Andrew's 2025 2026 Pupil Premium strategy statement

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 C of E Primary School
Number of pupils in school	122 pupils
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2025/6
Date this statement was published	Dec 8th 2025
Date on which it will be reviewed	April 2026, July 2026. Nov 26
Statement authorised by	Stina Witkowski
Pupil premium lead	Stina Witkowski – Headteacher
Governor / Trustee lead	Linda Shaw & Mike Branscombe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,205
Recovery premium funding allocation this academic year	N/A

School Led Tutoring Grant	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£71,205

Part A: Pupil Premium strategy plan

Statement of intent

To best support our disadvantaged pupils, we are guided by the following key principles

- *Good teaching is the most important tool we have to improve outcomes for disadvantaged pupils*
- *The development of early reading and language & communication skills is a major factor in maximising future opportunity*
- *An engaging and carefully sequenced curriculum can address social disadvantage. The Pupil Premium Grant is an enabling factor, and children who enter school below ARE have the potential to accelerate their progress and attainment to reach the expected standard over time*
- *All teachers and wider staff act as champions for Pupil Premium pupils*
- *All members of staff and governors have responsibility for those pupils recognised as disadvantaged and are committed to meeting their pastoral, social and academic needs – demonstrating a 'relentlessly bothered' ethos*
- *Every child who is considered disadvantaged is valued, respected and entitled to develop his or her full potential, irrespective of their disadvantage*

Aims

- St Andrew's Primary School will ensure that Pupil Premium funding reaches the groups for whom it is intended
- We will ensure it makes an impact on their access to education and their 'life in all its fullness', addressing inequalities in cultural capital
- The Pupil Premium Grant will be used to improve the quality of teaching
- The Pupil Premium Grant will provide additional educational support to improve progress, raise achievement, and diminish the difference between the achievement and cultural capital of these pupils and their peers.
- We ultimately aim to remove barriers to learning, ensure equality of opportunity and in doing so, improve future life chances and social mobility.

We do this through targeted academic support, improving and maintaining quality first teaching in addition to broader provision, which supports pupils' well-being; their social and emotional development in addition to fostering wider talents and interests. We have a particularly strong commitment to enrichment activities such as sport, outdoor learning, creative and imaginative play opportunities and access to music and the arts.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – PPG overall attendance and PPG Persistent Absence is lower than non-PPG pupils
2	PPG – Reading: decoding, fluency and comprehension are the key skills required to fully access the wider curriculum
3	PPG - overall attainment in writing and maths is lower than their non-PPG peers. Core skills such as spelling and grammar, arithmetic and timetable facts, and decoding and fluency skills are not secured.
4	Low engagement at home with Spelling Shed, Doodle Maths and Lexia as well as home reading. Pupils need extra time to catch-up with their peers which must be provided by school, alongside pastoral work with vulnerable families.
5	Communication and Language levels are below national average at school entry. This skill is the foundation block for early reading and later writing skills.

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
1) Attendance PPG PA improves over time, closing the gap between non-PPG pupils.	Relationships with families strengthen through collaboration with school. Pupils attend school regularly ensure no gaps in curriculum coverage and time for pupils to access interventions.
2) Reading skills are paramount to accessing the wider curriculum as well as building up language and writing skills.	Insight, Language Link, Lexia and PIRA/RWI data shows value added over time and attainment level increase for PPG pupils in GLD, Y1 phonics, Y2 phonics and end of KS2 Reading SATs. PPMs, intervention tracker outcomes and Specialist SEND targets show expected and above progress for individual pupils

3) PPG pupils increase attainment in core skills - **Spelling and grammar (SPAG)** - **Decoding and fluency** - **Timetables and arithmetic skills**	Writing lessons focus on revisiting and embedding transcription skills – moderations show improvement in foundational skills Reading measures on Lexia, RWI, Y1 phonics and PIRA/Y6 SATs improve over time so pupils are secondary ready and can access the wider curriculum. Through interventions and focused Maths Meetings, pupils consolidate multiplication facts and arithmetic fluency
4) School Led Tuition, Early Bird clubs and Homework Clubs alongside school interventions delivered by LSAs and Teacher QFT, facilitate extra time for pupils to catch up academically with their peers.	Lexia, Doodle Maths, Spelling Shed and home reading records demonstrate engagement levels are in line with non PPG pupils or the gap is closing between them. SLT assessment outcomes shows accelerated progress in specific academic targets. Book looks demonstrate impact has filtered through into everyday classroom attainment being improved (in specific skill targets). Accelerated progress can be seen overtime impacting key indicator outcomes
5) Through Language Link assessment and interventions, alongside T4W and vocabulary rich environments and play, 100% of (non-multi barrier) PPG children achieve Communication and Language in ELG.	ELCi programme embedded across YR/1 (early language communication initiative run by Surrey Sp & L) SHREC methodology is embedded in EYFS free flow provision, supporting regulation 100% of all non multi barrier pupils achieve GLD Pupils who do not achieve GLD (due to additional SEND needs or EAL) achieve ELG goal in communication and language unless this is focus of SS need. Pupils have opportunities to talk and practice oracy through roles of responsibility, increased opportunities to perform or share work. Read aloud to Lexi the dog, Coram Beanstalk workers and parent volunteers Wave 1 teaching consistently employs the oracy and fluency approaches (MTYT, choral, performance, Jump In)

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

Budgeted cost: £62,200 (staffing, in class support and wave 1 and wave 2 interventions. Staff development through Walkthrus coaching programme)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching CPD - Extra planning time for teachers - Instructional Coaching via Walkthrus - Professional development in Ordinarily Available Provision	Developing Teachers - Sutton Trust Effective Professional Development | EEF (educationendowmentfoundation.org.uk) WELCOME — WalkThrus	2, 3, 4, 5

Targeted academic support

LSAs hours for in class support and Early Bird, RWI and Reading Highway interventions. Lexia licences and Doodle maths.

