

St. Andrew's CE Primary School
Pupil Premium Strategy
2026 - 2029

OVERVIEW

DETAIL	DATA
School Name	St. Andrew's CE Primary School
Number of Pupils in School	121
Proportion (%) of pupil premium eligible pupils (current as of September 26)	44%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026-2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Date on which it will be reviewed	Jayne Mitchell, Executive Headteacher
Pupil Premium Lead	Jayne Mitchell, Executive Headteacher
Governor Lead	William Garrod, Chair of Governors

FUNDING OVERVIEW

DETAIL	AMOUNT
Pupil premium funding allocation this academic year (taken from 'Pupil Premium allocation 26-27 updated Sep 26'). £1550 per eligible pupil.	£115,000 (Funding based on October 2025 Census)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£115,000

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At St. Andrew's CE Primary School, our vision is rooted in our six core Christian values—faithfulness, joy, kindness, peace, love, and perseverance—to inspire life-long learners and prepare every child for a successful future. As a proud member of the SW9 Partnership, our ultimate aim is to close the attainment gap between disadvantaged pupils and their peers, ensuring that all children make strong progress from their starting points and reach their full potential.

We strive to ensure that:

- **High-Quality Teaching Comes First:** Ambitious, well-sequenced classroom teaching is at the heart of our strategy. Proven to have the greatest impact on closing the disadvantage gap, high-quality teaching benefits all pupils, ensuring non-disadvantaged outcomes are sustained alongside progress for their disadvantaged peers.
- **Foundational & Broad Achievement:** Pupils secure strong foundations in oral communication, reading, writing, and mathematics, while accessing a broad and balanced curriculum that enables them to apply knowledge independently.
- **Holistic Well-being & Inclusion:** The health, attendance, safety, and emotional well-being of our pupils are paramount. We ensure every child feels included, safe, supported, and confident to participate fully in school life, regardless of household income or additional needs.

Our approach is rooted in evidence-based research, aligned with the DfE Menu of Approaches and the EEF 3-tiered framework (Tier 1: High-Quality Teaching, Tier 2: Targeted Academic Support, and Tier 3: Wider Strategies). We treat Pupil Premium as a strategic resource to respond to identified barriers within our school context. Recognising that disadvantage, SEND, and EAL are distinct and overlapping needs, decisions are driven by robust assessment, attendance data, and pupil and family voice to provide precise, coherent support.

CHALLENGES

1. **Economic Disadvantage & Access to Learning:** Around 54% of pupils are eligible for Pupil Premium (well above the national average), residing in an area of high socio-economic deprivation. A substantial proportion of the school community may experience financial barriers to learning materials, enrichment, or practical participation.
2. **On-Entry Low Attainment:** Attainment on entry to the EYFS is typically significantly below the national average for our Pupil Premium children.
3. **Curriculum Consistency & Misconception Resolution:** As identified in our June 2024 Ofsted report, checks on learning and curriculum delivery in some subjects need to routinely address misconceptions before moving pupils on, ensuring gaps in knowledge (including for pupils with SEND) do not develop.
4. **Oracy Skills, Language Acquisition & Vocabulary:** A high number of pupils (39%) speak English as an additional language (EAL). Lack of knowledge of, and exposure to, Tier 2 and Tier 3 vocabulary creates a 'vocabulary gap' that impacts early literacy and reading comprehension.
5. **High SEND & EHCP Needs:** The percentage of pupils requiring SEND support (27%) and those with Education, Health and Care Plans (5%) is above the national average. Pupils require carefully matched adaptations and specialist-informed support to access ambitious teaching and make progress without reducing access to core classroom instruction.
6. **Attendance & Family Support Needs:** There is a high level of need for family support regarding attendance, punctuality, housing, and social-emotional factors. Disadvantaged pupils require active monitoring and tailored support to sustain high attendance and remove barriers to learning.

