

St Andrew's OH Pupil Premium Strategy statement 2025-2026

'Growing in faith, hope and love. But of these three the greatest is love'. 1 Corinthians 13:13

Our school will continue to be a happy, welcoming and inclusive Christian environment, where everyone is treated equally and expectations are high.

We will provide a safe, caring and stimulating environment in which every individual is cared for spiritually, morally, intellectually, physically, socially and emotionally, guided by the values of our Christian faith.

We will combine high standards with a broad, balanced and rich curriculum which encourages creativity and inspires a commitment to lifelong learning.

We will focus our teaching and learning on the needs, abilities and enthusiasms of individuals, providing a tailored approach to supporting all pupils according to their needs.

We will work in partnership with parents, parish and stakeholders to place our school at the heart of the community it serves.

We will build on our strengths and drive our own improvement, set ambitious and challenging targets, whilst facilitating opportunities for everyone to be the best that they can be.

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 | 206 |
| Proportion (%) of pupil premium eligible pupils | 11 |
| 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) | 2025-2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Samantha Abram |
| Pupil premium lead | Samantha Abram |
| Governor / Trustee lead | Vinny Whitworth |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £33675 |
| 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> | £ |

Part A: Pupil premium strategy plan

Statement of intent

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 consider the context of our school and any particular challenges our families face alongside the research conducted by the EEF. Consideration has been given to the three key areas of high-quality teaching, targeted academic support and wider strategies.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage 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 be sustained and improved alongside progress for 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. Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level

We aim to do this through:-

- Ensuring that through quality first teaching meets the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free-school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify all vulnerable groups in classes with a specific focus on individuals.

Achieving these objectives: The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is of high quality
- 1-1 support made available in core curriculum areas
- Additional teaching and learning opportunities provided
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support through staff deployment across the week and in response to need highlighted during pupil progress meetings.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to enhance their learning.
- Mental health sessions made available through small group or individual nurture sessions timetabled each week and led by staff with required skills and knowledge inc. Lego therapy, nurture sessions including Time to Talk and Working memory focus.

- Opportunities through experiences with visits and visitors to enrich curriculum

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Child engagement in Reading at home and in school |
| 2 | Narrowing the attainment gap across Reading, Writing, Maths |
| 3 | For children to develop phonic and spelling knowledge towards age related expectations |
| 4 | Opportunity and provision to engage in wider extra-curricular activities |
| 5 | Children having the strategies to keep their mental health healthy |

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 |
|---|--|
| Progress in reading and writing | Children have made sustained progress in reading & writing in line with peers and national |
| Progress in maths | Children have made sustained progress in maths in line with peers and national |
| Progress in spelling | Children have made sustained progress in spelling in line with peers and national |
| Increased engagement in extra curricular activities | Children engage with in school and external provider of extra curricular activities |

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| Development of emotional well being and resilience | Children feel safe, supported and capable through a positive self esteem and confidence |
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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: £17,547

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Staff access NCETM mastery in number training Resources purchased to support | <p><i>EEF Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in maths and science (+6months)</i></p> <p><i>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.</i></p> <p><i>Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</i></p> | 1,2,3 |
| Staff access St John's Vianney English hub for resources and training linked to reading and writing | | |
| TA employed as HLTA for additional hours to support whole class teaching and small group intervention in reading and maths in upper KS 2 | <p><i>EEF Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</i></p> | 1,2,3 |

| | | |
|---|---|------------|
| <p>small group 20-minute daily phonics teaching using Red Rose Phonics resource with teachers and TA2</p> | <p><i>EEF 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><i>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</i></p> <p><i>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</i></p> <p><i>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</i></p> <p><i>Good implementation of phonics programmes will also consider pupils wider reading skills and will identify where pupils are struggling with aspects of reading other than decoding that might be targeted through other approaches such as the explicit teaching of reading comprehension strategies. Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure.</i></p> | <p>2,3</p> |
| <p>Teaching assistants daily support in class across school with focus on disadvantaged children</p> | <p>EEF</p> <p>well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.</p> | |

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

Budgeted cost: £ 15628

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| TA paid at HLTA rate for additional 3 days; targeted gap teaching in reading, writing to small groups and 1:1 | <p><i>EEF -Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</i></p> <p><i>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p><i>EEF Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</i></p> <p><i>With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future</i></p> | 1,2,3 |
| 1:1 and small group reading and comprehension activities for identified children across school up to 2 x week | <p><i>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts</i></p> | 1,2 |

| | | |
|---|--|-----|
| Subscription to programmes to support learning inc LBQ- Maths.co.uk Spag.com Phonics play SATs companion | | 1,2 |
|---|--|-----|