Budgeted cost: £3300 for Lexia Licences / £15600 for school led tuition

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSAs deliver effective interventions in R, W and M (navigated by teacher PPMs and SENCo or QFT)	- Following the guidance of the EEF Making best Use of Teaching Assistants - TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf (educationendowmentfoundation.org.uk)	2, 3, 4, 5

LSAs deliver Early Bird Sessions **School Led Tuition teachers / NTP teachers** - Improving academic outcomes - Reversing the impact of covid - Raising self-esteem and confidence - Raising engagement with academic learning	- Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. - It is an effective strategy and works best when delivered by experienced staff and explicitly linked to classroom learning - One to one tuition | EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5
LSAs deliver Language Link intervention **LSAs deliver SALT interventions**	- There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: - Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	5

Wider strategies

Budgeted cost: percentage of overall staffing costs Part time Pastoral Assistant £14689 / Attendance Team £26125/ £250 RWI, Language Link, SaLT and Reading Highway interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA / Pastoral Assistant - Building self- esteem and confidence - Supporting regulation in class - Strategic pastoral support for individual and groups of children	- Improve the quality of social and emotional (SEL) learning. - There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): - EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1, 2 , 3

Total PPG strategy budget overview

Staffing: attendance officer, pastoral assistant	**£62,200**
Trips	**£2141**
Lexia	**£3300**
Cool Milk	**£662**
Coram Beanstalk	**£750**
Language Link	**£263**
Music Lessons	**£400**

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The school self-funded tuition from within its staffing structure. This enabled us to focus on building fluncy skills in reading, writing and arithmetic. We scored above National in almost every key indicator and helped prepared our disadvantaged pupils to be secondary school ready. The tuition focus was mainly on mathematics this year which can be seen in the excellent results in Y6 Maths and Y4 MTC.

Reading fluency groups were set up for KS2 children who needed extra reads and vocabulary building. This was taught alongside prioritising use of Lexia for catch-up and funding a Reading Raffle scheme to encourage home reading 4 or more times a week.

Language Link was used to assess new pupils entering Year Reception and our EYFS team worked with Surrey Speech and Language to introduce ELCI programme (Early Communication & Language Initiative) which saw enriched vocabulary and engagement levels from pupils across the year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia	
Doodle Maths	

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

EEF PPG most effective teaching toolkit strategies					
EEF Toolkit most effective strategies	**St Andrew's PPG strategy 2020-2021**	**St Andrew's PPG strategy 2021/2022**	**St Andrew's PPG strategy 2022/2023**	**St Andrew's PPG strategy 2023/2024**	**St Andrew's PPG Strategy 2024/2025**
Feedback		Marking and Feedback policy	Marking and Feedback policy - Check-ins with PPG pupils	Marking and Feedback policy Check-ins with PPG pupils	Check-ins with pupils Conferencing
Metacognition	Think out loud – RWI/shared writing	Think out loud – RWI/shared writing Marking and feedback policy Editing process in writing	Think out loud – RWI/shared writing + SEND project Marking and feedback policy Editing process in writing	Think out loud Walkthrus Marking and Feedback policy Editing process in writing	Think out loud Walkthrus Checking/spotting mistakes
Reading Comprehension	Guided reading priority on timetable Vocabulary slide Covid catch-up - Lexia	Guided reading priority on timetable Vocabulary slide Covid catch-up - Lexia	Guided Reading strategies: echo, choral reading Vocabulary slides/games in all lessons Lexia	5 mins on fluency: all strategies employed. Deliberate vocabulary development. Lexia PIRA analysis into planning	5 mins on fluency strategies Deliberate vocabulary development. Lexia PIRA analysis into planning Reading Highway overview

Mastery	Do Nows Maths Mastery lessons and meetings T4W cycle	Do Nows Maths Mastery lessons and meetings T4W toolkits - composition	Do Nows Maths Mastery lessons and meetings T4W toolkits - composition	Do Nows Maths Mastery lessons and x3 meetings per week T4W toolkits for composition T4W Everyday toolkits	Do nows Maths meetings T4W Everyday Toolkits Focus on transcription skills across the school
Oral Language	EYFS Talk stories Language Link YR and Y1 Vocabulary slide	EYFS Talk stories New EYFS framework Language Link YR and Y1 Vocabulary slide	Oracy focus part of SIP EYFS Talk stories Walkthrus Language Link YR and Y1 Vocabulary slide	Oracy focus part of SIP Talk stories Language Link and SaLT Vocabulary slides and washing lines Deliberate Vocab Development	Talk stories Lang link and SaLT ELCi project Vocab slides widget Deliberate Vocab Development
Peer Tutoring		Editing process in writing	Editing process in writing Reading Buddies Oracy focus from SIP	Editing process in writing Reading Buddies Lexi reading dog	Lexi reading dog
Phonics	RWI and RWI boosters (EYFS – Y2)	RWI and RWI boosters (EYFS – Y3)	RWI and RWI boosters across all year groups	RWI and RWI boosters across all year groups	RWI and RWI boosters across all year groups
Within class attainment grouping					
Individual Instructions					
	Other strategies:	Other strategies:			