

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 CE (VA) Infant School
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Jo Swallow
Pupil premium lead	Natalie Shaw
Governor / Trustee lead	Graham Lawley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,398
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£52,398
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At St Andrew's Infant School, we have high expectations for all pupils in our school. We believe that every child, irrespective of their backgrounds, can make good progress and fulfil their individual potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and ensure that there is progress for all and challenge for those who are already high attainers.

Through quality first teaching, an individualised learning approach and effective engagement with parents, we believe that all children can achieve, both academically and socially. Leaders ensure that all children receive high quality teaching in every lesson and that disadvantaged children receive frequent intervention and daily support to close any gaps in their learning. Our aim is that disadvantaged children make as much progress as non-pupil premium children, both within our school and when compared nationally.

How this strategy works towards those objectives:

- We use the DfE “Menu of Approaches” (three-tier model) to prioritise spending and activity across:
 - Tier 1 — High-quality teaching (whole-school improvement of curriculum, assessment and staff expertise).
 - Tier 2 — Targeted academic support (small-group and one-to-one interventions linked closely to classroom teaching).
 - Tier 3 — Wider strategies to remove non-academic barriers (attendance work, SEMH support, parental engagement and enrichment).
 - Evidence-based choices are drawn primarily from the Education Endowment Foundation (EEF) guidance and reviews and the DfE Menu resource [Menu of approaches: evidence brief and supporting resources](#) (DfE/EEF summary) and EEF Teaching & Learning Toolkit guidance throughout this plan.
 - DfE Menu of Approaches (summary): [Menu of approaches: evidence brief and supporting resources](#)

In addition to our academic focus, we are committed to meeting our pupils' pastoral and social needs in a nurturing environment. We recognise that pupil premium children may not be exposed to rich learning experiences out of school, so we provide 'memorable experiences' through the curriculum to address this. All children, including those who are not disadvantaged, benefit from this approach. Additional help with funding for trips and experiences for disadvantaged children ensure that no one misses out on this crucial part of learning.

The progress of pupil premium children is robustly monitored through Sonar and pupil progress meetings. Any gaps or challenges are addressed quickly. Our response will be based on assessment, not assumptions, about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge																																								
1	<p>Attendance data shows that the attendance of our pupil premium children is lower than that of non-pupil premium children. Persistent absence is also higher amongst pupil premium children.</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance %</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>95.3%</td> </tr> <tr> <td>Pupil Premium Children</td> <td>93.6%</td> </tr> <tr> <td>Non Pupil Premium Children</td> <td>95.6%</td> </tr> </tbody> </table>		Attendance %	Whole school	95.3%	Pupil Premium Children	93.6%	Non Pupil Premium Children	95.6%																																
	Attendance %																																								
Whole school	95.3%																																								
Pupil Premium Children	93.6%																																								
Non Pupil Premium Children	95.6%																																								
2	<p>Assessment data, observations, books and discussions show that there is a gap in attainment between pupil premium children and non-pupil premium children in writing.</p> <table border="1"> <thead> <tr> <th rowspan="3">Year group</th> <th colspan="6">Writing</th> </tr> <tr> <th colspan="3">ARE+</th> <th colspan="3">Greater Depth</th> </tr> <tr> <th>All</th> <th>Non PP</th> <th>PP</th> <th>All</th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Reception (50) Non pp (41) PP (9)</td> <td>74% (37)</td> <td>80.5% (33)</td> <td>44% (4)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 1 (50) Non pp (38) PP (12)</td> <td>58% (29)</td> <td>68% (26)</td> <td>25% (3)</td> <td>2% (1)</td> <td>3% (1)</td> <td>0% (0)</td> </tr> <tr> <td>Year 2 (57) Non pp (41) PP (17)</td> <td>58% (33)</td> <td>61% (25)</td> <td>47% (8)</td> <td>2% (1)</td> <td>2% (1)</td> <td>0% (0)</td> </tr> </tbody> </table>	Year group	Writing						ARE+			Greater Depth			All	Non PP	PP	All	Non PP	PP	Reception (50) Non pp (41) PP (9)	74% (37)	80.5% (33)	44% (4)				Year 1 (50) Non pp (38) PP (12)	58% (29)	68% (26)	25% (3)	2% (1)	3% (1)	0% (0)	Year 2 (57) Non pp (41) PP (17)	58% (33)	61% (25)	47% (8)	2% (1)	2% (1)	0% (0)
Year group	Writing																																								
	ARE+			Greater Depth																																					
	All	Non PP	PP	All	Non PP	PP																																			
Reception (50) Non pp (41) PP (9)	74% (37)	80.5% (33)	44% (4)																																						
Year 1 (50) Non pp (38) PP (12)	58% (29)	68% (26)	25% (3)	2% (1)	3% (1)	0% (0)																																			
Year 2 (57) Non pp (41) PP (17)	58% (33)	61% (25)	47% (8)	2% (1)	2% (1)	0% (0)																																			
3	<p>The Year 1 Phonics screening and reading data as well as RWI screening, assessments and progress made show that there is a gap in attainment for KS1 PP children.</p>																																								

		Year 1 Phonics Screening Test June 2025					
		All pupils (49) *	Non PP (37)	PP (12)	2024 School	2024 National	
Passing score of 32+		75.5% (37)	84% (31)	50% (6)	86%	80%	
		Reading					
Year group		ARE+			Greater Depth		
		All	Non PP	PP	All	Non PP	PP
Reception (50)	84% (42)	83% (34)	89% (8)				
Non pp (41)							
PP (9)							
Year 1 (50)	64% (32)	71% (27)	42% (5)	12% (6)	16% (6)	0% (0)	
Non pp (38)							
PP (12)							
Year 2 (57)*	65% (37)	71% (29)	47% (8)	19% (11)	24% (10)	6% (1)	
Non pp (41)							
PP (17)							
4	Improve oral language, vocabulary and communication so pupils can access classroom talk and written tasks more readily.						
5	Implement changes to EYFS and early writing across school so pupils have a good foundational knowledge that equips them to make good progress and improve attainment in all areas of the curriculum. [NS1]						

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. To narrow the gap in attendance for our PP children so that it becomes broadly in line with the attendance of our non-pupil premium children.	Attendance of PP children will improve so that the gap between PP children and non-PP children narrows. Evidence source: EEF attendance evidence brief EEF: Evidence brief on improving attendance and support for disadvantaged pupils .
2. To reduce the attainment gap of PP children in writing to be more in-line with non-pupil premium children.	Narrow the gap in attainment between PP and non-PP children in writing by enabling more PP children to reach ARE or above.

	<p>Use internal tracking (Sonar and tracking documents) to monitor progress of PP children to ensure it is equal to or greater than their non-PP peers.</p> <p>Evidence source: EEF Improving Literacy in Key Stage 2 [EEF: Improving Literacy in Key Stage 2].</p>
<p>3. To see an improvement in attainment in Phonics and reading in Key Stage 1 children</p>	<p>Narrow the gap in attainment between PP and non-PP children in reading.</p> <p>Increase the amount of PP children passing the Phonics screening/re-take.</p> <p>Use RWI screening data to measure pupil's progress.</p> <p>Phonics interventions, Fast Track Phonics and targeted groups have PP children as priority.</p> <p>Evidence sources: EEF Early Literacy and Parental engagement [EEF: Early Literacy; EEF: Parental engagement].</p>
<p>4. Improve oral language, vocabulary and communication so pupils can access classroom talk and written tasks more readily.</p>	<p>Targeted pupils show measurable gains on standardised / age-appropriate oral language checks and teacher-recorded measures (termly).</p> <p>Literacy lessons and Talk Through Stories are timetabled, daily with an oracy focus.</p> <p>Oral language interventions are embedded in classroom practice and supporting improvement across the curriculum.</p> <p>Evidence source: EEF Oral language interventions [EEF: Oral language interventions].</p>
<p>5. When children enter KS1 they have good writing skills and foundational knowledge across the curriculum.</p>	<p>Pupils writing skills become automatic for children. This will free up their working memory for composition.</p> <p>Foundations will be in place that support pupils' writing throughout primary school and underpin their future success.</p> <p>Pupils will be equipped with the knowledge and skills they need to make progress in through key stage 1 and beyond.</p> <p>Evidence source: DFE Writing Framework, DFE Strong Foundations in the First Years of School</p>

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 (Tier 1: High-Quality Teaching, CPD, curriculum & staffing)