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 Standards in Phonics, Reading & Writing	Maintain strong phonics delivery from EYFS and nurture a love of reading across the school. Increase the proportion of Pupil Premium pupils achieving expected standards and higher standards in Reading and Writing at KS1 and KS2.
Raised Attainment in Mathematics	Build on strong EYFS and primary math foundations to improve standards at KS1 and KS2 and increase the number of Pupil Premium pupils reaching greater depth / higher standard.
Precision in Assessment & Closing Learning Gaps	Staff consistently conduct timely checks on learning as recommended by Ofsted, ensuring misconceptions are addressed and gaps in knowledge are resolved quickly before moving to new learning.
High Attendance & Active Family Engagement	Maintain high attendance levels and reduce punctuality issues through targeted work by the Parent Partnership Lead, removing barriers to attending regularly and on time.
Enhanced Emotional Wellbeing & Inclusion	Vulnerable pupils and families receive individual and family psychotherapy, ensuring pupils develop emotional regulation, feel safe, and are ready to learn.

TIER 1 - HIGH-QUALITY TEACHING (CPD, SUBJECT LEADERSHIP, ASSESSMENT)		
Activity	Evidence that supports this approach	Challenge Numbers
<i>Maths & English Subject Leadership & Training</i> Maths & English subject leaders to deliver training on mathematical subject knowledge, planning, problem-solving, and embedded checks on learning.	<i>EEF Impact: +5 months</i> High-quality professional development and subject mastery training have strong evidence of improving pupil outcomes.	2, 3
<i>Educational Psychology (EP)</i> EP support to develop educational provision, teaching adaptations, and outcomes for pupils with complex needs.	<i>EEF Impact: +4 months</i> Targeted specialist support ensures teaching is adapted effectively for pupils with SEND.	3, 5
<i>Staff Training & Curriculum Implementation CPD</i> Senior leaders to lead staff training across curriculum areas, improving teaching, learning, formative assessment, and misconception resolution.	<i>EEF Impact: +5 months</i> Professional development focused on formative assessment and curriculum design improves learning retention.	1, 3, 4
<i>Mastery Learning & Writing Extension</i> Senior leaders to implement weekly sessions and extension initiatives for higher attaining and underachieving pupils in writing and core subjects.	<i>EEF Impact: +5 months</i> Targeted stretch and mastery opportunities support higher attainment for disadvantaged pupils.	1, 3

TIER 2 - TARGETED ACADEMIC SUPPORT (1:1, SMALL GROUP TUITION, INTERVENTIONS)		
Activity	Evidence that supports this approach	Challenge Numbers
TA-Led In-Class Writing Support & Catch-up Interventions Teaching Assistants to deliver targeted in-class writing support and flexible catch-up interventions to address learning gaps.	<i>EEF Impact: +1 to +4 months</i> Structured TA support targeted at specific learning gaps provides effective academic recovery.	1, 3, 5
1:1 & Small Group Reading Support (Project X / Toe by Toe / Reciprocal Reading) HLTA and TAs to lead structured 1:1 reading interventions to accelerate progress for lower attaining pupils in KS2.	<i>EEF Impact: +5 months</i> Frequent, short 1:1 reading tuition shows high impact for lower attaining readers.	2, 3, 4
Speech and Language Therapy (SALT) SALT support one day each week to develop oral language provision and lead direct interventions for EYFS/SEND/EAL pupils.	<i>EEF Impact: +5 months</i> Oral language interventions support early vocabulary development and reading comprehension.	4, 5
1:1 Daily Phonics & Early Reading Tuition Daily 1:1 phonics tuition for pupils at risk of missing age-related expectations by the end of Year 1.	<i>EEF Impact: +5 months</i> Targeted daily phonics interventions ensure pupils keep up with the core reading scheme.	2, 3, 4
Y5 & Y6 Academic Booster Classes Small group booster classes in Reading, Writing, GPS, and Maths to close attainment gaps and stretch higher attainers.	<i>EEF Impact: +3 to +4 months</i> Small group tuition targeted at specific curriculum gaps increases pupil attainment.	1, 3
Peer Reading & Writing Mentorship Peer reading and writing intervention projects pairing able underachievers with high-attaining peers for mentorship.	<i>EEF Impact: +5 months</i> Peer tutoring and structured mentorship improve confidence and academic attainment.	1, 3, 4
Times Tables & Arithmetic Fluency Support Targeted support and structured multiplication resources to extend pupils' multiplication tables knowledge.	<i>EEF Impact: +2 months</i> Building foundational arithmetic fluency supports overall mathematical problem-solving.	1, 3

