



Pupil premium strategy statement

St Andrew's Primary, Yetminster

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.

Our Pupil Premium Strategy is underpinned by our school vision and Motto:

'Nothing is impossible with God.' Luke 1:37

We **LOVE**, **LEARN**, **GROW** and **FLOURISH**

School overview

Detail	Data
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Ian Bartle (Executive Head)
Pupil premium lead	Anna Hedges
Governor / Trustee lead	Lauren Rowland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26973
Recovery premium funding allocation this academic year	£0

<i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26973

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of KS1 and KS2 and thus achieve GCSE's in English and Maths.

The range of provision the Governors consider making for this group include and would not be limited to:

- 1-1/small group support including specific tutoring programmes
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations- for example Forest School provision /ELSA support for MHWB to be able to engage in learning.
- Transition from primary to secondary and transition internally and into EYFS. This will be supported further by work from SAST
- Additional learning support in all areas of the curriculum
- Financially subsidising all activities, educational visits and residentials and music lessons. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software- for example laptops and computing equipment to support home learning activities.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote school values and thus enhance learning.

Challenges

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

Challenge number	Detail of challenge
1	Continued lower attainment due to covid lockdowns, including baseline for Reception year group.
2	Emotional needs of children - periods of dysregulation, worry and anxiety for children across the school.

3	Weak Language and Communication skills meaning extra phonic and reading support is needed.
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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.Closing the attainment gap	Disadvantaged pupils' attainment in all areas continues to improve in line with averages and the gap between these pupils and non PP continues to close. This will focus particularly on Writing and starting points for children in EYFS.
2.Emotional Needs of children	For children's emotional needs and poor home lives to not affect their learning and outcomes in school. We will make sure no children are disadvantaged due to their background or home life. The main support will be provided through ELSA (A Trained TA)
3.Language and Communication including phonics support	For children across the school to develop better, language, reading and phonic skills and therefore have better attainment in phonics, reading and writing. This will be linked to our reviewed ad revised phonics scheme – ULS

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and Reading	As a school we have implemented the ULS phonics scheme and resourcing this effectively, training teachers and TAs in implementing this with a particular focus on EYFS/Yr1 children. We	1,3

<i>To continue to support the development of language, phonic and reading skills</i>	are working with the Ramsbury English to continually review and support provision for PP children. To provide this support all teaching assistants and KS1 teachers are used to teach carefully assessed groups daily. Phonics EEF (educationendowmentfoundation.org.uk)	
SEN Support- Speech and Language and Phonics <i>To continue to improve attainment of all SEN children</i>	To support many of our PP children with SEN needs we have supported many of these pupils with specific small group and 1:1 early reading support (KS1 and Year 3) Nessy being used for some pupils in KS1 and some for catch-up in KS2. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3
Class Sizes <i>To ensure high starting points for all of our children in school.</i>	On entry, a high proportion of our reception children are not on track in all areas of the curriculum and start from low baselines. To support our children we have ensured that class sizes remain small and that we have TA support around the most need. Some children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.	1,2,3

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

Budgeted cost: **£24,500** cost of additional TA on the team and training/supervision

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting Mental Health and Wellbeing <i>To provide support for our children through our trained ELSA teaching assistant</i>	Many of our children in school are still struggling with the social and mental effects of the covid lockdowns. We need to support many children including those that are disadvantaged to continue to thrive and enjoy all aspects of school life. There are a number of refugee children within our community who also require some significant support with SEMH. This support will be provided via our trained ELSA teaching assistant. The intention is for the improved support for disadvantaged pupils with SEMH to enable them to engage more productively in core learning.	2

Forest School <i>To provide an alternative learning opportunity for pupils who find the classroom environment a challenge</i>	Some children take time to settle in the classroom when their needs are great and they are at a disadvantage compared to their peers. The Forest school environment and principles are aimed at enabling children to open up and explore new ways of learning. Many children show different aspects of themselves when allowed to learn through different pedagogical styles.	2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£3,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for clubs, trips, music tuition, sporting events and uniform Further support for all disadvantaged families to ensure children have access to everything they need and are encouraged to develop talents and skills.	Our children will ALL be invited and encouraged to try out different opportunities in the ARTS, music, sports and adventurous activities that they might otherwise not be able to access – all of these aspects contribute to wellbeing, confidence and self-worth which in turn lead to better outcomes.	1,2,3

Total budgeted cost: £ 26973

Part B: Review of the previous academic year

Outcomes for whole school and disadvantaged pupils

EYFS Good Levels of Development	60%	PP 0%
Year 1 Phonics Check	65%	PP 33%
Year 2 Phonics retake	81%	PP %
KS1 Reading Expected Standard	55%	PP 5%
KS1 Writing Expected Standard	50%	PP 5%
KS1 Maths Expected Standard	50%	PP 5%
KS1 RWM Combined	35%	PP 5%
KS2 Reading Expected Standard	56%	PP 0%
KS2 Reading Greater Depth	11%	PP 0%
KS2 Writing Expected Standard	56%	PP 0%
KS2 Writing Greater Depth	11%	PP 0%
KS2 Maths Expected Standard	44%	PP 0%
KS2 Maths Greater Depth	11%	PP 0%
KS2 RWM Combined EXS	44 %	PP 0%
KS2 RWM combined GD	11%	PP 0%

The intended outcomes from our previous plan were not well met for KS2 pupils.

The year 1 phonics check showed that a third of the pupils in year 1 met the standard. The new pupil premium plan picks up on this and focuses on early reading and phonics with a renewed drive and re-focus on RWI.

There is room for improvement across the board to increase outcomes for all disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Trauma Informed Schools	Traumainformedschools.co.uk
Stormbreak	Stormbreak.org.uk

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
No service children in this focus period
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.