Budgeted cost: £20,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils <ul style="list-style-type: none">Ongoing CPD for all teachers in Phonics, English and maths from English and maths leadPrioritise foundational knowledge in all subjects and plan and adapt lessons accordinglyCPD on Adaptive Teaching for all teacher and support staffWriting is a priority on the school development plan. Continue to embed the 7 Stages of Writing, sentence level work, exemplar modelling and vocabulary instructionPupil progress meetings track progress of PP pupils and appropriate, timely interventions are put in placePupil Premium outcomes and strategies monitored by Assistant Head	<ul style="list-style-type: none">EEF Guide to Pupil Premium shows that teaching is the top priority, including CPD.Sutton Trust says that quality first teaching has a direct impact on student outcomes.EEF guidance: Early Literacy, Improving Literacy in Key Stage 2 and EEF's KS2 literacy guidance pages summarising effective practises. These resources emphasise high-quality classroom teaching, vocabulary instruction and deliberate practice for writing.	2, 3, 4, 5

<p>Classroom staff to target PP children for regular reading in class.</p> <ul style="list-style-type: none"> • All children have an individual reading record to track reading • PP and those below ARE in reading and phonics are a focus • Folders are monitored by Early English Lead and SLT to ensure they are being used and to identify the need for any CPD • Ongoing RWI CPD for all staff 	<ul style="list-style-type: none"> • In school data/monitoring shows that PP pupils are not passing phonics screening and not making as good progress in phonics. • Teaching 'Reading comprehension strategies' is shown as high impact, very low cost based on EEF research (+6 months) EEF Toolkit • EEF Early Literacy and KS2 literacy guidance: Early Literacy and EEF guidance on reading comprehension strategies and the Guide to the Pupil Premium. 	<p>2, 3, 4, 5</p>
<ul style="list-style-type: none"> • RWI Phonics scheme followed showing fidelity to the scheme through how it is taught and assessed. • Phonics is taught daily to all pupils • Ongoing training throughout the year for all staff from RWI advisor and RWI/Early Reading lead. • Fast Track intervention for children who are identified to need extra support. • Children targeted in class for extra reading and phonics where needed • Read Write Inc resources to be used 	<ul style="list-style-type: none"> • The DfE says schools which have a consistent approach to phonics achieve good results DfE Reading Framework 2021 • EEF research shows phonics teaching is high impact, low cost based on extensive evidence (+5 months) EEF Toolkit • EEF Early Literacy and KS2 literacy guidance: Early Literacy and EEF guidance on reading comprehension strategies and the Guide to the Pupil Premium 	<p>2, 3, 4, 5[NS2]</p>
<ul style="list-style-type: none"> • Targeted professional development on formative assessment, 	<ul style="list-style-type: none"> • Teachers continue to understand how children learn and use varying learning styles and use approaches that work will help children take ownership of their learning. (EEF 	<p>2, 3, 4,5</p>

<p>deliberate practice, adaptive teaching and feedback. Includes coaching cycles for staff to refine teaching and reduce misconceptions.</p> <ul style="list-style-type: none"> • Ongoing CPD for teachers on Adaptive Teaching, Zones of Regulation, metacognition and My Happy Mind • Ongoing CPD for teachers around Early Writing and Foundational Knowledge[NS3] <ul style="list-style-type: none"> • Previous learning revisited • Misconceptions mapped in all foundation subjects. • Staff encouraged to undertake CPD including NPQ, subject leadership networks and CPD for inclusive practice. 	<p>Toolkit - high impact, very low cost based on extensive research +7 months)</p> <ul style="list-style-type: none"> • EEF guidance on Effective Professional Development and implementation: Menu of approaches & Effective Professional Development resources. Strong PD increases teacher effectiveness — a core Tier 1 approach. 	
--	--	--

Targeted academic support (Tier 2: small group/1:1 tuition, interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SHINE interventions (KS1) <ul style="list-style-type: none"> Targeted reading comprehension interventions (small group tuition on comprehension strategies, explicit vocabulary sessions and guided reading) and monitored paired reading programmes to increase fluency and engagement. RWI Fast Track Phonics Targeted children attend an extra daily session of phonics on a 1:1 basis. This is closely monitored and assessed. Parents are informed of children's phonics targets through reading records and resources provided to help at home[NS4]. 	<ul style="list-style-type: none"> SHINE interventions in reading and maths are used to give individualised targets and support RWI Phonics scheme is followed and school data shows this scheme has a positive impact on progress and attainment[NS5] Allows adults to give specific feedback (EEF Toolkit +6 months) Individualised instruction helps children understand their strengths and weaknesses (EEF Toolkit +4 months) EEF: Early Literacy; EEF reading comprehension guidance. Also parental engagement guidance for supporting reading at home Working with Parents to Support Children's Learning. 	2, 3, 5
Same day intervention in school <ul style="list-style-type: none"> Same-day catch-up interventions provided by teacher or TA daily Intervention is timetabled and happens daily PP children are prioritised for these intervention sessions 	<ul style="list-style-type: none"> TAs provide same day intervention to allow children to keep up, not catch up with their peers. Children feel more confident knowing they can have extra teaching and support if necessary. <p>EEF Toolkit shows TA interventions can increase attainment by 4 months and small group tuition by 4 months.</p> <p>EEF: [One-to-one and small group tuition; Making a Difference with Effective Tutoring] (evidence and practical guidance on design and delivery).</p>	2, 3, 5

