

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 CE (VA) Junior School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2025
Statement authorised by	Cath Palmer
Pupil premium lead	Louisa Clarke
Governor / Trustee lead	Graham Lawley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	99,950
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£99,950
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At St Andrew's Junior School, we have high expectations for all pupils in our school. We believe that every child, irrespective of their backgrounds, can make good progress and fulfil their individual potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and ensure that there is progress and challenge for those who are already high attainers.

Through quality first teaching, an individualised learning approach and effective engagement with parents, we believe that all children can achieve, both academically and socially. Leaders ensure that all children receive teaching which is at least good in every lesson and that disadvantaged children receive frequent intervention and daily support to close any gaps in their learning. Our aim is that disadvantaged children make as much progress as non-pupil premium children, both at our school and nationally.

In addition to our academic focus, we are committed to meeting our pupils' pastoral and social needs in a nurturing environment. We recognise that pupil premium children may not be exposed to rich learning experiences out of school, so we provide 'memorable experiences' through the curriculum to address this. All children, including those who are not disadvantaged, benefit from this approach. Additional help with funding for trips and experiences for disadvantaged children ensure that no one misses out on this crucial part of learning.

Our wider school strategy has tutoring and catch up sessions in place for education recovery from the pandemic. Pupil premium children have priority access to in school tutoring and catch up.

Using Sonar, leaders will ensure that the progress of pupil premium children is robustly monitored and that any gaps or challenges are addressed quickly. Our response will be based on assessment, not assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data shows that the attendance of our Pupil Premium children is lower than that of Non-Pupil Premium children.
2	Assessment data, observations, books and discussions show that there is a gap in attainment between Pupil Premium children and Non-Pupil Premium children in writing.
3	In school observations, pupil planners and reading data shows a lack of engagement in reading for Pupil Premium children.
4	Analysis of our speech and language referral register shows that 70% of pupils with a speech or language problem are Pupil Premium children.
5	Our SEND register shows that a high proportion of our Pupil Premium children have an additional need; 60% are on the SEND register and 55% have SEMH needs.

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. To narrow the gap in attendance for our PP children so that it becomes broadly in line with the attendance of our non-PP children.	Attendance of PP children will improve so that the gap between PP children and non-PP children narrows.
2. To reduce the attainment gap of PP children in writing.	Narrow the gap in attainment between PP and non-PP children in writing by enabling more PP children to reach ARE or above. Use internal tracking (Target Tracker) to monitor progress of PP children to ensure it is equal to or greater than their non-PP peers.
3. To foster a love of reading in order to narrow the attainment gap in reading.	Narrow the gap in attainment between PP and non-PP children in reading. Increase the amount of reading PP children do both in school and at home.

	<p>Use pupil voice to measure pupil's opinions of reading.</p> <p>Star Reader data to monitor reading ages and gaps between reading age and real age.</p>
4. Children have access to additional support for speech and language needs	<p>Lingo assessments used to identify children with speech and language difficulties.</p> <p>PP children prioritised for SALT referrals.</p>
5. Children have access to additional support for their additional needs	<p>PPPs/One page plans used to identify additional needs and put strategies in place to help with these needs</p> <p>Lunch time groups used to support behavioural needs so PP children will reduce behaviour points</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: £ 43,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils</p> <ul style="list-style-type: none"> Ongoing CPD for all teachers in English and maths from English and maths lead Writing is a priority on the school development plan Pupil progress meetings track progress of PP pupils and appropriate, timely interventions are put in place Pupil Premium outcomes and strategies monitored by Assistant Head 	<ul style="list-style-type: none"> EEF Guide to Pupil Premium shows that teaching is the top priority, including CPD. Sutton Trust says that quality first teaching has a direct impact on student outcomes. 	2, 3, 5

<p>Teaching Assistants and class teacher to target PP children for regular reading in class.</p> <ul style="list-style-type: none"> • All classes have a reading folder to track reading • TA for every class in a morning • Bottom 20% and PP are a focus • Folders are monitored by SLT to ensure they are being used and to identify the need for any CPD 	<ul style="list-style-type: none"> • In school data/monitoring shows that PP pupils are the ones most likely to not read at home. • Teaching 'Reading comprehension strategies' is shown as high impact, very low cost based on EEF research (+6 months) EEF Toolkit 	<p>2, 3, 5</p>
<p>Teachers/TAs to be trained to use the Ruth Miskin Read Write Inc phonics scheme</p> <ul style="list-style-type: none"> • Purchase a range of phonically decodable books based on or just below the child's current phonic level • Lower reader scheme for those below Accelerated Reader reading age of 7 years <p>Collaboration with the infant school to ensure children are taught and assessed correctly</p>	<ul style="list-style-type: none"> • As a junior school, we are currently increasing the amount of trained, skilled phonics teachers that we have • The DfE says schools which have a consistent approach to phonics achieve good results DfE Reading Framework 2021 • EEF research shows phonics teaching is high impact, low cost based on extensive evidence (+5 months) EEF Toolkit 	<p>2, 3, 5</p>
<p>CPD for teachers on metacognition strategies</p> <ul style="list-style-type: none"> • Quick 6 used in all foundation subjects to revisit sticky knowledge • Types of thinking strategies taught and displayed using animal logos for prompts 	<ul style="list-style-type: none"> • Teaching children to understand their learning style and use approaches that work will help them take ownership of their learning. (EEF Toolkit - high impact, very low cost based on extensive research +7 months) 	<p>2, 3, 5</p>

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

Budgeted cost: £27,503 (+19,000 additional for the academic mentor)

Activity	Evidence that supports this approach	Challenge number(s) addressed
SHINE interventions	<ul style="list-style-type: none"> SHINE interventions in reading and maths are used to give individualised targets and support. Allows adults to give specific feedback (EEF Toolkit +6 months) Individualised instruction helps children understand their strengths and weaknesses (EEF Toolkit +4 months) 	2, 3, 5
Academic Mentor	<ul style="list-style-type: none"> School based mentor to provide targeted support to small groups and individuals in English and maths. (EEF Toolkit +4 months) 	2,3, 5
Catch up tutoring provided in maths, reading and writing <ul style="list-style-type: none"> Tuition prioritises PP children 	<ul style="list-style-type: none"> External provider of small group catch up in English and maths (EEF Toolkit +4 months) 	2, 3, 5
Same day intervention <ul style="list-style-type: none"> All classes have a TA 	<ul style="list-style-type: none"> TAs provide same day intervention to allow children to keep up, not catch up with their peers. Children feel more confident knowing they can have extra teaching and support if necessary. EEF Toolkit shows TA interventions can increase attainment by 4 months and small group tuition by 4 months. 	2, 3, 5

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

Budgeted cost: £ 28,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Food and resources provided in and out of school for those in need	<ul style="list-style-type: none"> Breakfast club places ensure children are at school on time. 	1, 5

<ul style="list-style-type: none"> • Funded breakfast club and after-school club places • Food parcels provided for PP families in need • Free uniform provided if required • 'Jigsaw Juice' club provided for PP children at playtimes • Milk provided at lunchtimes • Fruit snack provided daily for morning playtime/start of school for years 3 & 6 (vulnerable year group). 	<ul style="list-style-type: none"> • Having a breakfast allows children to be ready to learn when they reach the classroom (Maslow's Hierarchy of Needs) 	
<p>Full and part time Learning Mentors in school</p> <ul style="list-style-type: none"> • All PP children have access to a Learning Mentor (LM) • LMs carry out home visits for pupils not in school • LMs are out in the playground each morning to meet parents or children with any concerns • They are a point of contact for vulnerable families and create relationships with them to encourage interaction • SEMH interventions run by LMs including Calm Club and Jigsaw Juice • Safe space provided for children 	<ul style="list-style-type: none"> • PP children are more likely to be identified as needing additional support for behaviour and emotional difficulties (DfE Mental Health and Wellbeing Provisions in Schools) • EEF shows parental engagement makes a difference in attainment (EEF Toolkit +4 months) 	5, 1,

including LM office and calm room		
Homework club • PP children have priority for places • Teacher available for support	• Teacher led homework club during lunchtime each week to target PP with limited parental support at home (EEF Toolkit homework +5 months)	2,3, 5
Library revamp to make it an inviting place to read. Daily library club at lunchtimes. Wide variety of books, newspapers, comics and magazines available to foster a love of reading. • PP children to have priority access to library club • Adult available to read to or with • The library area is being revamped to include soft furnishings to encourage children to visit more • A range of new books are being ordered to add to the dyslexia friendly section and the high/low reader section	• EEF states that evidence for a balanced approach to reading is extensive. • The National Literacy Trust (NLT) states that primary school libraries are an important part of the learning environment for pupils • The NLT also state that primary school libraries are likely to have an important role to play in the academic recovery from COVID-19. • The Scottish Library Information Council (SLIC) states that libraries promote positive emotional responses in individuals, reduce the attainment gap and can lead to higher scores in standardised tests in reading, writing, maths, history and science.	3, 2, 5
Fostering a love of reading • Parent information meetings at school to help teach strategies to improve and encourage reading • Planners used throughout school to promote home-school engagement with focus on PP children to encourage more interaction • School to facilitate all children to join the local library to	• EEF – parental engagement + 4 months (EEF Toolkit) • Reported outcomes of improved parental engagement include improved academic performance. (NFER Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children 2013)	3

encourage engagement with reading outside of school		
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Total budgeted cost: £ 96,088 (£8212 contingency budget for extra funding if necessary for trips, PRU places or other costs)

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.

This review evaluates the third year of a three-year plan.

The 2024/25 School Inspection Data Summary Report shows our school to be around 4% higher than the national average in terms of disadvantaged pupils.

Outcome 1 – attendance

The IDSR shows that our school is above National for attendance for disadvantaged pupils. This has increased steadily year on year since introducing the current Pupil Premium plan, and is a real success. Our school is now above average for disadvantaged attendance when compared nationally.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	75	94.9%	92.6%	Above	Relative improvement	-
2023/24	73	93.5%	92.0%	Above	Relative improvement	-
2022/23	63	92.5%	91.6%	Close to average	Relative improvement	-
2018/19	68	94.9%	94.4%	Close to average	Not available	-

Although the gap is closing, there is still a difference between the attendance of disadvantaged and non-disadvantaged pupils.

Overall Absence

Your school's Disadvantaged cohort of 77 enrolments have an **Overall Absence** of **5.9%**.

This is **1.7%** higher than the **national Non-Disadvantaged** cohort at **4.2%**.

Your school's **gap to Non-Disadvantaged** pupils **nationally** has **decreased by 0.4%** from +2.1% in 2023/24, to +1.7% in 2024/25.

Your Disadvantaged cohort's **Overall Absence** has **decreased by 0.6%** from 6.5% in 2023/24, to 5.9% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 28** for **Overall Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged

+1.7%

National: Disadvantaged

-1.4%

School: Non-Disadvantaged

+2.4%

SCHOOL: VALUE



5.9%



This year, 14 pupils out of 77 are persistently absent. Severe persistent absence is at 1.3% (1 out of 77 pupils). The gap between non-disadvantaged and disadvantaged pupils for persistent absence has decreased by 0.9% since 2023/24.

Persistent Absence

18.2% of your school's Disadvantaged cohort are **persistently absent**, **14 pupils** out of 77.

This is **7.9%** higher than the **national Non-Disadvantaged** cohort at **10.3%**.

Your school's **gap to Non-Disadvantaged** pupils **nationally** has **decreased by 0.9%** from +8.8% in 2023/24, to +7.9% in 2024/25.

Your Disadvantaged cohort's **persistent absence** has **decreased by 2.1%** from 20.3% in 2023/24, to 18.2% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 29** for **persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged

+7.9%

National: Disadvantaged

-6.0%

School: Non-Disadvantaged

+9.6%

SCHOOL: VALUE



18.2%



The news that the gaps are decreasing in both absence and persistent absence is positive, however, there is always more to do. The complexities of the families and situations involved means that it is not an area that can be quickly 'fixed' and attendance will remain a target for the new Pupil Premium strategy in 2025.

Actions for 2025/26: Continue to consider individual barriers to attendance for each child in order to create a more personalised intervention. Use the EWO to support with

persistent cases. The learning mentor to continue to create personalised attendance plans and offer pastoral support to address concerns.

Outcome 2: Reduce attainment gap in writing

Data from Perspective Lite shows that for the first time in the 3 years of the strategy, writing attainment for our disadvantaged pupils has fallen below that of pupils nationally for the end of KS2 data. (Year 6)

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	49	71%	59%	Above (non-sig)
2025	18	56%	59%	Close to average (non-sig)
2024	18	83%	58%	Above (sig+)
2023	13	77%	58%	Above (non-sig)

Internal data shows that in years 3 and 5, there is still a significant gap between disadvantaged and non-disadvantaged pupils.

Year group	Writing					
	ARE+			GD		
	All	Non PP	PP	All	Non PP	PP
Year 3 (51) Non pp (40) PP (11)	63% (32)	65% (26)	55% (6)	6% (3)	7.5% (3)	0
Year 4 (64) Non pp (40) PP (24)	79% (50)	80% (32)	78% (18)	27% (17)	33% (13)	17% (4)
Year 5 (54) Non pp (37) PP (17)	64% (34)	67% (25)	56% (9)	9% (5)	11% (4)	6% (1)
Year 6 (66) Non pp (47) PP (19)	83% (54)	94% (44)	56% (10)	14% (9)	19% (9)	0

Our whole-school writing data is well above both local and national figures. Therefore, the issue lies with the writing levels of disadvantaged children, rather than in writing across the whole school.

