

# Pupil Premium Strategy Statement Stanley St Andrew's Church of England 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
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2024 2024-2025 2025-2026
Date this statement was published	January 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Body
Pupil premium lead	E Stanley-Wainwright
Governor	P Leeson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-2025	£ 31,320
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£ 31,320

## Part A: Pupil premium strategy plan

### Statement of intent

Our Church School is a warm and welcoming place where everyone is valued. The open, friendly atmosphere provides a secure and safe environment where all can succeed. We foster positive attitudes, good social skills, and an enthusiasm for learning, embraced by the Christian framework.

Children and staff have created the school values of love, happiness, trust, peace, truth, teamwork, respect and dedication which we are really proud of and try to live by.

Our vision is “we inspire all children to flourish by sharing their individual light during a life of fullness within God’s love for all”.

The focus for our pupil premium strategy is to ensure disadvantaged pupils can achieve their goals and follow their dreams. We endeavor to provide them with the same opportunities and experiences as their peers.

Our intent is that all pupils, irrespective of their background, make good progress and attainment across all subject areas.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

Our aims:

Disadvantaged pupils meet and exceed age-related national expectations across the school. It is our intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside the progress of their disadvantaged peers, leading to all pupils reaching age-related expectations by the end of Year 6.

To narrow the attainment gap between disadvantage and non-disadvantage pupils.

To support phonics knowledge and application to promote fluency in reading for all disadvantaged children.

Appropriate provision will be made for vulnerable pupils ensuring there is an appropriate level of challenge as well as the support, scaffolds and adaptations when required.

Support and guide children to be mentally healthy and build up stamina and resilience.

At Stanley St Andrew’s church of England school, we provide a culture where:

Teaching and learning opportunities are tailored to meet the needs of all pupils.

The provision is appropriate and supportive of vulnerable groups through robust assessments and knowledge of all pupils.

Recognise the needs of pupils and therefore use the funding to support any pupil or groups of pupils who we identify as socially disadvantaged.

Staff have regular dialogue about the needs of each child and their families.

We understand the importance of ensuring that all teaching meets the needs of each learner through quality first teaching.

Further develop Safeguarding to ensure it is explicitly clear to children and is embedded within the curriculum.

Release time to monitor and develop the curriculum offer to continue to improve the quality of teaching and learning across school.

We organise teaching and learning to meet the needs of all children in the best way possible, so every child has an equal opportunity to flourish.

Pupil Premium Funding to identify priority groups and individuals, based on the need.

## Challenges 2024-2025

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

Challenge number	Detail of challenge
1	Pupil premium children are less engaged in daily reading activities which impact upon their ability to access the curriculum, thus making slower progress.
2	Observations show that pupil premium children have low self-esteem and lack resilience.
3	Some families can be reluctant to ask for support when needed, which can impact access to the range of learning opportunities inside and outside of school.
4	Broaden children's experiences outside of the classroom so they can be independent agents for social change.

## Intended outcomes 2024 - 2025

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
Improved ability to derive the meaning of text or vocabulary. Improve stamina in writing across all year groups.	Writing outcomes for PP children at the end of each year are at least in line or above national.
Improve outcomes in maths across all year groups.	Mathematics outcomes for PP children at the end of each year are at least in line or above national.
To improve and sustain wellbeing of all pupils with a focus on pupil premium children.	Children feel confident and able to recall learning. Children can talk about how they are feeling and ask for help strategies independently.
To ensure that pupil premium children are working at or above age expectation in all core subjects.	Children to make at least expected progress or targeted to make accelerated progress to reach end of year expectations in reading, writing GAPs and maths.
To develop positive home school links to offer support.	Families feel supported and have the information they need to ask for additional support when needed.

