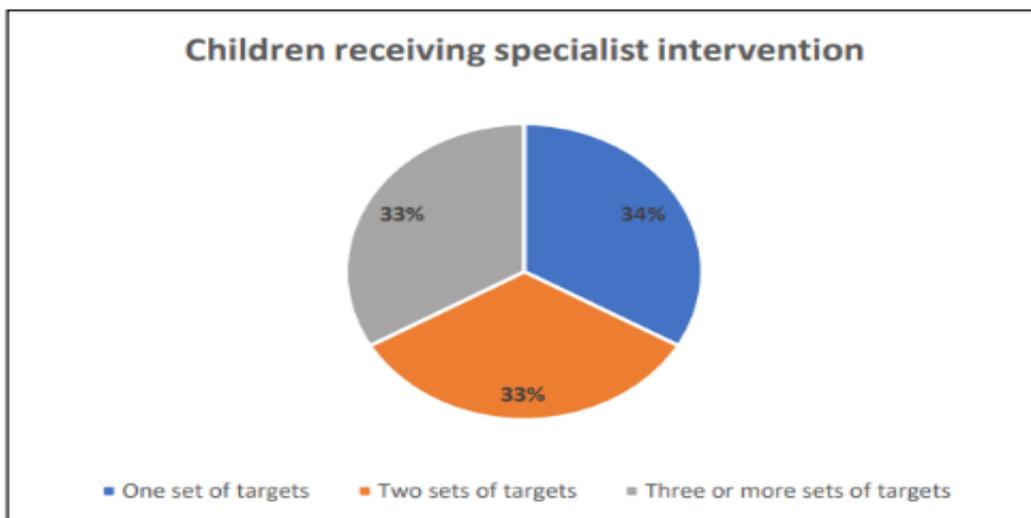


All children in school have received a different level of intervention dependent upon their speech, language, and communication needs. The graph below shows the distribution of universal, targeted and specialist support across the caseload of children currently known to the Speech and Language Therapy Team:



6 children with ongoing communication difficulties have been seen for regular 1:1 therapy

delivered by the Speech and Language Therapist. Progress made following specialist intervention is summarised below:



A variety of therapeutic interventions/support was implemented across the academic year, to include:

- Whole class (both reception classes individually) weekly intervention in second half of autumn term based on results from initial Wellcomm screening (more information below).

- Speech intervention group for 3 children for a term.
- Individual 1:1 therapy for 6 children regularly throughout the year (more information above).
- Attention Autism intervention block for 3 children over a term, with activities and ideas modelled to staff to continue.
- After-school signing club run for 2 separate half terms with performances from the children involved at the end of each half term.
- Attendance at 2 parents' evenings (one drop in and one with bookable appointments).

The therapist screened all reception pupils by using the 'WellComm Screening Tool'.

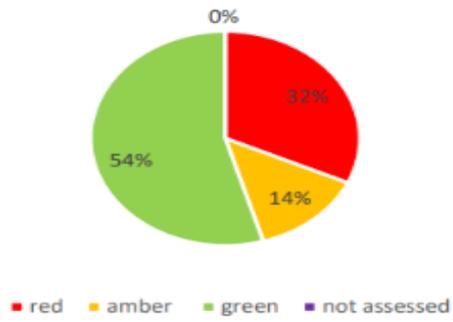
Subsequent whole class intervention was provided weekly for the following half term for both reception classes based on specific results from the screen. The sessions focused on attention and listening, basic concepts, prepositions, vocabulary and phonological awareness.

Appropriate new referrals were also identified. Scores are provided below for the screens demonstrating the progress made by each

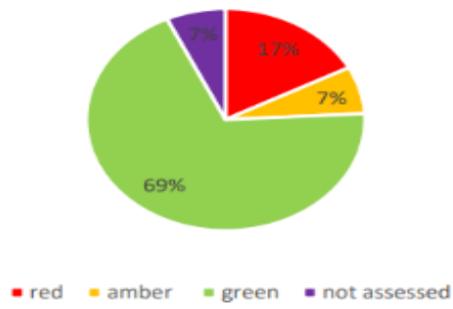
reception class this year:

Seedling Wellcomm:

