St. Andrew's Primary School

Updated November 2026

Approved by link Governor-November 26

Pupil Premium

Strategy Statement

2026 - 2027

THE STAFFORDSHIRE SCHOOLS MULTI ACADEMY TRUST

Grow and Flourish

Pupil premium strategy statement – St. Andrew's Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	**Data** (September 2025)
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	**14.89% (7 pupils)** **5 PP and 2 PLAC**
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024–2027
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Rachel Mills
Pupil premium lead	Rachel Mills
Governor lead	Elaine Harlin (Inclusion Lead governor)

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year	£13,130
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£13,130

Statement of intent

Mary Howard is driven by the commitment to provide a continuous, progressive, and well-rounded learning experience for every child. Our ultimate goal is to equip all pupils to embrace and engage fully with modern British life, ensuring they thrive now, during transition to secondary school, and as healthy, balanced adults.

We hold and communicate high ambitions for every pupil, regardless of their background or any challenges they may face. Our strategy is underpinned by the recognition that each child is a unique individual.

Our Core Commitments

We are committed to equal access for all children to a curriculum that enables them to grow personally, socially, physically, emotionally, and academically. To achieve this, we will:

- Prioritise a Team Approach and High-Quality Teaching: Our strategy centres on ensuring all pupils receive appropriate, timely high-quality teaching, which is proven to be the most effective way to close the disadvantage attainment gap. This commitment is designed to benefit both our disadvantaged and non-disadvantaged pupils.
- Target Resources Effectively: We use a graduated response and effectively deploy the Pupil Premium and SEN budget to provision map the most appropriate support for all vulnerable groups, including pupils with identified additional needs, those entitled to Free School Meals, and those living in disadvantaged circumstances.
- Avoid Assumptions and Use Robust Assessment: We do not act on assumptions about the impact of disadvantage. Instead, we use robust diagnostic assessment to respond proportionately and effectively, supporting and challenging all pupils.
- Our Mease Mastery curriculum focuses on developing the wisdom, knowledge, and skills needed for personal, spiritual, cultural, and developmental growth, with a focus on age-appropriate mastery in Literacy and STEM.
- We continuously assess progress, quickly identifying pupils who are 'striving' (not yet remembering/mastering) their knowledge so we can offer the right support or intervention to get their learning back on track.
- Promote High Attendance: We closely track attendance, engage with parents regularly, and provide targeted support to families and children who are struggling to maintain good attendance.

Implicit in this strategy is our intention to sustain and improve the attainment of non-disadvantaged pupils alongside the accelerated progress of their disadvantaged peers.

Challenges

In order to help all of our pupils to succeed, we have identified that we need to:

- **Achieve** good attendance
- Promote **aspiration**
- Promote **resilience**
- Provide opportunities for them to be **independent**
- Broaden their **experiences**

'A well taught knowledge-rich education is potentially the driver for true equality for pupils from different backgrounds. Knowing things, not just recalling the bald facts but deeply understanding them gives pupils confidence.

It helps them to discuss a wide range of live topics with their peers, irrespective of their backgrounds.' **Dame Rachel de Souza, Children's Commissioner**

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

Challenge number	**Detail of challenge** Assessments, observations and discussions indicate that…
1	The majority of pupils who are disadvantaged are also persistently absent.
2	Improved maths attainment for disadvantaged pupils at the end of KS2 so that more disadvantaged pupils achieve the expected standard in maths.
3	Pupils who are disadvantaged are not achieving the expected standards in writing.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
5	A proportion of Pupil Premium children are also experiencing SEND.
6	Assessments, observations, and discussions with pupils suggest that pupils who are disadvantaged are finding it difficult to work independently and with resilience. Pupils who are disadvantaged do not always have the skills they need in order to communicate with adults and / or their peers effectively.

*ARE- Age Related Expectations

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 for disadvantaged pupils	**Success criteria**
Improved attendance	By the end of the academic year 2026-2027, the number of disadvantaged pupils who are also persistently absent will be reduced (a decrease from 8 will be evident) 80% of disadvantaged pupils will have good attendance (96%+)
By prioritising oracy, disadvantaged children will demonstrate enhanced communication skills, increased engagement in learning, improved reading comprehension, boosted confidence in their verbal and written communication, and stronger peer relationships, all contributing to a more supportive and effective learning environment.	By the end of the academic year 2025-2027, all pupils who are disadvantaged will be observed confidently communicating with adults and peers during general informal conversation, class discussions and debate and presentations.
Improved Maths standards	KS2 maths outcomes will show that disadvantaged pupils (non-send) meet the expected standard in maths.

