

St. Andrews's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for **2027 to 2030**, 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. Andrews's CofE Primary
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	10.5% (July 2026)
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs A.Skidmore
Pupil premium lead	Mrs A.Skidmore
Governor / Trustee lead	Donna McNaughton, lead for disadvantaged pupils

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,860
Forces premium funding allocation this academic year	£1,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£73,940

Part A: Pupil Premium Strategy Plan

Chris Paterson – Co-CEO of the Education Endowment Foundation: “A Child’s success at school shouldn’t depend on their family’s income – but sadly, that’s still the reality for too many young people.”

Statement of Intent

At St Andrew’s CofE Primary School 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 or have lost a parent. The activity we have outlined in this statement is also 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 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected.

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 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

“Low literacy skills, poor attendance, and social, emotional and mental health (SEMH) and wellbeing needs are the most frequently cited barriers to attainment for socio-economically disadvantaged pupils.” EEF Research.

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills, vocabulary and poorer written skills among some disadvantaged pupils. These are evident from Reception through to KS2 although in general, are more prevalent among disadvantaged pupils in Reception and Key Stage 1, than their peers.
2	Teacher referrals for support remain relatively high. Pupils currently require additional support with social and emotional needs, additional resources or are in need of small group interventions.
3	Our attendance data over indicates that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress.
4	Some disadvantaged children need additional support to ensure successful transition into Secondary School.
5	Wellbeing and mental health referrals by professionals and teaching staff led to increased need for 1-1 and small group support from the ELSA's – including 'Drawing and Talking.'
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Having a school uniform promotes a sense of community and inclusivity, as everyone is part of the same team – uniform changes for September 2026.

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 achievement and progress for pupil premium pupils.	PP children will achieve at least in line with non-PP children.
Improved oral language skills, vocabulary, and fine motor skills among disadvantaged pupils.	We will continue to see improved communications and writing skills for our most disadvantaged pupils.
To improve the attendance of disadvantaged pupils.	PP children will attend at least in line with non-PP children.
Successful transition between Primary and Secondary School.	Disadvantaged pupils are prepared for and successfully transition to their next phase of education.
Increased feelings of wellbeing.	Children will improve their academic progress because they are emotionally healthy.
Children are fully engaged with and can access wider school life	Children are fully engaged with wider school life through access to a broad range of opportunities including participation in school visits and residential.
Children feel part of the team.	Children enjoy wearing the new uniform and feel part of the 'team.'

Activity in this Academic Year **Total budgeted cost: £74,009.00**

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Targeted academic support: Budgeted Cost: £41,181

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant wages: including focussed teaching and nurture groups to support disadvantaged pupils	Evidence shows that TAs at St. Andrew's are highly effective, work in partnership with teachers and understand pupil needs. TAs run interventions and providing pastoral support. One to one tuition EEF (educationendowmentfoundation.org.uk)	1 & 2
Class Resources for individual pupils	Teachers know their pupils and have autonomy to purchase resources for their individual pupil and class use to support academic achievement.	1 & 2

Wider strategies: Budgeted cost: £32,828

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secondary Transition Programme – Bully 4 U / PEP Workshop	The transition between phases of education –primary to secondary – is a risk-point for vulnerable learners. Education Endowment Foundation EEF	4
Employment of and further training for ELSA's	Pupil's behaviour self-esteem and relationships with peers family and staff will indicate positive improvement. ELSA's will work with pupils and parents where absenteeism is affecting attainment and progress. Anxiety lessened - pupil voice / parent voice can evidence.	3 & 5
Funding provided for residential visit/trips	Access to Y6 Residential / School Trips to build self-esteem and friendships. Social Mobility Commissions – Report 'An Unequal playing field.'	6
Uniform provision	Supporting Low income household with uniform change. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	7

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 2025 to 2026 academic year.

Performance of Pupil Premium Pupils:

Y1 Phonics – 100% of FSM pupils passed the phonics test, compared to 68% nationally.

Y6 KS2 SATS 2026 – 7 FSM pupils

As a Y6 cohort 64% Achieved Reading, Writing and Maths at KS2 expected level compared to 58% in Shropshire overall.

Our FSM pupils - 42.9% Achieved Reading, Writing and Maths at KS2 expected level compared to only 36.8% in Shropshire overall. However, 71% passed Reading and 86% passed Maths.

Y6 KS2 SATS 2025 – 2 FSM pupils –

As a Y6 cohort 72% Achieved Reading, Writing and Maths at KS2 expected level compared to 57.2% in Shropshire overall.

Our FSM pupils - 100% Achieved Reading, Writing and Maths at KS2 expected level compared to only 40% in Shropshire overall.