



Pupil Premium Strategy Statement 2025-27



This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Andrew's CE Infant School
Number of PP pupils in school	Reception - 4/52 = 7.7% Year 1- 13/40 = 32.5% Year 2 - 17/52 = 32.7% Total on Roll- 34/144= 23.6%
Proportion (%) of pupil premium eligible pupils 2025-26	Total on Roll- 34/144= 23.6% (Reception-Year 2)
Academic year/years that our current pupil premium strategy plan covers	2025-2027 (although reviewed annually)
Date this statement was published	December 2025
Date on which it will be reviewed	Reviewed December 2025 September 2026 (monitored termly) September 2027 (monitored termly)
Statement authorised by	Jessica Churchward (Chair of Governors)
Pupil Premium Lead	Deborah Telford/Izzy Glass-Brook
Governor / Trustee Lead	James Bickerstaff

Funding overview 25-26

Detail	Amount
Pupil Premium funding allocation this academic year	£63,630 Service Children * 1 = £350
Recovery Premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total for this year	£63,980

Part A: Pupil Premium Strategy Plan - Statement of Intent

St. Andrew's C of E Infant School is a Christian school where children are happy, nurtured and love learning. Through an inspiring and aspirational curriculum, we strive to ensure our children flourish spiritually, academically, and creatively to become confident, resilient learners. Everyone here learns, cares and grows together in faith.

Our school vision underpins all decisions that are made and our Christian family work together to enable all our children to flourish. Our belief is - and research evidence shows (e.g. from The Sutton Trust, EEF, Ofsted, DfE Reports) - that quality of teaching and learning is the most important factor in the achievement of all pupils. Developing our ambitious curriculum to ensure it meets the needs of all learners including those with SEND and ensuring our Nursery curriculum offer is well sequenced and progressive, matching the high quality provision in the rest of school is a central focus of the School Improvement Plan. We are also investing in developing leadership at all levels including our pastoral team. These priorities will have the biggest positive effect on our most disadvantaged pupils; ensuring the gap closes between the most disadvantaged and the most advantaged pupils in our school community.

The School Improvement Plan priorities ensure all staff members are of the highest quality and are supported in developing the skillsets needed to enable our children to make rapid progress from low starting points and secure levels of high attainment, at the end of each Key Stage and across all year groups.

Our focus on developing our ambitious curriculum includes developing oracy skills as we have found underdeveloped language and communication is a common barrier to learning. As well as this, improving our maths curriculum will ensure that all children achieve well in this subject. Our strong pastoral team supports our ambitious expectations for attendance as well as providing a range of therapeutic and academic interventions which support both behaviour for learning in the classroom and attainment. Our curriculum extends beyond the classroom, providing all children with a range of high quality experiences. The impact we are making towards these priorities are reviewed regularly.

Challenges

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

Challenge Number	Detail of Challenge
1	<ul style="list-style-type: none">• Many Pupil Premium children fit into vulnerable groups - SEND - ASD, SEMH, C&L
2	<ul style="list-style-type: none">• Parental engagement and the parent's ability to support their children at home impacts on pupil progress.
3	<ul style="list-style-type: none">• Language and Communication
4	<ul style="list-style-type: none">• Attendance - increasing requests for absence including for holidays
5	<ul style="list-style-type: none">• Many children have a limited knowledge and understanding of the world

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 oral language skills for all pupils across school	<ul style="list-style-type: none"> • S and L focus across school - daily focus in all classes. Consistent strategies used across school to develop vocabulary and language/talk. • All staff are confident in delivering targeted support in communication. • Oracy training in place for all staff • Improve parental understanding of the importance of good language skills for all pupils • Early identification for children requiring S&L intervention • Children have access to a rich reading spine, exposing them to quality language and vocabulary
Improve mathematical knowledge and understanding for all pupils across school	<ul style="list-style-type: none"> • Maths curriculum reviewed and adaptions implemented. • Support from Maths consultant to ensure our curriculum is high quality • Maths is celebrated and valued throughout school • High quality professional development provided for all staff to ensure they are meeting the needs of all our learners including those in vulnerable groups
Improve the outcomes for our SEND children, ensuring they make good progress from their starting points.	<ul style="list-style-type: none"> • Learning spaces developed throughout school to meet the needs of all learners including those with SEND. • Children receive daily-targeted intervention in small groups. • Children make good progress from their starting points, monitored through half termly pupil progress meetings. • Specialist teacher input where required to further support appropriate teaching strategies. • High quality pastoral support in place for all learners
Ensure the best outcomes for all PP pupils through targeted support and quality first teaching	<ul style="list-style-type: none"> • Daily interventions to support individual needs across school. • Small group work to target individual needs across the school. • Daily reading support to improve outcomes • Development of enrichment opportunities to improve outcomes