KEY STAGE 2

STRENGTHS

RWM HIGH STANDARD (YEAR-ON-YEAR TREND)



The school has significantly improved this year.

WRITING EXPECTED STANDARD (GAP-TO-NATIONAL)



The school is significantly better than the national average.

Writing is showing as a strength of the school and Reading, Writing and Maths combined has significantly improved.

It is clear that the quality of teaching and learning in school is high, however, more needs to be done to close the gap for disadvantaged pupils.

Actions for 2025/26: Continue to monitor the barriers to learning that each PP child has. The individual barriers are to be broken down further into smaller steps e.g transcriptional skills, vocabulary knowledge, stamina etc to further improve and target the interventions we have. The PP lead will attend pupil progress meetings to focus on strategies and outcomes for PP children.

Timetable the interventions and the adults leading them to ensure the interventions and catch-up sessions happen.

Ensure the use of quality interventions such as SHINE and LBQ.

Continue with CPD on Adaptive Teaching and embed a range of strategies and practices throughout school.

Outcome 3: Foster a love of reading to narrow the attainment gap

READING HIGH STANDARD (YEAR-ON-YEAR TREND)



The school has significantly improved this year.

READING HIGH STANDARD (GAP-TO-NATIONAL)



The school is significantly better than the national average.

Our whole-school reading attainment continues to be a strength. Data from July 2025 shows that for the first time in the three-year strategy, reading attainment has fallen below national average for disadvantaged pupils.

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	49	78%	62%	Above (sig+)
2025	18	56%	63%	Close to average (non-sig)
2024	18	89%	62%	Above (sig+)
2023	13	92%	60%	Above (sig+)

Year group	Reading					
	ARE+			GD		
	All	Non PP	PP	All	Non PP	PP
Year 3 (51) Non pp (40) PP (11)	86% (44)	90% (36)	73% (8)	31% (16)	33% (13)	27% (3)
Year 4 (64) Non pp (40) PP (24)	78% (50)	80% (32)	75% (18)	27% (17)	33% (13)	17% (4)
Year 5 (53) Non pp (37) PP (17)	77% (41)	81% (30)	69% (11)	26% (14)	24% (9)	31% (5)
Year 6 (66) Non pp (47) PP (19)	92% (60)	98% (46)	78% (14)	40% (26)	53% (25)	6% (1)

Actions for 2025/26: Continue to prioritise reading for PP children in every year group. Use SHINE interventions where necessary to improve reading comprehension and 'Fixing Fluency' techniques as an intervention for fluency.

Continue with phonics interventions for children who are assessed as below Grey Group (RWI). Currently, interventions are only needed in year 3.

Continue to monitor the link between lower reading age and poor attendance. Daily reading interventions prioritised for disadvantaged children who are below ARE.

Continue to closely monitor reading engagement as well as attainment and identify pupils who need urgent intervention.

Outcome 4: Access to additional support for speech and language needs

Disadvantaged children continued to be prioritised for referral to the SALT and LINGO. Low oracy skills have been identified as a barrier for a high proportion of disadvantaged children who are not working at the expected standard in writing.

All disadvantaged pupils who were identified for LINGO or SALT were referred and received an intervention if necessary.

Actions for 2025/26: Continue to prioritise oracy skills for all children in lessons.

Outcome 5: Access to additional support for additional needs

All pupils with additional needs now have a one page plan which are reviewed regularly and updated if necessary. Current strategies are working, evidenced by reduced number of behaviour incidents in school. Pupil voice also shows that children feel safe in school.

Extra support is offered to parents of disadvantaged pupils if requested, this is provided by our learning mentor team. Support can include financial help, food parcels and Christmas gifts.

Looked After Children (LAC) in years 5 and 6 have all been offered additional tutoring after school with Go Educate. 3 out of the 4 children offered the tutoring have accepted and are currently accessing this.

Funded breakfast club continues and some pupil premium children are provided with breakfast when they arrive at normal school time.

Funded places for music lessons (Calderdale Music or through Rocksteady bursary) are offered to PP children.

Free 11+ tutoring was offered by North Halifax Grammar School and was accepted by one child.

SEMH support is offered through our learning mentors and disadvantaged children are prioritised for this support. The Mental Health Support Team (MHST) visit school weekly to support key children identified as needing it. PP children are prioritised for this service too.

Actions for 2025/26: Continue to monitor the attendance of PP children in clubs (both at lunchtime and after school).

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

Programme	Provider
Tutoring	Go Educate