

# MOTTRAM ST. ANDREW PRIMARY ACADEMY



## Pupil premium strategy statement

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                                              | 173                          |
| Proportion (%) of pupil premium eligible pupils                         | 6.9%                         |
| Academic year/years that our current pupil premium strategy plan covers | 2024 – 2027                  |
| Date this statement was published                                       | December 2025                |
| Date on which it will be reviewed                                       | July 2026                    |
| Statement authorised by                                                 | Jean Willerton - Headteacher |
| Pupil premium lead                                                      | Jean Willerton               |
| Governor / Trustee lead                                                 | Vicky Robinson               |

## Funding overview

| Detail                                                                                    | Amount        |
|-------------------------------------------------------------------------------------------|---------------|
| Pupil premium funding allocation this academic year                                       | £10605        |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable) | £0            |
| <b>Total budget for this academic year</b>                                                | <b>£11000</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

At Mottram St. Andrew Primary Academy, we have high expectations of our children and want every child to achieve their potential in the broadest possible sense.

Our vision is for our children to:

- Develop as successful learners who enjoy learning and achieve their full potential.
- Be happy and able to live safe, healthy and fulfilling lives.
- Become responsible individuals who demonstrate our values of kindness, honesty, co-operation and determination.

Effective use of our Pupil Premium Grant is an important element of achieving our vision for all our pupils, through ensuring that disadvantaged pupils are supported to overcome any barriers to their achievements.

Mottram St. Andrew Primary Academy uses the tiered approach to allocating our Pupil Premium Grant as outlined by the Education Endowment Fund (The EEF Guide to the Pupil Premium, Education Endowment Foundation, 2019). The identified tiers are:

1: Teaching

2: Targeted academic support

3: Wider strategies

### Teaching

*Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.*

The EEF Guide to the Pupil Premium, Education Endowment Foundation, 2019

Ensuring effective teaching is the top priority for Pupil Premium spending. We identify the best use of funding to ensure excellent teaching in all classes in school.

### Targeted Academic Support

Targeted support is a key component of effective Pupil Premium use. For children who are not making good progress evidence shows the positive impact that targeted academic support can have.

### Wider Strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Fewer disadvantaged pupils reach the expected standard in reading, writing and maths at the end of Key Stage 2.                                                                    |
| 2                | Pupils from disadvantaged families have financial barriers to participation in enrichment activities and residential trips, and in making voluntary contributions to school trips. |

## 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                                                                                                        |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Increased number of disadvantaged pupils achieve the expected standard in reading, writing and maths. | Gap closed between achievement of disadvantaged pupils and all pupils at the end of Key Stage 2.                        |
| All children able to access residential, trips and enrichment activities.                             | Financial barriers are not preventing disadvantaged pupils from accessing residential, trips and enrichment activities. |

## 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: £7000

| Activity                                                                                                       | Evidence that supports this approach                                                   | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------|
| Use of NFER assessments and FFT analysis.                                                                      | School internal data which utilises NFER assessments to support teacher assessment.    | 1                             |
| Resources to support a high standard of teaching, including Essential Letters and Sounds and White Rose Maths. | School monitoring, including book looks, internal assessments and lesson observations. | 1                             |

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

Budgeted cost: £3000

| Activity                                 | Evidence that supports this approach                                            | Challenge number(s) addressed |
|------------------------------------------|---------------------------------------------------------------------------------|-------------------------------|
| Small group or one-to-one interventions. | EEF toolkit suggest small group intervention can have impact of up to 4 months. | 1                             |

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

Budgeted cost: £1000

| Activity                                 | Evidence that supports this approach                                            | Challenge number(s) addressed |
|------------------------------------------|---------------------------------------------------------------------------------|-------------------------------|
| School trip and enrichment club support. | Disadvantaged pupils would not have access to these activities without support. | 2                             |

**Total budgeted cost: £11000**

**Supplemented by school budget: £395**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attainment

##### *End of Key Stage 2 Attainment*

There were no Pupil Premium children in Year 6 at the end of 2024/25.

##### *Three-Year End of Key Stage 2 Attainment*

|                                     | Cohort Size<br>Disadvantaged | Reading<br>EXS + | Writing<br>EXS + | Maths<br>EXS + | R/W/M<br>EXS + |
|-------------------------------------|------------------------------|------------------|------------------|----------------|----------------|
| <b>School</b>                       | -----                        | 88%              | 78%              | 89%            | 73%            |
| <b>National</b>                     | -----                        | 74%              | 72%              | 73%            | 61%            |
| <b>School –<br/>Disadvantaged</b>   | 7                            | 100%             | 57%              | 100%           | 57%            |
| <b>National –<br/>Disadvantaged</b> | -----                        | 62%              | 59%              | 60%            | 46%            |

The 3-year data for the end of Key Stage 2 shows that our disadvantaged pupils all achieved the expected standard in Reading and Maths. For writing, they were below our school and national average, but broadly in line with the national disadvantaged figure.

##### *Internal Attainment Data: Year 1 to Year 6, July 2025*

|                                                | Cohort Size | Reading<br>EXS + | Writing<br>EXS + | Maths<br>EXS + |
|------------------------------------------------|-------------|------------------|------------------|----------------|
| <b>School<br/>Y1 to Y6</b>                     | 145         | 88%              | 84%              | 89%            |
| <b>School – Disadvantaged<br/>Y1 to Y6</b>     | 9           | 89%              | 78%              | 100%           |
| <b>National<br/>End of KS2</b>                 | -----       | 75%              | 72%              | 74%            |
| <b>National – Disadvantaged<br/>End of KS2</b> | -----       | 63%              | 59%              | 61%            |

Internal data shows attainment for our disadvantaged pupils across school (Year 1 to Year 6) is higher than both the end of KS2 national average for disadvantaged pupils and for all pupils.

### **Wider Curriculum**

Support from Pupil Premium funding enabled full participation in a range of activities, including enrichment clubs and school trips for all pupils who wanted to take part.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| <b>Programme</b>             | <b>Provider</b>         |
|------------------------------|-------------------------|
| NFER Assessments             | NFER                    |
| FFT Subscription             | FFT                     |
| Essential Letters and Sounds | Oxford University Press |
| Essential Spelling           | Oxford University Press |
| White Rose Maths             | White Rose Education    |
| Mathletics                   | 3P Learning             |
| Doodle Maths                 | Doodle Learning         |
| TT Rock Stars                | Maths Circle            |
| Testbase                     | Testbase                |

## Further information (optional)

### Pupil Premium Myths

There can be misunderstanding around the appropriate use of Pupil Premium, particularly with regard to its use in ensuring excellent teaching across school. The following myths explained by the Educational Endowment Foundation help to further clarify this point.

#### **MYTH: “Only eligible children can benefit from Pupil Premium spending”**

*The Pupil Premium is designed to support schools to raise the attainment of socio-disadvantaged pupils. However, many of the most effective ways to do this – including improving the quality of teaching for these pupils – will also benefit other groups. That’s fine! However, the primary driver behind the strategies you choose should be the needs of pupils that are eligible for Pupil Premium funding.*

#### **MYTH: “The Pupil Premium has to be spent on interventions”**

*There’s strong evidence showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.*

The EEF Guide to the Pupil Premium, Education Endowment Foundation, September 2024