



PUPIL PREMIUM STATEMENT v1

School Overview

| Detail | Data |
|--|-------------------------------|
| School name | St Andrew's CE Primary School |
| Number of pupils in school | 477 (including Nursery) |
| Proportion (%) of pupil premium eligible pupils | 10.9% |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2026 |
| Date this statement was published | June 2025 |
| Date on which it will be reviewed | June 2026 |
| Statement authorised by | FGB |
| Pupil premium lead | M Platt |
| Governor Lead | Stan Johnson |

Funding Overview-Financial Year 25-26

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £81,247 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £81,247 |

Long Term Strategy 2024-2027:

Statement of Intent

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children by ensuring funding is available to tackle disadvantage. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are free to spend the Pupil Premium as they see fit. St. Andrew's receives a relatively low amount of pupil premium money compared to some other schools. All the programmes of support are overseen by class teachers and the responsibility for their impact lies with the class teacher.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has been proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will also be sustained alongside that of their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point when need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges to educational achievement

| Challenge number | Detail of challenges |
|------------------|--|
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped language and communication skills among many of our disadvantaged pupils. These are particularly evident in Reception in general and are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Our observations indicate that many of our disadvantaged pupils face increased difficulties or challenges with their educational achievement. These findings are supported by national studies. This can result in significant knowledge gaps in some cases and lead to pupils falling behind age-related expectations. |
| 4 | Our assessments (including the wellbeing survey), observations and discussions with pupils and families have identified a number of social and emotional issues for many of our disadvantaged pupils. |

Intended Outcomes

| Intended outcome | Success criteria |
|---|--|
| 1. Improve the language and communication skills among disadvantaged pupils in Reception. | Assessments and observations will indicate significantly improved language and communication skills amongst disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, work scrutinies and ongoing formative assessments. |
| 2. Improved reading attainment among disadvantaged pupils. | Reading outcomes will show that more than 90% of disadvantaged pupils met the expected standard in reading at the end of the current school year |
| 3. To achieve and | Sustained high levels of wellbeing demonstrated by: |

| | |
|--|--|
| <p>sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in the number of pupils displaying emotional issues • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
|--|--|

Activities planned for this year 25-26

| A. £70,000 High Quality Teaching (eg, teaching, assessment, curriculum, CPD, recruitment and retention, technology and resources to support teaching) | | |
|---|--|-------------------------------|
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| <p>Continue to employ appropriate numbers of teaching assistants to deliver specific intervention programmes to support pupil progress.</p> | <p>The EEF 'Making the best use of teaching assistants' recommendations are implemented.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> | <p>2 and 3</p> |
| <p>Improve the quality of social and emotional support.</p> <p>Fund responsibility payments for two Pastoral Leads and their cover to deliver the school's own 'Well Being Support' programme.</p> <p>Social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <ul style="list-style-type: none"> • In-house 'Well Being' Support Programme delivered by staff | <p>DFE-Promoting children and young people's mental health and wellbeing</p> | <p>4</p> |
| <p>Speech & Language Provision - 'in house'</p> <ul style="list-style-type: none"> • Deliver the Wellcomm Speech & Language Toolkit in EY for assessing speech and language skills • Implement the SHREC approach in EY to support effective interactions with | <p>Wellcomm Delivered by our own staff</p> <p>EEF-SHREC approach Delivered by our own staff</p> | <p>1</p> |

| | | |
|--|---|--|
| children | | |
| <ul style="list-style-type: none"> Implement the ELKLAN principles to support the development of speech, language and communication | https://www.elklan.co.uk/ Delivered by our own staff | |

| B. £9480 | | |
|--|--|--------------------------------------|
| Targeted academic support (tutoring, one-to-one support, structured interventions, resources) | | |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech & Language Provision: (£6480) Continue to deliver speech and language programmes and professional support across the EYFS curriculum. These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. <ul style="list-style-type: none"> We will purchase the Enhanced speech and language service from Salford NHS. | There is a strong evidence base that suggests oral language interventions and high-quality classroom discussion are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Delivered by Salford NHS trust | 1 |
| Improve the quality of social and emotional support . <ul style="list-style-type: none"> Place2Be counsellor for 2 days per week | 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): EEF – Social & Emotional Learning https://www.place2be.org.uk/ | 4 |
| Funding for extra teaching assistant/supply staff to support our PP children £3000 | Evidence suggests 1-1 support or small group support enhances progress and attainment of vulnerable children EEF-Effective use of Teaching Assistants | 3 |

| C. £1767 | | |
|---|---|--------------------------------------|
| Wider Strategies (Pupils' social, emotional & behavioural needs, attendance, extra-curricular activity, summer schools, breakfast clubs) | | |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Funding pupils' social & emotional needs for out of school activities, clubs, holiday camps, school trips | DFE-Promoting children and young people's mental health and wellbeing | 1 |

Total Budgeted Cost:

A = £70,000

B = £9480

C = £1767

Total: £81,247

Review of Latest Year's Data: 2023-2024

Outcomes for disadvantaged pupils:

1. Language & Communication skills of disadvantaged pupils in Reception:

Data from our NELI programme, reports from our enhanced speech and language support and feedback from teachers is suggesting that our pupils in early years are making good progress. Gaps that opened due to disrupted education are now narrowing.

2. Phonics at KS1: We are very pleased with the outcomes of phonics in 2024. 100% of our children passed the phonics screening check compared to 80% nationally

3. Our latest available national data is from 2023/24 and suggests that the performance of our disadvantaged pupils was good and progressing well towards our 2024 targets. When compared to schools nationally our disadvantaged pupils attained:

| At expected 2023/24 | | |
|--------------------------|--------------|----------|
| Year Group | School | National |
| Reception GLD – 3 pupils | 100% | 52% |
| Y1 Phonics – 5 pupils | 100% | 68% |
| Y6 – 5 pupils | Reading: 60% | 62% |
| | Writing: 60% | 59% |
| | Maths: 60% | 59% |

4. Well-being of our Disadvantaged pupils:

Qualitative data collected indicates that pupil well-being and mental health is improving. We have used pupil premium funding to provide well - being support for all pupils and targeted interventions where required.

Externally provided programmes

| Programme | Provider |
|---|----------------|
| School's own Well Being Support Programme | Pastoral Leads |
| Enhanced Speech and Language Programme | Salford LA/NHS |
| Supporting children's confidence and social development | KCR Coaching |

Service Premium Funding 2023/24 - £1280

How did you spend your service pupil premium allocation last academic year?

Purchased new reading books for reception class and KS2 to replenish and broaden the reading

material available for our children.

What was the impact of that spending on service pupil premium eligible pupils?

This enabled the new text based curriculum that has been developed in the Early Years to be supported.

The availability of reading books for KS2 children to access was improved and broadened their reading genres