

Pupil Premium Strategy Statement



Shottery St Andrew's CofE Primary School

September 2025 - 2026

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
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	LWithers
Pupil premium lead	HHowlett
Governor / Trustee lead	R Bartlett

Funding overview

Pupil premium funding allocation this academic year	£60,600 April 25 to March 26
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
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>	£60,600

Part A: Pupil premium strategy plan

Statement of intent

At Shottery St Andrew's Primary School our intention is that all pupils, irrespective of their background or challenges make good progress and achieve high attainment across all subjects.

The objectives of our pupil premium strategy are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all our disadvantaged pupils to make at least nationally expected progress
- To support our children's health and well-being to enable them to flourish.

Identification

- Pupil premium students are identified from the January pupil census.

Yearly Cycle

- Once identified, an initial autumn term meeting will be held with class teacher and parents to establish how pupil outcomes can be raised. At this meeting a bespoke Pupil Premium Plan will be agreed with clear targets and strategies. This plan covers: attendance, achievement, progress pupil voice and support.
- A mid-year meeting will be held to discuss the impact of current strategies and include parents, pupil and teachers views and future steps.
- An end of year meeting will be held with current class teacher and new class teacher to discuss end of year outcomes.

Strategies

- Some children need high quality, tailored support
- Some may benefit from attending clubs they would not be able to access such as swimming lessons, Rock Steady music tuition, art club, Lego club
- Pupil premium children benefit from high-quality teaching and learning
- Adaptive teaching and learning opportunities
- Help parents with wrap around care (breakfast club and wrap around care) so that parents can work, breaking the cycle of disadvantage
- Leaders identify training that will continue to provide the best opportunities for all pupils e.g. staff have received training around restorative practice and Early Support.
- All teachers are aware of the pupil premium pupils in their class and plan accordingly with support and challenge so that they have the same opportunities as their peers.
- The outcomes of the pupil premium students are discussed case by case at pupil premium meetings and parents evening.

- The school is committed to a rigorous and robust recruitment process for teachers, teaching assistants and middays, only employing staff who will provide the best opportunities for children and dedicated to continuous professional development.
- To maximise effectiveness, we will act early and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap across reading, writing and maths
2	Social, emotional and mental health needs
3	Lower participation in enrichment opportunities
4	Lower parental engagement
5	Higher level of pupil mobility (PP children joining in Key Stage 2)
6	Attendance of PP pupils

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 make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non-PP.
Narrow the attainment gap between PP and non-PP pupils.	Gap will close in attainment between PP and non-PP.
PP attendance in line with school attendance figures	PP pupil's attendance will be in line or above school attendance target
Increase opportunities for reading and maths at home and school.	Improved basic numeracy skills. Accelerated progress in phonics & reading.
Pupils access early targeted interventions to prevent gaps developing.	Gap between PP and non-PP does not widen.
Pupils demonstrate greater resilience independence and perseverance. Pupil feel safe and valued. Pupils aware of how to access support and teachers are sensitive to pupils need.	Kapow Primary, Zones of Regulation, Nurture and Pastoral support (school counsellor) develops greater self-esteem, resilience, independence and perseverance in targeted children.

	Pupil surveys show that pupils feel safe and valued. Pupils access support when necessary.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Improved social skills, independence, perseverance and team work are observed.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupil surveys, nurture activities and Kapow Primary (PSHE) data shows high levels of wellbeing. Zones of Regulation are used daily in classes to support emotional regulation.

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: £24,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality teaching is a priority on SIP & PM target for all teachers. Developed through regular CPD and mentoring. Teachers to write pupil premium passports and support pupils where needed.	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. education/high-quality-teaching	1,2,4,5
Accelerated Reader ensures regular assessment and personalised next steps.	This supports reading at home and has improved parent and pupil engagement with home reading. Close monitoring allows early intervention. Oral language interventions Toolkit Strand Education Endowment Foundation EEF There is consistent evidence that reading to young children, and	1, 4

Additional 1 to 1 reading & vocabulary sessions	encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. <u>/early-years-toolkit/communication-and-language-approaches</u>	
Enhancement of maths teaching & curriculum planning.	Work with the Origin Maths Hub to support pre-teach, consolidation teaching, interventions, mixed-age teaching and more able learners. <u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u>	1,5
TA support for Key Stage 1 and 2	Revisit concepts if pupils not confident, in lesson, immediately before and after lessons (pre-teach and consolidation teaching in maths and English lessons) <u>Education Endowment Foundation teaching-assistant-interventions</u>	1,5
Regular assessment points and 1:1 pupil progress meeting between teacher & HT ensures interventions are put in place.	Professional discussions during pupil progress meetings ensure progress is maintained, interventions are impactful and gaps are closed. <u>Assessing and Monitoring Pupil Progress Education Endowment</u>	1,5

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual & group targeted Intervention delivered by experienced TA or teacher.	Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	1,4,5
Additional phonics sessions targeted at	Targeted phonics groups and interventions have a strong evidence base indicating a positive impact on pupils, particularly from a disadvantaged background.	1,4

disadvantaged pupils and smaller groups.	teaching-learning-toolkit/small-group-tuition	
Purchase web based programs to be used in school and at home. AR Reading	<p>Parental engagement has a positive impact on pupil progress and helps to avoid widening attainment gaps EEF parental-engagement</p> <p>Evidence that technology approaches are beneficial for writing and maths practice and engage pupils at home and in school. EEF using digital technology to improve learning</p>	1,4,5
Subscribe to SEND Supported to support specialist assessments and action planning.	<p>Specialist teachers assess needs and train staff in school, therefore upskilling them and increasing their knowledge.</p> <p>High quality small group interventions EEF oral-language-interventions</p>	1,2

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

Budgeted cost: £7,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital experiences promoted in the curriculum. Reduction in cost of trips for PP. Peripatetic music lessons – Rock Steady. Residential trip cost is greatly reduced for PP.	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	2,3,4

Sports clubs promoted to PP are encouraged to attend.	Residential Trip Boundless Outdoors in Malvern: Financial support to families who are unable to pay full amount for the residential trip.	
Support to families who need financial assistance Purchase of milk Support with uniform	Milk must be provided free to benefits-based free school meals pupils at other times. (DfE 2021) https://www.gov.uk/government/publications/standardsfor-school-food-in-england/school-food-in-england A uniform is central to schools building a sense of community among students, staff and parents as well as the local community. (School Ware Association)	2
Targeting Support Office (Warwickshire Local Authority) to work with the Headteacher to support school attendance and punctuality.	Persistent absence is an immediate issue facing schools across the country. We know these pupils are disproportionately more likely to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group. https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	6

Total budgeted cost: £60,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Quality of teaching

Impact

ELG GLD levels for PP children (4 pupils)

100% achieved

Year 1 Phonics PP children (4 pupils)

50% passed Year 1 phonics screening check

KS1 Statutory Assessments for PP children (3 pupils)

Reading - 67%

Writing - 67%

Maths - 100%

KS2 Statutory Assessments for PP children (7 pupils)

Reading – 82%

Writing – 76%

Maths – 41%

R,W,M – 29%

Actions

Pupil progress meetings in place to identify support and interventions: Daily fluent in five, maths fluency practise; Pre-teaching and consolidation teaching in English and Maths; Identification of children requiring support and interventions put in place (Reading Recovery, Project X, Times Tables Rockstars; Precision spelling)

Targeted Support and intervention:

Teaching Assistants appointed for each classroom to support pre-teaching, consolidation teaching; class-based interventions and small group work interventions.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils