St Andrew's Catholic Primary School
Pupil premium strategy statement

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
School name	St. Andrew's Catholic Primary School
Number of pupils in school	200 & 22 Nursery
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	3 Years
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr T Carroll - Headteacher
Pupil premium lead	Mr T Carroll/ Miss Z Ghanbari
Governor / Trustee lead	Samuel Gray, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,450
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£45,450

Part A: Pupil premium strategy plan

Statement of intent

At St Andrew's Catholic Primary School, we are unwavering in our commitment to ensuring that every pupil, regardless of background or circumstance, is given the opportunity to flourish academically, socially, emotionally and spiritually. We maintain the highest expectations for all pupils and believe that, through exceptional teaching, strong pastoral care, meaningful partnerships with parents and carers, and a personalised approach to learning, every child can fulfil their God-given potential and achieve success.

Our Pupil Premium Strategy is designed to remove barriers to achievement and ensure that disadvantaged pupils attain outcomes in line with, or exceeding, those of their peers. Through targeted support and carefully planned provision, we strive to raise aspirations, build confidence and secure positive long-term outcomes for all learners. In doing so, we recognise that many vulnerable pupils, including those supported by a social worker, young carers, and others facing additional challenges, may require tailored support irrespective of their eligibility for Pupil Premium funding.

Quality First Teaching is at the heart of our approach. We are committed to providing a rich, ambitious and inclusive curriculum, underpinned by evidence-informed practice, which enables all pupils to achieve highly. By prioritising the areas where disadvantaged pupils need the greatest support, we aim to diminish differences in attainment while simultaneously strengthening outcomes for all pupils across the school.

Our strategy is rooted in thorough assessment, careful monitoring and a deep understanding of individual need. Rather than making assumptions about disadvantage, we respond proactively to the specific barriers faced by pupils and families, ensuring that our provision is both targeted and impactful. The approaches outlined within this strategy work together to enable every child to thrive.

To achieve this, we will:

- Identify needs early and intervene swiftly to prevent barriers from becoming entrenched.
- Ensure disadvantaged pupils are consistently challenged and supported to achieve their full potential.
- Invest in high-quality professional development so that all staff are equipped to deliver exceptional teaching and learning.
- Use funding strategically to provide equitable access to enrichment opportunities, educational visits and experiences that broaden pupils' horizons and cultural capital.
- Deliver effective pastoral and nurture support to promote wellbeing, resilience and readiness to learn.
- Rigorously monitor progress and attainment, implementing timely and effective interventions where required.
- Work in partnership with families to foster positive engagement and maximise pupils' success both in and beyond the classroom.

Through this approach, we seek not only to improve educational outcomes for disadvantaged pupils but also to cultivate confident, resilient and compassionate young people who are fully prepared for the next stage of their education and their future role in society.

Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of pupils eligible for Pupil Premium funding also present with identified special educational needs and/or disabilities (SEND).
2	A number of Pupil Premium pupils demonstrate social, emotional and mental health needs which can impact their wellbeing, engagement and readiness to learn.
3	Attendance analysis indicates that some Pupil Premium pupils are at risk of underachievement due to persistent absence or lower rates of attendance.
4	Parental engagement in supporting reading and developing a positive reading culture at home remains an area for further development.
5	Many Pupil Premium families face economic, health or wider contextual challenges, resulting in a need for additional pastoral, early help or specialist support.
6	Baseline assessments, ongoing observations and language screening identify speech, language and communication skills as an area of need for a number of pupils, particularly those eligible for Pupil Premium funding.

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
Pupils with identified speech, language and communication needs are identified promptly and receive effective, evidence-informed support. This leads to measurable improvements in communication and language development, increased confidence, and stronger outcomes across the curriculum.	• Reception Baseline outcomes are used to identify needs early and inform targeted support. • Read, Write, Inc is embedded across the school, with effective keep-up and catch-up interventions in place. • The lowest 20% of phonics learners are identified and receive targeted intervention, with progress closely monitored. • Termly pupil progress meetings identify pupils with SLCN and inform support planning. • EYFS staff receive CPD on SLCN, including DLD and Autism. • EYFS staff are trained in Makaton to support communication and inclusion. • The SENDCo supports early identification, assessment and intervention within the EYFS team. • NHS/SMBC services are effectively utilised to secure assessment and support for identified pupils. • The SENDCo monitors referrals and outcomes to evaluate the impact of provision.

	• The MAC Speech and Language Therapist and Speech and Language Champion provide specialist advice, CPD, interventions and parent workshops.
2. Improve pupils' reading fluency, comprehension and enjoyment of reading, enabling all pupils to develop as confident and enthusiastic readers.	• Initial concerns relating to reading are identified and communicated promptly, enabling timely support and intervention. • Reading interventions are tracked consistently and reviewed termly to evaluate impact and inform next steps. • Parent workshops and information sessions strengthen understanding of phonics and early reading, particularly within EYFS and Key Stage 1. • Pupils access regular opportunities to read independently, with adults, with peers and through Reading Buddy initiatives. • A positive culture of reading for pleasure is promoted through the effective use and ongoing development of the school library. • Pupils at risk of falling behind in reading are quickly identified through assessment and receive appropriate support through classroom provision, targeted intervention and, where necessary, external agency involvement. • Pupil voice demonstrates positive attitudes towards reading, with pupils able to discuss books, authors and reading opportunities with enthusiasm and confidence. • Reading attainment, fluency and comprehension outcomes improve over time, with an increasing proportion of pupils meeting age-related expectations.
3. Ensure interventions are precisely targeted to meet the individual needs of pupils and maximise progress.	• A comprehensive range of evidence-informed interventions is available and delivered across all four areas of SEND need. • Staff delivering interventions receive appropriate training and demonstrate consistent, high-quality practice. • Intervention impact is monitored through baseline, progress and outcome data, with regular review by the SENDCo and relevant subject leaders. • Termly pupil progress meetings evaluate the effectiveness of interventions and inform any necessary adaptations to provision. • Pupils receiving interventions make measurable progress towards their identified targets and become increasingly confident and independent learners.
4. Strengthen the early identification and assessment of additional needs to ensure barriers to learning are understood and addressed through timely, targeted support.	• Internal and external assessments are used effectively to identify barriers to learning and inform personalised support plans. • Specialist services, including educational and SEND professionals, are accessed where appropriate to provide bespoke advice, assessment and intervention. • Screening tools are used effectively to support the identification of language, literacy and learning needs. • Referrals to NHS and partner agencies are made in a timely manner to secure appropriate assessment and support. • Strong partnerships with families ensure a shared approach to meeting pupils' needs and supporting their progress.

	• Staff receive ongoing CPD to develop their understanding of SEND and high-quality adaptive teaching strategies, including support for pupils with working memory, executive functioning, sensory processing and attention needs. • Pupils with identified needs make measurable progress towards age-related expectations, with gaps in attainment narrowing over time.
5. Enhance pupils' social, emotional and mental wellbeing, developing resilience, self-esteem and emotional regulation so they are ready to learn and thrive.	• A range of targeted SEMH interventions, including nurture provision, Drawing and Talking Therapy, gardening activities and coached play, effectively support pupils' emotional wellbeing and social development. • Vulnerable pupils receive mentoring and key adult support, enabling them to feel safe, supported and confident in school. • Zones of Regulation is embedded across the school, promoting emotional literacy, self-regulation and positive wellbeing. • Staff receive ongoing CPD to ensure a consistent and effective approach to supporting pupils' SEMH needs. • Referrals to external agencies, including SEMH services and CAMHS, are made appropriately to secure specialist support for pupils and families. • Parents are signposted to relevant SEMH resources and support services, strengthening partnerships between home and school. • Pupil voice demonstrates increased confidence, resilience and positive attitudes towards learning. • Behaviour, engagement and attendance improve for targeted pupils, leading to better learning outcomes and wellbeing.

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, coaching, recruitment and retention)

Budgeted cost: **£18740**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in SLCN (EY staff)	Vast evidence-base that highlights oral language skills as a crucial foundation for thinking, learning and social interaction. Evidence indicates that children's oral language ability during their early years is one of the strongest predictors, of not just later success in literacy and numeracy, but also their employment and wellbeing.	6
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools Using DHT/HT to coach and support staff in development of teaching.	Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1-6
Adaptive teaching CPD (whole school)	Adaptive teaching is important because it helps all learners to achieve by meeting the individual needs of children	1
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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)	5

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

Budgeted cost: **£14,106**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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 | Toolkit Strand | Education Endowment Foundation | EEF	4 & 6
Use of TAs to carry out interventions across school. English, maths, speech and language	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF research guidance: '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	1-6

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

Budgeted cost: **£ 12604**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

Child and family worker – working with children on anxiety, social issues that detract from learning	Our experience show that post Covid levels of anxiety have increased amongst children and parents. Having someone in school to carry out a range of interventions around this and support individuals and families is crucial	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £45450

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 previous academic year.

Key Stage 2 - Disadvantaged			
Subject	**Statistic**	**School**	**National**
Reading, Writing & Maths combined	% achieving the expected standard	56%	49%
Reading, Writing & Maths combined	% achieving the higher standard	0%	4%
Reading	% achieving the expected standard	89%	63%
Reading	% achieving the higher standard	22%	19%
Reading	Average scaled score	106.1	103
Writing	% achieving the expected standard	56%	60%
Writing	% working at greater depth	0%	7%
Maths	% achieving the expected standard	89%	62%
Maths	% achieving the higher standard	33%	15%
Maths	Average scaled score	107.6	102
GPS	% achieving the expected standard	100%	61%
GPS	% achieving the higher standard	44%	19%
GPS	Average scaled score	107.8	103
Science	% achieving the expected standard	89%	71%

Externally provided programmes

Programme	Provider
TT rock stars	Maths circle