Improved Writing standards	By the end of the academic year 2026-2027, all pupils who are disadvantaged (without SEND) will be working at the expected standard in writing. This includes automaticity in transcription skills (spelling, grammar & handwriting) so that children are not distracted by the mechanics of writing and can focus on content and ideas.
Improved Reading standards	KS2 Reading outcomes will show that disadvantaged pupils (non-send) meet the expected standard in reading. This also includes improved oracy.
Improved learning approaches and communication skills through promoting positive mental health and wellbeing through the use of outdoor learning	By the end of the academic year 2026-2027, all pupils who are disadvantaged (without SEND) will be observed working independently and with resilience in lessons. All children will have regular opportunities to learn outdoors. Children will have opportunities to experience being taught in the outdoor classroom to encourage team building, resilience and communication and therefore raising self-esteem. Teaching staff will deliver quality lessons.

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.

'There is a strong evidence base 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 whole-class teaching, and attend to wider challenges to learning, such as attendance and behaviour.' **The EEF Guide to the Pupil Premium April 2022**

Teaching (for example, CPD, recruitment and retention)

'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.' **The EEF Guide to the Pupil Premium April 2022**

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher CPD: Quality First Teaching in the classroom through CPD and quality validated schemes	**Feedback** Very high impact for very low cost based on extensive evidence Impact +6 months The EEF Teaching and Learning Toolkit	2, 3, 4, 5, 6

Teach and promote ORACY across the curriculum	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. **Low cost and 6+ months gain**	2, 3, 4, 5, 6
Choose a handwriting scheme that provides structured and systematic instruction, incorporates multisensory approaches, and includes regular assessments to monitor progress. **Integration with Curriculum: Ensure the handwriting scheme complements the existing literacy curriculum and provides opportunities for practice across subjects.**	The EEF highlights that handwriting is a critical skill that affects children's ability to communicate effectively in writing. According to the EEF's guidance on improving literacy, explicit instruction in handwriting can lead to improved writing outcomes. Improved handwriting can lead to better quality of written work, as children are less distracted by the mechanics of writing and can focus on content and ideas.	3,
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Join **Maths Hub** resources & CPD (including Teaching for Mastery training). **KS1 Mastering Number (including training and CPD for staff)** **White Rose Maths (including training and CPD for staff)**	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2,5, 6
Purchase of Standardised diagnostic assessments to identify gaps and the bottom 20% who are working below ARE. **(NFER & PM Benchmarks)** Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	2,3, 4

Pupil Progress Meetings to identify how gaps will be addressed through quality first teaching, interventions and support.		
Resourcing: Replenish resources and top up training for DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils (Little Wandle)	**Phonics** High impact for very low cost based on very extensive evidence Impact +5 months The EEF Teaching and Learning Toolkit	2,3,4,5,6

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

'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.'
The EEF Guide to the Pupil Premium April 2022

Budgeted cost: **£5,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of highly skilled and trained TA's to provide interventions. WRM, Phonics and reading intervention WRM CPD for all TAs	Making Best Use of Teaching Assistants | EEF If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. Schools should use structured interventions with reliable evidence of effectiveness. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	2,3,4,5,6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	3,4,5,6

Purchase of High interest/low reading books and replenish book banded books for KS2.	**'Hi-lo' books** provide high interest content at an easy reading level: histories of famous people, books about underwater life, biographies, semi-fictional stories based on real events and so on. Pupils can accumulate background knowledge across the whole curriculum, learning a lot about a little under the radar of easy reading. These books, along with easy-read page-turners, not only provide immediate engagement, but also lead towards the pleasure of reading more challenging books in English lessons and in other subjects. The Reading Framework July 2023- P88	3,4,5,6

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

Budgeted cost: **£2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Restorative Practice management	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	All
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	**All**
Provide Breakfast club for vulnerable pupils (Currently do not have wrap around care) by 2026. Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

Increased access to Wellbeing and Nurture activities to promote positive mental and physical health. Develop outdoor learning and outdoor learning opportunities across the curriculum. Ensure all teaching staff are equipped to deliver quality teaching and experiences in the outdoors.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional Learning in Primary Schools ▪ Supporting pupils' social, emotional and behavioural needs	All

Contingency fund for acute issues and additional curriculum activity subsidy	Based on our experiences and those of similar schools to ours, we have identified a need to set some funding aside to respond quickly to inward pupil mobility and any needs that have not yet been identified.	All

Total budgeted cost: £14,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Strategy Review: 2025-2026 Evaluation

This evaluation details the impact of our Pupil Premium Strategy during the 2025-2026 academic year, drawing on Key Stage 1 and 2 outcomes, Phonics Check results, the Multiplication Tables Check (MTC), and comprehensive internal assessment data.