	<ul style="list-style-type: none"> • Barriers to learning are removed to ensure all children have the opportunity to achieve and staff feel supported in their roles.
Ensure our Early Years curriculum offer is well sequenced and progressive starting from Nursery and continuing as children move through school	<ul style="list-style-type: none"> • Leadership at all levels share and implement a clear and ambitious culture of excellence. This includes subject leaders developing understanding of their subject in Early Years. • A smooth transition as nursery has become part of St. Andrew's School ensures children experience a high quality curriculum offer and staff feel supported. • A strong Christian distinctiveness is evident throughout school.

Activity in this academic year

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above. **Teaching (for example, CPD, recruitment and retention)**

Budgeted Cost: £19,490

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
All Pupil Premium children make at least good progress from their starting points	<ul style="list-style-type: none"> • All class teams aware of the PP children • Allocated class TA support, offering interventions, for all year groups, supporting quality first teaching across the curriculum. • Curriculum from Nursery to Year 2 is monitored and adapted as needed to 	Making Best Use of Teaching Assistants Education Endowment Foundation EEF Sutton Trust - quality first teaching has direct impact on pupil outcomes Pupil Premium Guide Education Endowment Foundation EEF	Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress. Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms	1, 2, 3, 4, 5

	meet the needs of all children.			
	<ul style="list-style-type: none"> Regular CPD for teaching staff to ensure 100% of teaching is at least good. 	<p>Highly quality CPD, to ensure skilled and confident staff will see better progress from children.</p> <p>Pupil Premium Guide Education Endowment Foundation EEF</p>	<p>Appraisal/CPD reviews will ensure any gaps in subject knowledge or confidence are addressed. A regular structure to monitoring and feedback will also support this.</p>	1, 3, 5
Whole school training will ensure staff can best support attainment, development and emotional well-being of all Pupil Premium children	<ul style="list-style-type: none"> Whole staff CPD focusing on achieving attended outcomes will support children's learning. 	<p>Knowledge of individual pupils needs and changing trend in the emotional and mental health of pupils</p> <p>Improving Social and Emotional Learning in Primary Schools Education Endowment Foundation EEF</p>	<p>CPD log</p> <p>Monitoring impact of staff training</p>	1, 3, 5

Targeted academic support

Budgeted Cost: £19,490

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
All Pupil Premium children make	<ul style="list-style-type: none"> Regular Speech and language intervention sessions (Talk Boost/ Welcomm) for target pupils across school. 	Communication and Language is the highest area of need on our SEND	<ul style="list-style-type: none"> Impact of interventions monitored and next steps discussed during Pupil Progress meetings. 	1, 3, 5