## Activity in this academic year 2024-2025

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: £ 22,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wrap around care	Children are invited to breakfast club to ensure they have a healthy meal at the start of each day. Children are invited to after school club to carry out reading and homework tasks with staff.	1,2,3
TT Rockstars	TT Rockstars supports the fluency of multiplication facts and division therefore targets all areas of mathematics. The package also provides motivation, challenge, competition, and engagement for learning.	1,2,3
COMPASS	Children and parents work with the Compass team to promote quality parenting and to develop emotional wellbeing.	3
Writing is supported through a scaffolded approach. A focus on sentence structure across the whole school A focus on Writing fluency and the foundations for writing	Internal data highlights that writing is not in line with national data specifically with a focus on spelling. Moderations highlight the gaps in writing. Writing remains a focus across the school- producing high quality pieces of writing for a range of purposes. Children are struggling to transfer spelling skills into all aspects of writing opportunities. School is working with the Local authority to support this aspect. Moderation with school within the cluster is in place for this year.	1
Reading High-quality first-class teaching focusing on fluency and comprehension - the implicit teaching of approaches and techniques to improve their comprehension of written text - metacognitive talk to model strategies - teachers questioning pupils to apply key steps.	On average, disadvantaged pupils are less likely to own high quality text of their own and read at home. Therefore, they may not acquire the necessary skills for reading and understanding challenging texts. The approach has been based on recommendations 3 and 4 of the EEF Improving Literacy in Key Stage 1 and 2 guidance reports and the use of teacher modelling. EEF toolkit suggests +6 months impact of reading 2 8 steps. Books purchased (New Books in class libraries and main library- £5000) comprehension strategies. Typically, disadvantaged pupils receive similar or slightly greater benefit from phonics interventions and approaches due to the explicit nature and intensive support. It will improve decoding skills for pupils who have experienced barriers to learning such as not	

Books are purchased for the new library area. Additional reading scheme books purchased to ensure a wider range of reads for EYFS children.	developing phonological awareness at the same rate as others due to having less exposure to books and the spoken word at home. The approach has been based on recommendations 2 and 3 of the EEF Improving Literacy in Key Stage 1 and 2 guidance reports. Phonic approaches are very effective in supporting early readers to master the basics of reading. It is more successful when embedded in a literacy rich environment. Early readers will have phonic related books to ensure that they are developing word recognition and phonemes/ graphemes are matched appropriately. EEF toolkit suggests +5 months progress. Library in school used with high quality books	
<i>Targeted support in class to support scaffold learning TA's</i>	<a href="#">Deployment of Teaching Assistants   EEF</a>	1,2
Increase the range of learning experiences within the curriculum.	Children have a range of new experiences linked to topics across school. Opportunities offered outside of the school day.	4
Training needs that are identified throughout the year to address outcomes for pupil premium children.	Staff are trained to ensure that first-quality teaching includes all children. Jigsaw Whiterose training is being carried out which shows that whole school approach has a significant impact on outcomes in mathematics. High quality staff CPD is essential in these focus areas in order for it to be taught effectively in classrooms. The EEF Effective Professional Development Guidance Report has been used to identify the mechanisms to use alongside the building of teacher knowledge and embedding this practice.	1,2,3
Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted cost:		
Additional Booster groups for Year 6 pupils who have gaps in their knowledge	Targeted interventions are focused for academic year as boosters in Year 6 as a result of the high percentage of pupil premium pupils who did not reach age-related expectations.	1,2,3
Times Table Rock stars (£114.44) -to ensure pupils develop fluent recall of facts	The mastery approach in maths, reasoning and problem solving has improved, however, fluency across school has declined. In order to raise the level of fluency in facts the school has Times Table Rock Stars. Analysis gaps from internal data show that pupils are not secure in their knowledge of their number facts in KS1 and times tables and number facts in KS2. This is having a negative impact on their reasoning and problem solving as the lack of fluency is hindering progress and attainment.	