TIER 3 - WIDER STRATEGIES (ATTENDANCE, FAMILY SUPPORT, WELLBEING)		
Activity	Evidence that supports this approach	Challenge Numbers
Parent Partnership Leader & Family Engagement Team Parent Partnership Leader to offer support to families with school engagement, attendance, housing issues, secondary transfer, and family learning.	<i>EEF Impact: +3 months</i> Active parental engagement and removing non-academic barriers directly improves attendance and outcomes.	1, 6
Educational Psychotherapy & Family Therapy Educational Psychotherapist in school one day a week delivering individual and family therapy sessions.	<i>EEF Impact: +4 months</i> Social and emotional learning interventions support pupils' self-regulation and readiness to learn.	5, 6
Subsidised Breakfast & After-School Club Places Free wrap-around care places to improve attendance, punctuality, social engagement, and access to healthy food.	<i>EEF Impact: +2 months</i> Breakfast clubs increase morning attendance and ensure pupils start the day ready to learn.	1, 6
Enrichment, Arts & Subsidised Music Lessons Subsidised musical instrument lessons, sports, and after-school club places to develop talents, confidence, and self-esteem.	<i>EEF Impact: +2 months</i> Arts and sports participation fosters positive self-esteem, engagement, and personal development.	1, 4
Staff Wellbeing & Mental Health Support Staff development initiatives to promote wellbeing and maintain a supportive working atmosphere.	<i>EEF Rationale:</i> Supporting staff wellbeing ensures consistent high-quality teaching and positive classroom environments.	1, 3, 6

TOTAL BUDGETED COST: £115,000

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

IMPACT OF 2025-2026 SPENDING

This reviews the pupil premium strategy outcomes for the previous year of our 2026–2029 plan.

The Senior Leadership Team and Governing Body closely monitor how we use our Pupil Premium Funding to ensure that it is having an impact on the attainment, progress and wellbeing of eligible pupils. We carefully monitor and track the progress of individual pupils so that support and interventions can be put in place for children who need it.

- Throughout the year all staff have led catch-up interventions and booster classes in English and maths.
- During the year senior leaders and our inclusion team have continued to work with our most vulnerable families. The need for social and emotional support for our families has increased.
- Our offer of support at St. Andrew's continued to be a strength throughout 2025/2026, despite the increased demand. We continued to offer psychotherapeutic support for individuals and families.

Data Baseline & Historical Performance

We monitor performance across all key stages to evaluate pupil premium spending impact over time:

- **EYFS:** The percentage of pupils achieving a good level of development increased from 41% to 64% in 2026
- **Phonics Screening Check:** In Year 1 phonics, outcomes reached 79% (in line with the national average of 80%). Continuous daily 1:1 phonics support ensures pupils who struggle are supported quickly to keep up.
- **Key Stage 2 Outcomes:**
 - **Reading:** 64% expected standard (National average: 75%)
 - **Writing:** 55% expected standard (National average: 73%)
 - **Mathematics:** 71% expected standard (National average: 75%)

Note: Performance reflects high complexity, including 36% SEND and 2 EHCP pupils in the Y6 cohort

EXTERNALLY PROVIDED PROGRAMMES

Please include the names of any non-DfE programmes that you purchased in the previous academic year: N/A

Premium Strategy agreed by Governors: 06.11.2026

Date of next review: October 2027

Signed by Executive Headteacher:

Signed by Chair of Governors: