

# St Andrew's Primary School Pupil Premium Strategy Statement 2025/26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 Academy WISE
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Nicola James
Pupil premium lead	Mrs Laura Hudson
Governor lead	Ms Sally Fothergill

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 106,700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 106,700</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Andrew's Academy WISE School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils who enter Early Years Foundation Stage do not enter early years at age related-expectations; communication and language and literacy along with number. Children who are eligible for Pupil Premium enter significantly below. This means that there needs to be rapid progress from entering and pupil premium children need to make even more progress.
2	<b>Phonic outcomes in Reception, Year 1 and Year 2</b> Due to low starting points in verbal communication and language of the children who start our school in reception, phonics remains a priority. We know that children at our school find it challenging to achieve national expectations in phonics without the rigorous systematic phonic approach and phonic interventions.
3	<b>Key Stage 2 standards are below national standards in reading, writing and maths meaning that not enough children reach the expected standard in reading, writing and maths.</b>
4	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.

5	The number of SEND children are above national and a significant number of these children are also Pupil Premium children these disadvantages are a contributing factor to meeting expected attainment and progress.
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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
Pupils in EYFS make rapid progress from enter, especially disadvantaged to reach GLD.	<p>A higher proportion of Pupil Premium children meet a Good Level of Development than in 2026 than in 2025 which was 20%</p> <p>The Department for Education (DfE) set an aspirational target of 75% of children achieving a Good Level of Development (GLD) by the end of the Reception year. This goal was announced in October 2024 as part of the "Best Start in Life" strategy.</p> <p>GLD for 2025 was 63%</p>
A greater proportion of children, including vulnerable children to make expected or better progress in phonics/reading to be in line with National ARE in phonics.	<p>At the end of Reception; the majority of children are in the purple group or better.</p> <p>At the end of Year 1, the majority of children are in the Blue or Grey group thus finishing the RWI programme.</p> <p>Therefore the majority of Year 2 children start at Blue or better.</p> <p>80%+ of children pass the Year 1 phonic assessment.</p> <p>75% or more of the Y2 children pass the phonics rescreening.</p> <p>Children who have received intervention for phonics have caught up or accelerated in progress.</p>
Provide staff with high quality CPD around WISE Teaching and Learning Principles so that children receive high quality teaching so that correct adaptations are made to allow all children to succeed and reach the expected standard.	Increased proportions of pupils will reach ARE in English and Maths, including combined, across the school so that end of key stage results is at least in-line to that of national.

	<p>Increased number of children achieving greater depth by the end of KS2.</p> <p>Pupil Premium Attainment is close to that of all children (within 10% difference).</p>
Improve attendance	<p>Whole school attendance is at least in line with national.</p> <p>% of persistent absentees is at least in line with the National Average.</p> <p>Attendance rates for Pupil Premium children are close to that of all children.</p>
Improve progress and attainment of SEND children that are also Pupil Premium.	<p>SEND Pupil Premium children who do not have cognition and learning needs will reach ARE by the end of KS2.</p> <p>SEND Pupil Premium with cognition and learning will make the same rate of progress as others.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reception and Nursery staff to receive training from the Northern Lights Early Years Stronger Practice Hub to deliver Counting Collections.</p>	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p><b>EEF toolkit: Early Numeracy Approaches - additional 7 months progress</b></p> <p><a href="#">Early numeracy approaches   EEF</a></p>	1

<p>Following the Read, Write Inc Scheme to ensure a whole School systematic, synthetic phonics is in place across Key Stage 1 to a high standard. This means enhancing staff levels.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p><b>EEF Toolkit: phonics - additional 4 months progress</b></p>	<p>1 and 2</p>
<p>New staff to access Read Write Inc training to ensure consistency in this approach to phonics across the school.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Read Write Inc is a DfE accredited systematic synthetic phonics programme</p> <p><b>EEF toolkit: Phonics - additional 5 month progress.</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf">https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf</a></p>	<p>1 and 2</p>
<p>Current staff to have regular CPD to ensure the consistency and teaching of phonics is of high quality.</p>	<p>Read Write Inc Reader Leading training advises that regular CPD takes place for all those teaching RWI across school.</p> <p>English Hub report reported that it is good practice that the Reading Lead regularly provides CPD for RWI team to ensure consistency and high level of delivery.</p>	<p>2</p>
<p>Develop oracy in school through 'Botheredness' approach.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and</p>	<p>2</p>