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

Budgeted cost: £7,200

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Extra - Curricular	<p>Increase participation in a range of after-school clubs and social activities. Improvements are evident in children's confidence and resilience.</p> <p>EEF explains that extracurricular activities are an important part of education for all children. These opportunities impact children's ability to recall and increase engagement in learning.</p>	1,2,3,4	
<i>School visits including residential visits</i>	<p>Increased participation and inclusion in activities and subsequent work.</p> <p>The school residential is the only time where children must be independent without support from parents/ grandparents. It is an essential experience for school to continue to promote independence and wellbeing that is in a different setting with challenging teambuilding activities.</p>	2,3,4	
<i>Forest school</i>	Developing speaking and listening skills.	1,2	
<i>Reading volunteer scheme</i>	Children have the opportunity to build self-esteem and develop new relationships within a safe environment.	1	
<i>Sign posting of local activities and support groups shared</i>	Information shared and appropriate support found for the range of families.	3	
<i>Educational / Class visits £</i>	All educational visits are linked to topics. These are essential for wellbeing and for children to have first-hand experiences to extend and enrich their cultural capital.	4	

**Total budgeted cost: £29,345**

## Part B: Review of the previous academic year 2023-24

### Externally provided programmes

67% of PP children access breakfast club and/or after school club. During this time staff will hear them read, complete any homework activities and support them with pre teach.

PP children are given the opportunity to talk with staff about emotions and any worries or concerns they may need to share.

Time is also given to these children to play with their peers and have fun.

Children are also given opportunities to take on task and support staff in preparing for the next day all to build self-esteem and promote confidence.

Additional hours have been used to monitor attendance of all children across school with particular focus on PP children. All parents and grandparents have been issued with herringbone of attendance for review. Persistent absences have been followed up with herringbones, letters and discussions about why children are not in school.

Flexibility has been offered to some children to aid them back into school by allowing an active uniform and providing apparatus to help support anxiety.

Sharing lots of information with all parents through school communication system.

Children are actively keen to engage with the volunteer reader and enjoy having one2 one protected time.

PP children have extra opportunities to have reading time with staff or their reading buddies this has been extended into lunchtimes where children can sit and read with each other outside.

Teachers identify those PP children who are not supported with reading at home and focus on these children so that they read to an adult on a regular basis.

Intervention hours have been allocated to one TA who works across school. Their role is directed by teachers, and they have time to work with PP children on a one 2 one basis or small group.

Time is allocated for the staff member to plan, prepare and make assessments of progress for each child.

All Teaching assistants have had access to a range of training to support their roles across the year.

TA have worked on building resilience and supporting children to not give up when faced with challenges.

Huge impact upon children's speaking and listening skills across all pupil premium children.

Those who were under speech and language support are now more confident in speaking within the classroom and will actively take part in class and whole school discussions.

Books have been purchased to reflect the world in which we live in these quality resources have been shared with PP children.

All children were brought quality read as a Christmas gift from the PTA.

Class reads have been purchased to ensure that PP children have access to high quality texts.

All children have attended school trips to enhance the teaching and learning experiences.

All children have attended whole school festival giving them the experience of live music, creativity and the opportunity to plan and review the experience.

All PP children have been invited to after school experiences such as movie night, discos and the range of clubs on offer.

All staff have attended professional development training across the year to support PP children.

School has developed strong working relationships with COMPASS team who have support parenting for a number of parents/ grandparents across the school.

School has fully engaged with the Inclusion team to support the needs of our PP parents/ grandparents in a range of different areas.

School has put on a range of different workshops to support parents/ grandparents understanding of teaching of maths, phonics, writing and the experiences that children have in each class.

School data shows that pupil premium children are making good progress in reading from their starting point.

Stamina for writing continues to be a weakness across all groups of children in school and additional support is required to outcomes in writing.

Support has been given to those children who have additional behaviour challenges.

Those children who have attended the clubs have grown in confidence and have developed good relationships with children outside of their cohorts.

PP speech and language are in line with peers.

*Only internal staff are used to deliver these programmes*

<b>Programmes</b>	<b>Provider</b>
White Rose Maths	Trinity MAT
First News	First News Education
TT Rockstars	Maths Circle
Active Learn	Pearsons
Purplemash	2Simple
NATRE	NATRE.Org
National Governors Association	NGA
Provision Map	TES
Twinkl	Twinkl online Education