Wider strategies (Tier 3: attendance, SEMH, parental engagement, enrichment)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Food and resources provided in and out of school for those in need Funded breakfast club and after-school club places Breakfast provision support for pupils with attendance or engagement barriers (priority access for identified pupils) and monitored uptake. Food parcels provided for PP families in need Free uniform provided if required 'Juice and biscuits' club provided for PP children Milk provided at lunchtimes 	<ul style="list-style-type: none"> Breakfast club places ensure children are at school on time. Having a breakfast allows children to be ready to learn when they reach the classroom (Maslow's Hierarchy of Needs) DfE Menu & EEF summaries identify breakfast provision as a potentially beneficial wider strategy and cite evidence including evaluations of Magic Breakfast and similar programmes (see DfE/EEF Menu): Menu of approaches: evidence brief. 	1
<ul style="list-style-type: none"> Attendance to be monitored closely every week First day calling procedures used for all EWO to be made aware of PP children with poor attendance in a timely manner Attendance officer in school to liaise regularly with parents and carers Individual attendance plans 	<ul style="list-style-type: none"> DfE Menu & EEF summaries identify breakfast provision as a potentially beneficial wider strategy and cite evidence including evaluations of Magic Breakfast and similar programmes (see DfE/EEF Menu): Menu of approaches: evidence brief. EEF Attendance rapid evidence review shows that interventions that take a holistic approach in understanding pupils and their specific needs and address specific barriers show the most promise. 	1

<p>put into place for children under 95% attendance</p> <ul style="list-style-type: none"> • Holistic approach to attendance plans and EWO attendance letter to build a relationship with the family and create a supportive approach to attendance 		
<ul style="list-style-type: none"> • Funding for enrichment activities, including after-school clubs and school trips • Pupil premium children are prioritised for places in extra-curricular clubs • Class teachers monitor attendance and suggest clubs that would be suitable for their pupil premium children. • Subject leaders analyse data and look at children who may need extra support in subjects. These are then targeted for clubs. [NS6] 	<ul style="list-style-type: none"> • DfE Menu & EEF: extracurricular activities can raise engagement and provide non-cognitive benefits when combined with curriculum aims (see Menu of approaches) 	1,2,5
<p>Full time Learning Mentor in school</p> <ul style="list-style-type: none"> • All PP children have access to a Learning Mentor (LM) • LMs carry out home visits for pupils not in school • LMs are out in the playground each morning to meet parents or children with any concerns • They are a point of contact for vulnerable families 	<ul style="list-style-type: none"> • PP children are more likely to be identified as needing additional support for behaviour and emotional difficulties (DfE Mental Health and Wellbeing Provisions in Schools) • EEF shows parental engagement makes a difference in attainment (EEF Toolkit +4 months) 	5, 1

<p>and create relationships with them to encourage interaction</p> <ul style="list-style-type: none"> • SEMH interventions run by LM and Inclusion Lead • Safe space provided for children including LM office and calm spaces around school 		
<ul style="list-style-type: none"> • SEMH support: expand Zones of Regulation rolled-out across school for use in all classes • My Happy Mind implemented in all classes through weekly lesson and daily happy breathing practice • Daily check-ins with pupils to identify need early • Targeted small-group SEMH interventions (mentoring, social skills groups) • Regular brain and movement breaks, including sensory circuits, incorporated into all classes for all pupils to help with emotional regulation so children are ready to learn • Develop the school environment to reduce clutter and minimise sensory overload in order to improve learning behaviours and concentration 	<ul style="list-style-type: none"> • EEF guidance on Social & Emotional Learning and Improving Behaviour in Schools (evidence that well-implemented SEL and behaviour interventions can improve outcomes). See EEF resources referenced in the DfE Menu of Approaches: Menu of approaches: evidence brief. 	1

Total budgeted cost:

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 2025-2026 academic year.

This strategy will be reviewed in October 2026.

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
RWI	Ruth Miskin
Sonar/SHINE	Juniper Education