	<p>vocabulary development. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions#:~:text=1.,and%20connects%20with%20the%20curriculum">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions#:~:text=1.,and%20connects%20with%20the%20curriculum</a></p> <p>Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p><a href="https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english#spoken-language">https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english#spoken-language</a></p> <p><a href="#">What does the evidence base tell us about effective oral...   EEF</a></p>	
<p>Teaching and Learning Advocate to plan and deliver CPD to staff on modelling, questioning and adaptive teaching.</p> <p>Teaching and Learning Advocate to attend WISE training.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term</p>	<p>3 and 5</p>

	<p>retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p><a href="#">Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p> <p><a href="#">EEF blog: Supporting self-knowledge through modelling   EEF</a></p> <p><a href="#">EEF blog: Moving from 'differentiation' to 'adaptive teaching'   EEF</a></p>	
<p>Staff CPD to ensure staff are equipped to support SEND children and are adapting lessons and being inclusive delivered by SEND Co and Teaching and Learning Advocate.</p> <p>SEND Co and Teaching and Learning Advocate to attend training and then plan and deliver to school staff.</p>	<p>EEF states 'Any evidence that helps to develop teacher practice for pupils with SEND should be taken seriously. Any evidence that may improve outcomes for pupils with SEND should be considered carefully. For all teachers, from early career teachers to their experienced peers, an accessible 'Five-a-day' notion when it comes to high quality teaching for pupils with SEND, is likely to prove valuable'.</p> <p><a href="#">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF</a></p> <p><a href="#">EEF Blog: Assess, adjust, adapt – what does adaptive teaching...   EEF</a></p>	3 and 5

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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure there is adequate staffing so that all eligible pupils access EYFS as soon as possible.	<p><a href="#">Effective Provision of Pre-school Education (EPPE) project findings</a></p> <p>Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to</p>	1

	<p>attend an early years setting before turning three make approximately six additional months' progress compared to those who start a year later.</p> <p><b>Early Years EEF Toolkit: Earlier Starting Age – additional 6 months progress</b></p>	
<p>Implement 1:1 phonic intervention teacher in EYFS and KS1 to raise attainment in GLD and phonics.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><b>EEF Toolkit: phonics - additional 5 months progress</b></p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p><b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b></p>	1 and 2

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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team to support families with children with low attendance to improve attendadance.	<p>Low attendance impacts on child's wellbeing, low attainment and results in hampering children's life chances.</p> <p><a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a></p>	4
All staff to improve well-being and emotional resilience of children so that	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should promote positive relationships, active engagement, and wellbeing for all pupils; ensure all pupils can access the	3, 4 and 5

<p>they want to come to school.</p>	<p>best possible teaching; and adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p><b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</b></p>	
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**Total budgeted cost: £ 108, 000**

### **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>£1280</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Nurture group and extra-curricular activities to enable service children to take part in certain activities that may not have been available to them due to the absence of one of their key adults.</p>

## Further information (optional)

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

## 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 2024 to 2025 academic year.

Standardised assessments completed in July 2025 indicate that many of our children including Pupil Premium children are well below age related expectations at the end of the last academic year. Concerns regarding low writing attainment are especially concerning although children showed progress. This is one of the main reasons why the overall combined percentage of reading, writing and maths is below national.

Mathematics, Number, within ELG was lower than reading and writing so a new strategy is needed to improve attainment.

Read Write Inc. phonics was successful with phonics attainment being in-line with national. The newly accrued Attendance Team was also very effective with attendance meeting national and the same strategy should continue to be used and reviewed.

