

Pupil premium strategy statement – St Andrew’s Methodist Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	233 (including nursery)
Proportion (%) of pupil premium eligible pupils	30%
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)	3 years
Date this statement was published	15.09.25
Date on which it will be reviewed	September 2026
Statement authorised by	Anne Barker
Pupil premium lead	Anne Barker
Governor lead	Margaret Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 135,408
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>	£135,408

Part A: Pupil premium strategy plan

Statement of intent

Our school vision statement, '**Striving for excellence, together as one with God,**' clearly reflects the high aspirations we hold for **all** our children, including disadvantaged pupils. Our curriculum vision is to provide all children with a purposeful, informative curriculum that motivates pupils, makes resilient learners, and leads to 'success for all.'

St. Andrew's Methodist Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes. This document details a review of how PPG was spent in the past academic year (2024-2025) and the proposed spend of the funding September 2025 – July 2026

The disadvantaged children's fund provides funding for children;

- Who have been in receipt of free school meals (FSM) at any point in the past six years
- Who have been continuously looked after for the past six months
- Who are adopted
- Who are the children of Armed Service men and women
- The strategy for this academic year, 2025-2026
- It was presented to the governing board on 29 September 2025.

Challenges

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

Challenge number	Detail of challenge
1	Rising numbers of disadvantaged children with SEND and complex needs.
2	Attendance and punctuality of some disadvantaged pupils is below the minimum target of 96%.
3	There is a gap in attainment and progress in reading, writing and maths between those who are eligible for PPG and those who are not.
4	Rising numbers of disadvantaged children whose well-being and mental health is a cause for concern.
5	Children's speech and language skills on entry to nursery are well below age related expectations.

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
Promoting the positive well-being and mental health of pupils.	Reduction in number of pupils needing referral to outside agencies.
To narrow the gap in attainment and progress in reading, writing and maths.	Rise in percentage of children eligible for PPG achieving the expected level in reading, writing and mathematics.
To improve the attendance and punctuality of children to at least 96%.	All children have a minimum attendance rate of 96%.
To develop children's speech and language skills.	Children's SAL skills are at age related expectations by the end of EYFS.
To ensure all children identified with SEND make progress.	All children with SEND make at least expected progress.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase training from ICT with Mr P on the used/dangers of artificial intelligence to be rolled out to pupils and parents.	<ul style="list-style-type: none"> Rising number of online incidents affecting pupils wellbeing, mental health and behaviour. 	4
Additional TA to support pupils with complex needs.	<ul style="list-style-type: none"> 5 pupils unable to access large, whole class provision. 	3 1 5
Ensure the curriculum and extra-curricular activities develop SAL skills and enrich pupils' vocabulary by;	<ul style="list-style-type: none"> Children's SAL skills are well below age related expectations on entry to nursery Many pupils have a limited and unadventurous vocabulary 	3 5

<ul style="list-style-type: none"> • Educational visits to the countryside and seaside • Curriculum theme days • Subsidise trip to pantomime 	<ul style="list-style-type: none"> • Disadvantaged children have limited experience of the natural world and different localities. • Disadvantaged pupils have limited cultural experiences, which impacts on their vocabulary and knowledge and understanding of the world. 	
Buy into schools' library service for all pupils.	<ul style="list-style-type: none"> • Gap between disadvantaged/non in reading progress and attainment. 	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
ICT with Mr P- AI training	Pupils unaware of the potential dangers of AI	4 £500
Team Teach Training	Staff need positive strategies to support children with emotional and behavioural issues.	1 £2000
Adapting teaching and learning in the science curriculum training	Disadvantaged pupils have weaker science knowledge and skills which impacts on progress and attainment	3 £250
First Aid Training		4 £200

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

Budgeted cost: **£ 57,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support in Rainbow Room	<ul style="list-style-type: none"> • Rising number of children with complex needs requiring a place in the Rainbow Room. Staff ration needs to be increased to ensure no more than 1:3. • Number of pupils identified with SEND is well above national average 	1
Teaching assistants working with small groups to boost progress.	<ul style="list-style-type: none"> • Large group of pupils in Y6 who require 1-1 or small group support to access learning in maths and English. 	2

