

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Andrew's CofE Primary
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 2026/2027 2027/2028
Date this statement was published	6 th January 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Nicola Dallibar
Pupil premium lead	Nicola Dallibar
Governor / Trustee lead	Alero Abbey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,620.00
Recovery premium funding allocation this academic year	£2,264
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£93,884.00

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim is for disadvantaged pupils to make progress from their starting points and to be able to access a full and balanced curriculum.

Our desire is that all children will access the same high quality resources, including online and digital technology, and will have the same opportunities to expand their knowledge

Our plan works by providing funding to ensure that disadvantaged pupils can have access to the resources in school and where possible, outside of school. It also intends to support families who are struggling financially with key resources and core materials which will enable them to focus on learning. These resources may be food, clothing, equipment and access to extra-curricular activities.

There is additional impact this year from the cost of living crisis and the rise in children arriving from overseas with no recourse to public funds and in need of support to access the curriculum due to language and cultural challenges. Therefore the intent is to support this additional group through the pupil premium and recovery premium.

Although the Recovery Premium is not funded by the DfE any more, there is some carried forward from last year.

Challenges

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

Challenge number	Detail of challenge
1	Lack of access to online resources for homework and online learning
2	Social and emotional barriers, low self-esteem and aspirations
3	Low attendance and persistent absence
4	Poor language skills and limited vocabulary
5	Limited access to good quality reading materials

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
Children to have access to online resources within school time for homework etc.	Children will keep up with their peers in terms of scores, time accessing programmes, reinforcing key learning concepts, accessing core curriculum content
Children to have access to high quality teaching and learning through effective CPD for staff	Children will make progress from starting points due to being supported with effective strategies and the highest quality resource
Fund places on trips, after school clubs, Pastoral Support workers and interventions	Children will be supported to improve their aspirations and self-esteem in line with their peers
Fund Pastoral Support Worker and Attendance Officer to monitor and help families with attendance	There will be a marked decrease in the number of disadvantaged children who have <90% attendance, and there will be an increase in the overall attendance of disadvantaged pupils
Provide reading resources online and physically to ensure children can be reading for pleasure in and out of school	Children will enjoy reading and will make progress in line with national averages in reading
Provide access to Language Link interventions as well as other small group language interventions and improve general oracy skills	Children will be able to articulate clearly and confidently in a range of situations

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching in Phonics and Reading, resources to support these programmes, regular CPD for staff to ensure children improve in their reading skills	EEF explicit teaching of phonics has a positive impact overall (+5 months). Reading comprehension strategies are high impact (+6 months)	1, 2, 3, 4, 5
CPD via Hillingdon Learning Partnership, AfA, NPQ pathways, mentor training and other training providers, oracy training	Highest impact on children is quality of teaching staff.	2, 4, 5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language interventions – Language Link	EEF on average around +6 months additional progress	1, 2, 3, 4, 5
Pastoral Support Interventions	EEF toolkit – metacognition and self regulation, mentoring, behaviour interventions, social and emotional learning – all have positive impact on children’s learning	2, 3, 4
EAL interventions	EEF toolkit – social and emotional learning, teaching assistant interventions – moderate impact on learning	1, 2, 4, 5

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

Budgeted cost: £13,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club places, access to after school clubs, holiday clubs, school trips, uniform, resources for school, devices within school	EEF toolkit – parental engagement, uniform – moderate impact, extending school time	1, 2, 3, 5
Introduction of own after school club with funded places for PP children	EEF toolkit – extending school time, physical activity,	1, 2, 3, 5
Parental engagement via paper based communication, targeting specific families, coffee mornings etc.	EEF toolkit – parental engagement, uniform – moderate impact, extending school time	1, 2, 3, 5
National Schools Breakfast Club – Soft start bagels for all pupils	EEF toolkit – extending school time, physical activity,	1, 2, 3, 5

Total budgeted cost: £93,884

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 2023-2024 academic year.

	All	Boys	Girls	SEN	PP	EAL	Non-SEN	Non-PP
Reading	59%	58%	59%	31%	47%	60%	68%	69%
Writing	55%	49%	60%	21%	42%	57%	66%	64%
Maths	60%	68%	54%	37%	49%	59%	68%	67%

All children in Nursery to Year 6 were tracked throughout the year to ensure they were provided with a range of support and interventions to support both their academic progress and their ability to obtain the most out of school life.

34% of PP families attended an after school extra-curricular club across the year.

20% of PP families utilised Breakfast or After School club across the year.

The exact number of PP families changed throughout the year due to high mobility.

32 children with <90% attendance at one point or another during the year were PP families.

All of these families were supported to improve attendance during the year.

Externally provided programmes

Programme	Programme
Mathletics	Picture News
Speechlink	White Rose Maths and Science
Language Link	PE Hub
Oxford Owl	Charanga
Spelling Shed	London Grid for Learning
Traveltracker	Class Dojo

Service pupil premium funding

*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***

This year there are 14 children who are eligible for the Service Premium.

The impact of that spending on service pupil premium eligible pupils

Over the past academic year, and current academic year, these children have benefitted from support for extra-curricular clubs and wrap around care to support with attendance.