#### Teaching Strategies

Strategies in place for phonics with EYFS and Key Stage 2 have had a positive impact on attainment in phonics. In Year 1 81% of the children passed their phonics screening 58% of the pupil premium children passed their Y1 phonics screening check. In Year 2, 67% of the children who had not passed the phonics screening check in Year 1 passed the rescreening check in Year 2 therefore 92% of children reached the expected standard in phonics by the end of Year 2.

In KS2 reading was 65%, writing 58% and maths 77%. Children meeting the expected standard in reading , writing and maths was 46%.

For pupil premium children 63% achieved the expected standard in reading (-2% difference), 50% achieved the expected standard in writing (-6% difference), 69% achieved the expected standard in maths (-8% difference) and 38% achieved the expected standard in reading, writing and maths (-8%).

Reading and writing are to be a main priority next year and part of the school's development plan to raise attainment to be in-line with national.

#### Targeted Intervention

Targeted 1:1 phonics intervention was successful; resulting in 81% of Year 1 children passing the phonics screening check. Children made progress in reading, supported by

1:1 reading, although this was not enough to reach age related expectations, progress was still made.

### **Wider Strategies**

Improving attendance has been successful and the school was in-line with national at 95.7% and persistent absentees to be 9.6%. There was only a 1% difference between all children and pupil premium children with attendance being at 94.6% and persistent absentee pupil children being 13.7%.

## **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*

<b>Programme</b>	<b>Provider</b>

## Further information (optional)

Include any additional funding or strategies used to support vulnerable pupils in school.

## Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2025 Evaluation	Committee Date																
Teaching Priorities																		
Targeted Academic Support	<p>RWI Story Book Achievements:</p> <p>60% of children in Reception are on track of the Pupil Premium children in Reception are on track</p> <p>76% of Year 1 children are on track</p> <p>57% of the Pupil Premium children in Year 1 are on track</p> <p>52% of children in Year 2 are on track</p> <p>18% of the Pupil Premium children in Year 2 are on track.</p> <p><b>TARGET Y2 PP RWI story book readers</b></p> <p>Year 1 Phonics</p> <p>73% of children are on track to pass the phonic screening check.</p> <p>57% of the Pupil Premium children are on track to pass the phonic screening.</p> <p>Reading</p> <table> <tr> <td>All children</td> <td>Pupil Premium</td> </tr> <tr> <td>Year 2 72%</td> <td><b>45%</b></td> </tr> <tr> <td>Year 3 76%</td> <td>69%</td> </tr> <tr> <td>Year 4 72%</td> <td>73%</td> </tr> <tr> <td>Year 5 62%</td> <td>62%</td> </tr> <tr> <td>Year 6 79%</td> <td>60%</td> </tr> </table> <p>Writing</p> <table> <tr> <td>All children</td> <td>Pupil Premium</td> </tr> <tr> <td>Year 1 56%</td> <td><b>14%</b></td> </tr> </table>	All children	Pupil Premium	Year 2 72%	<b>45%</b>	Year 3 76%	69%	Year 4 72%	73%	Year 5 62%	62%	Year 6 79%	60%	All children	Pupil Premium	Year 1 56%	<b>14%</b>	
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Year 1 56%	<b>14%</b>																	

	<p>Year 2 52% 36%</p> <p>Year 3 72% 61%</p> <p>Year 4 62% 50%</p> <p>Year 5 54% 38%</p> <p>Year 6 58% 50%</p> <p>Maths</p> <p>All children Pupil Premium</p> <p>Year 1 60% 43%</p> <p>Year 2 79% 70%</p> <p>Year 3 100% 100%</p> <p>Year 4 100% 100%</p> <p>Year 5 58% 54%</p> <p>Year 6 95% 90%</p>	
Wider Strategies	<p>Whole school attendance - 94.3%</p> <p>Pupil premium attendance - 94.2%</p> <p>Persistent absentee whole school - 14.1%</p> <p>Persistent absentee pupil premium - 21.2%</p> <p>TARGET pupil premium persistent absentees.</p>	

Activity	Spring 2026 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2026 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		