at least good progress from their starting points	<ul style="list-style-type: none"> Additional phonics sessions for pupils where necessary Phase 1 Phonics started in Nursery Consistent use of Red Rose phonics across school supports high quality teaching. 	<p>register - research supports the effectiveness of the chosen strategies</p> <p>Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF</p>	<ul style="list-style-type: none"> Phonics assessments will be conducted regularly and monitored by Phonics Lead using the Phonics Tracker to ensure at least good progress Targeted readers will be monitored by Phonics Lead Pitch of phase/text matched monitored by Phonics Lead 	1, 3, 5
	<ul style="list-style-type: none"> Daily readers for (at least) the lowest 20% of children and those who don't get support/read at home. 			1, 2, 3, 4
	<ul style="list-style-type: none"> High quality maths curriculum includes interventions and adaptions including adult support to enable all children to access the curriculum and make good progress from their starting points. 	<p>High expectations of ALL children - no ceiling/differentiation in expectations</p> <p>Improving Mathematics in the Early Years and Key Stage 1 Education Endowment Foundation EEF</p>	<ul style="list-style-type: none"> Regular monitoring - Maths lead Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress. Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms 	1,2 ,3, 4
	<ul style="list-style-type: none"> Subscriptions to online/web based programs to support children at home (Purple Mash, Sumdog, Phonics Play etc, informing parents of useful online resources) 	<p>Use of digital technologies - clear evidence to support technology at home for maths, English and phonics.</p> <p>Using Digital Technology to Improve Learning Education Endowment Foundation EEF</p> <p>Pupil Premium Guide Education Endowment Foundation EEF</p> <p>Working with Parents to Support Children's Learning Education Endowment Foundation EEF</p>	<ul style="list-style-type: none"> Tasks set online and parents informed to support the children's learning journey. Newsletter and Dojo used for effective communication 	1,2 3, 4, 5

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

Budgeted Cost: £25,000

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
All Pupil Premium children have excellent attendance	<ul style="list-style-type: none"> Attendance Lead to produce reports each half term stating attendance figures and comparing current attendance to previous/National figures. Attendance meetings with parents of persistent absentees and those at risk of low attendance. 	<p>Reduction in term-time absence requests over last 6 years</p> <p>Working with Parents to Support Children's Learning Education Endowment Foundation EEF</p>	<ul style="list-style-type: none"> Weekly attendance figures Termly HT report to the Governing Board 	2, 4
All children have access to a quality, rich curriculum	<ul style="list-style-type: none"> High quality, broad and balanced curriculum in place. Effective subject leaders have a secure understanding of strengths and areas for development in their subjects, enabling subjects to develop. Class teachers and subject leaders know PP children across school, and are able to offer additional support across school. 	<p>Learning is contextualised in concrete and language rich experiences.</p> <p>EEF - outdoor learning shows positive benefits on academic learning and self-confidence.</p>	<ul style="list-style-type: none"> A rich curriculum offer, with a range of opportunities for first hand learning and enriched with creative practitioners, ensuring learning is memorable and meaningful (long-term) 	1, 2, 3, 4, 5

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

- Staff accessed a range of high quality training and this has supported PP children with emotional barriers to learning through the implementation of regular interventions such as Drawing & Talking Therapy and ELSA sessions. All staff follow a trauma informed approach to teaching and learning which has also impacted positively on PP children.
- Oracy training and adaptions to the curriculum to ensure high quality teaching of oracy skills has supported all pupils including PP children, particularly those with underdeveloped language and communication skills.
- Through carefully monitoring including regular pupil progress meetings, teachers as well as senior leaders know the needs of their PP pupils and have planned accordingly throughout the academic year 2024-2025.
- High quality interventions and daily reading have impacted on the progress made by all children including PP children.
- Attendance figures were higher than national for the academic year 2024 - 2025 (see governor reports).
- Improved attainment in writing across school
- PP pupils have been fully engaged in a wide range of trips and experiences to develop their Cultural Capital and bring the curriculum to life - see website, past newsletters, termly HT report to Governors. This included new experiences that were introduced last year - the whole school funded trip to the pantomime and the end of Y2 trip to the Anderton Centre which were both successful.
- PP children have been targeted for extra-curricular activities including sports clubs to widen their opportunities.
- Some families have been supported with household items and food parcels to ensure all essential home items are available.
- Pastoral team provided a range of extensive support to families of PP children.

Externally provided programmes

Programme	Provider
Whole School Trauma & Attachment Training and Emotion Coaching	Anna Freud
Senior Mental Health Lead Training	AC Education

Whole School Oracy Training	DBE Services
ELSA & Drawing & Talking Therapy Training	LCC
External support for SEND children e.g. Specialist teacher & behaviour consultant support, SALT	Various
Attendance Lead ongoing training	LCC