Data Context and Caveats

The DfE has provided the school's 2026 performance data; however, comparisons with regional and national benchmarks must be treated with caution due to the significantly small size of our disadvantaged cohorts.

Our priority for accurate evaluation is individual pupil tracking, which allows us to identify and address the specific needs and barriers of each child. This process is supported by a bespoke cost/support tracking system, ensuring the targeted and effective allocation of Pupil Premium funding.

Key Findings: Impact of the 2025-2026 Strategy

The evaluation confirms that the strong focus on phonics and reading has had a significant positive impact on all children.

Phonics and Reading

- **Phonics:** The implementation of the Little Wandle Phonics Scheme is having a demonstrably positive impact. 100% of pupils passed the Year 1 PSC and 100% of disadvantaged pupils passed their Year 2 retakes.
- **Reading Culture:** Support from an external advisor led to the development of enhanced reading areas, the acquisition of diverse, culturally representative resources, and a greater focus on reading for pleasure. Strategies like 'Rock up and Read' have successfully developed community links and built stronger relationships with harder-to-reach families.

- **Attendance:** Improving attendance remains a priority, especially for disadvantaged pupils. The addition of the free breakfast club has had a positive impact on improving attendance and is used constantly by the majority of parents. Disadvantaged pupil (PP) attendance for 2025-2026 was 92.3%.

Strategic Change for 2026-2027

Based on this rigorous evaluation, we have reviewed and adjusted our strategy plan, including how some of our budget will be allocated this academic year. While we will maintain and embed our successful reading strategies and continue to prioritise improving attendance and wellbeing, the key strategic shift is to prioritise oracy across the entire curriculum and to focus relentlessly on improving the foundational skills of spelling, grammar, and maths arithmetic.

This change is designed to directly enhance children's academic, social, and emotional confidence, providing them with the communication skills necessary to access the curriculum fully and accelerate the closure of the attainment gap.

Further information (optional)

Our core Pupil Premium strategy is enhanced by several high-impact, whole-school initiatives that are funded through the main school budget. These activities are rooted in evidence-based practice and designed to secure the maximum benefit for **disadvantaged pupils**, ensuring they receive a consistently excellent education.

High-Quality Teaching and Learning

We are committed to embedding the most effective teaching practices, as evidenced by the Education Endowment Foundation (EEF), which disproportionately benefits disadvantaged pupils:

- **Responsive Feedback and Modelling:** We are refining our practice around **feedback, modelling, and challenge** applied precisely at the point of learning within lessons. This ensures immediate intervention and deepens understanding for all students.
- **Effective Scrutiny and Accountability:** Staff are held to account for the progress and attainment of vulnerable children through **termly Pupil Progress Meetings** with the Senior Leadership Team (SLT). Furthermore, the Headteacher's report to Governors includes a dedicated section on the attainment, progress, and value for money of provision for our most vulnerable children.

Developing Oracy, Critical Thinking, and Global Citizenship

We are building on existing initiatives to promote **communication, talk, and debate**, which equips students with the essential skills to articulate ideas and engage with the world around them:

- **Integrated Oracy Curriculum:** Our collective worship, PSHE curriculum, and school vision and values are used to facilitate rich discussion and exploration. This provision enables children to:
    - Watch and discuss current affairs and news.
    - Reflect on the spiritual and ethical dimensions of their learning.
    - Ask **'big questions'** and think globally about issues like disadvantage, deprivation, and environmental exploitation.
    - Develop the essential skills to **disagree well** and explore different points of view.

Curriculum Enrichment and Wellbeing

We ensure the curriculum extends beyond the classroom to consolidate learning, promote holistic development, and provide rich cultural capital:

- **Wellbeing and Outdoor Provision:** Student well-being is intentionally incorporated into our curriculum (using Kapow resources) and through enhanced **outdoor provision**, promoting physical and mental health.
- **Active Curriculum Enrichment Days:** These days serve a dual purpose: providing **CPD for staff** and giving children opportunities to enrich and consolidate their learning in an outdoor environment (e.g., historical reenactments of the Great Fire of London).

Utilising Trust-Wide Expertise

Our status within The TSSMAT enables us to leverage collective strength:

- **Shared Practice and Training:** Academisation facilitates access to high-quality external **expertise, training, and the sharing of good practice** across all schools within the Trust, ensuring our staff benefit from the best available professional development.