Purchase additional hours from Educational Psychologist	<ul style="list-style-type: none"> • Rising number of pupils with EHCPs • New pupils with complex needs to be assessed for EHCPs 	1
Purchase additional hours from Speech and Language Therapy	<ul style="list-style-type: none"> • Rising numbers of pupils with SAL issues. 	5
Purchase additional hours from education welfare service	<ul style="list-style-type: none"> • Improve attendance • Work with hard to engage families 	2
Purchase SLA from Early Help/EIP	<ul style="list-style-type: none"> • Supervision for FSW • Some families of disadvantaged pupils need early help support. 	1 4

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

Budgeted cost:

£ 48,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ school family support worker 5 days per week.	<ul style="list-style-type: none"> • Area of high deprivation • Levels of attendance • Number of CP referrals 	1 3
Purchase additional EWO support (1 day per fortnight)	<ul style="list-style-type: none"> • Levels of attendance 	1 3
Access external support for bereaved children from the Gaddam Centre and Once Upon a Smile	<ul style="list-style-type: none"> • Negative impact of family bereavement on children's mental health and well-being 	1
Purchase half-termly supervision for family support worker and Headteacher from locality team	<ul style="list-style-type: none"> • Advice and supervision needed around safeguarding work 	1
Subsidised swimming lessons	<ul style="list-style-type: none"> • Families may struggle with cost of lessons 	1

Total budgeted cost: £ £135,400

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

ALL INFORMATION BELOW IS BASED ON ASSESSMENTS DONE IN SUMMER 2025

EYFS

Nursery

44% of disadvantaged children were working at the expected level in reading
44% of disadvantaged children were working at the expected level in writing
44% of disadvantaged children were working at the expected level in maths

Reception

67% of disadvantaged children achieved a good level of development (GLD)

83% of disadvantaged children achieved the expected level in reading
44% of disadvantaged children achieved the expected level in writing
50% of disadvantaged children achieved the expected level in number

KS1

Year 1

82% of disadvantaged children reached the expected level in the Y1 phonics check
82% of disadvantaged children were working at the expected level in reading
54% of disadvantaged children were working at the expected level in writing
63% of disadvantaged children were working at the expected level in mathematics

Year 2

50% of disadvantaged children were working at the expected level in reading
50% of disadvantaged children were working at the expected level in writing
60% of disadvantaged children were working at the expected level in mathematics

Year 3

75% of disadvantaged children were working at the expected level in reading
50% of disadvantaged children were working at the expected level in writing
50% of disadvantaged children were working at the expected level in maths

Year 4

(Data not yet available) Disadvantaged children achieved the average score in the multiplication tables check

67% of disadvantaged children were working at the expected level in reading
44% of disadvantaged children were working at the expected level in writing
67% of disadvantaged children were working at the expected level in maths

Year 5

51% of disadvantaged children were working at the expected level in reading
50% of disadvantaged children were working at the expected level in writing

51% of disadvantaged children were working at the expected level in maths

Year 6 SATs results

80% of disadvantaged children achieved the expected standard in reading

27% of disadvantaged children achieved a high score in reading

73% of disadvantaged children achieved the expected standard in GPS

20% of disadvantaged children achieved a high score in GPS

80% of disadvantaged children achieved the expected standard in writing

0% of disadvantaged children were working at greater depth in writing

73% of disadvantaged children achieved the expected standard in mathematics

20% of disadvantaged children achieved a high score in mathematics

73% of disadvantaged children were working at the expected level in reading, writing and mathematics combined.

Pupil Premium Plus funding is available for children who have been Looked After by the Local Authority. In 2024-2025 school had 2 children in this category.

Externally provided programmes

Programme	Provider
Times Tables Rockstars	TT Rockstars
Supersonic Phonic Friends	Anna Lucas
Spelling Frame	Spelling Frame
Grammarsaurus	Grammarsaurus
SeeSaw	SeeSaw