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

Budgeted cost: £ 3500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Dance company / 'Kept fit' & 'Kickstarterz' delivering extra curricula before and after school sports clubs | <p><i>EEF- There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</i></p> <p><i>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved.</i></p> <p><i>Participating in sports and physical activity is likely to have wider health and social benefits.</i></p> <p><i>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance</i></p> | 4,5 |

| | | |
|--|--|----------|
| <p>theatre trip for Christmas performances.</p> <p>Visiting theatre companies</p> <p>Comedy workshops</p> <p>Stone Age Day</p> <p>Roman Soldier workshop</p> <p>History project based days</p> | <p><i>EEF</i></p> <p><i>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</i></p> <p><i>Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds</i></p> | 1,2, 4,5 |
| <p>Robin Wood Outdoor Education centre</p> | <p><i>EEF</i></p> <p><i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p> | 4,5 |
| <p>My Happy Mind subscription</p> | <p><i>EEF</i></p> <p><i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</i></p> <p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p> | 4,5 |

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| | <i>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</i> | |
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Total budgeted cost: £36,675

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium: Use of Funding and Impact

Progress and attainment achieved from September 2024 to July 2025

| Pupil | Year Joined School | Barriers/ Reasons | How Pupil Premium has Been Used | Attendance | Attainment | | Progress | | | |
|-------|--------------------|------------------------------|---|------------|--------------|---|----------|--------------|---|-------|
| | | | | | English R | W | Maths | English R | W | Maths |
| Rec | 2024 | Adopted | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 98% | | | | | | |
| Rec | 2024 | In receipt of a benefit | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 93% | | | | | | |
| Y1 | 2023 | In receipt of a benefit EAL | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 96% | | | | | | |
| Y1 | 2023 | In receipt of a benefit EAL | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 97% | | | | | | |
| Y1 | 2023 | In receipt of a benefit EAL | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 96% | | | | | | |
| Y2 | 2022 | In receipt of a benefit EHCP | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 93% | | | | | | |

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|----|------|--|---|-----|--|--|--|--|--|--|
| | | | | | | | | | | |
| Y2 | 2022 | In receipt of a benefit | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 94% | | | | | | |
| Y3 | 2021 | In receipt of a benefit Attendance concerns | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning SEMH support | 76% | | | | | | |
| Y3 | 2021 | In receipt of a benefit | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 94% | | | | | | |
| Y3 | 2021 | In receipt of a benefit | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 97% | | | | | | |
| Y3 | 2021 | In receipt of a benefit | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 87% | | | | | | |
| Y3 | 2021 | In receipt of a benefit | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning SEMH support | 99% | | | | | | |

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|----|------|-----------------------------|---|-----|--|--|--|--|--|--|
| Y3 | 2021 | In receipt of a benefit EAL | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 94% | | | | | | |
| Y4 | 2020 | LAC | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 97% | | | | | | |
| Y4 | 2020 | Adopted | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 94% | | | | | | |
| Y4 | 2020 | In receipt of a benefit | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 99% | | | | | | |
| Y4 | 2020 | In receipt of a Benefit | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 97% | | | | | | |
| Y5 | 2025 | In receipt of a benefit EAL | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 97% | | | | | | |
| Y5 | 2019 | In receipt of a benefit EAL | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 94% | | | | | | |

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|----|------|---|---|-----|--|--|--|--|--|--|
| Y5 | 2019 | In receipt of a benefit | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 97% | | | | | | |
| Y5 | 2019 | In receipt of a benefit Attendance concerns | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 87% | | | | | | |
| Y5 | 2019 | In receipt of a benefit attendance concerns | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 91% | | | | | | |
| Y5 | 2019 | General poverty in home but parents engaging with all support | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 94% | | | | | | |
| Y5 | 2019 | In receipt of a benefit | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 97% | | | | | | |
| Y6 | 2018 | In receipt of a benefit | Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning | 97% | | | | | | |
| Y6 | 2018 | In receipt of a benefit | Financial support | 92% | | | | | | |

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|--|--|--|---|--|--|--|--|--|--|--|--|
| | | | before & after school clubs, trips / visits and visitors. purchase of resources to support learning | | | | | | | | |
|--|--|--|---|--|--|--|--|--|--|--|--|



Expected



One term behind



Better than expected



More than one term behind

Externally provide

d 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 |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **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.