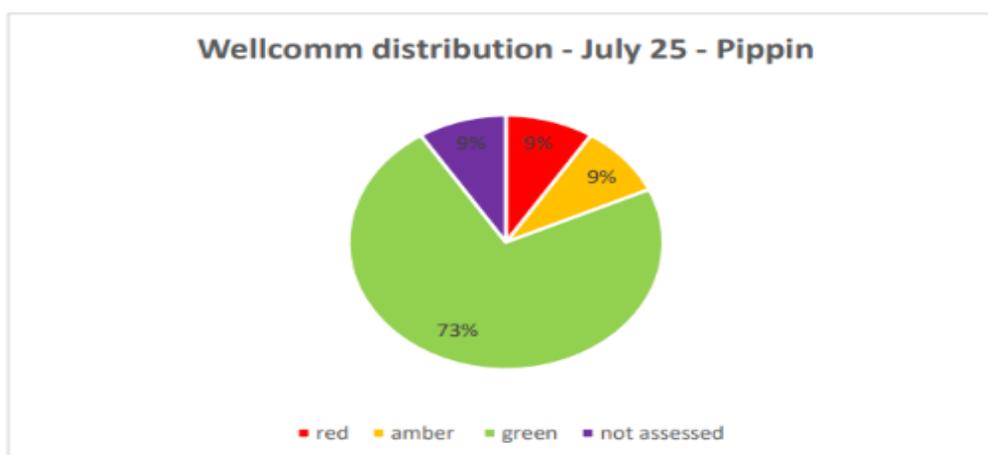
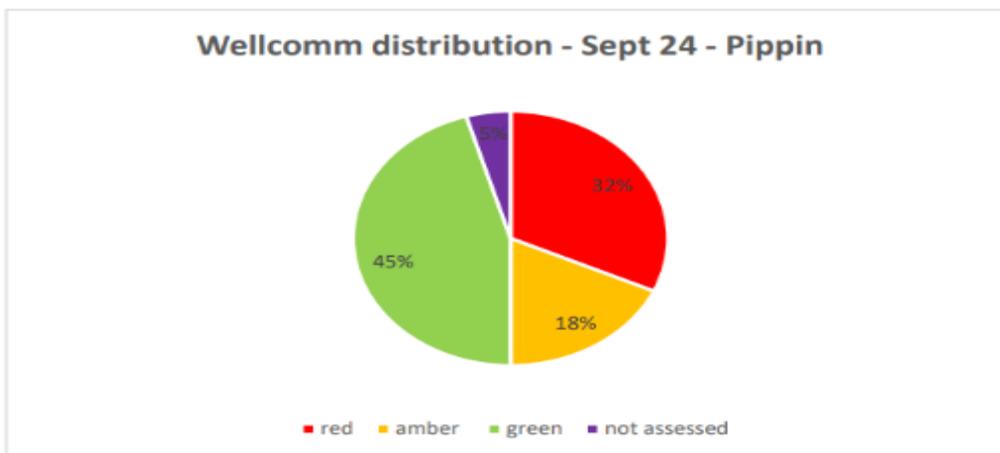
Wellcomm distribution -Sept 24 - Seedling



Wellcomm distribution - July 25 - Seedling



Pippin Wellcomm:



12 pupils received weekly, after school, hourly maths tutoring through Third Space Learning. Children all completed diagnostic tests at the beginning and this allowed for bespoke learning targets which were taught in the weekly sessions. Individual learning reports were shared with teachers each week and children self evaluated on their progress and enjoyment of sessions. Children all made progress against their bespoke learning goals and pupils enjoyed the sessions and felt more confident in maths as a result. Attendance to the after school sessions was very high. The percentage of pupils achieving expected standard in maths increased for those who participated in tutoring.

24 pupils were targeted to take place in the Dare2BE programme which provided activities to support pupils resilience and self esteem. This was a 6 week programme and will continue next year. Children really enjoyed the sessions and demonstrated increased resilience and confidence in class.

Attendance was slightly above National 95.1% compared to National 94.9%. This was an increase by 1.7% from the previous year. There was a 3.4% increase in pupil premium attendance and a 3% increase in SEND attendance. SEND attendance is 0.7% higher than National compared to 1.9% lower than National the previous year. There

was a reduction in Persistent absentees for all pupils by 3.8%. There was a reduction in Pupil Premium pupils persistent absentees by 4.2%. There was a 9.3% reduction in persistent absentees for SEND pupils compared to last year. Our GRT community travelling for large periods of time impacts our Pupil Premium attendance by 5% and our persistent absenteeism by over 20%. We have worked closely with our GRT community we have seen a substantial increase in their attendance when they are not travelling. We work closely with our Education Welfare officer to ensure procedures are applied effectively so support attendance. The subsidy of breakfast club for targeted pupils helped support attendance of targeted pupils and improve lateness.