

## Pupil premium strategy statement 2024-27

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

<b>Detail: St Andrew's CE High School</b>	<b>Data</b>
Number of pupils in school	803
Proportion (%) of pupil premium eligible pupils	25.9%
Academic year/years that our current pupil premium strategy plan covers	2024 to 2027
Date this statement was published	19.12.2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mia Lowney
Pupil premium lead	Matthew Cordwell
Governor / Trustee lead	Bryan Turner

### Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£ £208,115
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>	£ £208,115

## Part A: Pupil premium strategy plan

### Statement of intent

Through aspiration for all, from all we intend to support students of all background and specifically those disadvantages students achieve in all areas of their education. Currently disadvantage students national progress less than peers, our intention is to ensure all students at St Andrew's make progress despite their background. Our current pupil premium strategy works towards improving the educational experience our student receives by offering high quality teaching, a broad curriculum and wide-ranging accessible enrichment opportunities. Key to this is ensure student attendance in good.

### Challenges

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

Challenge number	Detail of challenge
1	The attendance of some PP students is significantly below that of the other students in the school
2	Some of our disadvantage students arrived at St Andrew's with below expected standard for literacy, resulting in outcomes lower than their non-PP peers.
3	Attitude to learning withing PP cohort is, on average, lower than their peers who are non-PP.

### 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
Attendance of PP group improves	The gap between PP and non is reduced year on year over the three years until there is no gap.
Progress gap between PP and non is reduced	The gap between PP and non is reduced year on year over the three years until there is no gap.
Literacy levels of PP students who enter below expected standard will be improved through targeted support	Literacy levels of students supported will in line with their Peers on entry to the KS4

## 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: 35%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on improving Attitude to Learning through high quality teaching and curriculum development	Research from the EEF shows that Social and Emotional Learning strategies support more positive attitudes to learning, and can lead to an average of three months' additional progress in academic outcomes over a year	2, 3
Targeted and specific CPD	Research from the EEF shows that the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.	2, 3
Two SEND teachers delivering targeted curriculum	Research shows that targeted, small-group instruction supports all students, including struggling readers	2, 3

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

Budgeted cost: 15%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Provision –	Lexia is a proven literacy strategy, which has a EEF report supporting its ability to improve literacy levels. Second year of provision to embed use through lessons learned in year 1	2, 3
Masterclass and intervention groups within school time	Additional contact time during school, with subject specialists, reduces the knowledge and content gap between PP and non-PP	2, 3
Phonics Strategy	Phonics is shown to have a high impact for a very small cost. With 5+ months progress	2, 3

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

Budgeted cost: 50%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with county led attendance project	National and in school data shows students who regularly attend school progress more than their peers who don't	1
Develop and launch consistent approaches across cohorts for challenging low attendance	As above	1
Appointment of an Attendance Lead	Allocating time to implement research based strategies supports the work towards improving overall attendance.	1, 3
Appointment of full time Pupil Premium Champion	Allocating time and full focus of a single champion ensures that the profiles of PP is consistently high on the whole school agenda. This is in line with the work undertaken by Sir John Dunford (2013-2015).	1, 2, 3
Pastoral manager role supports earlier identification of attendance concerns	Earlier intervention leads to few students reaching EBSA or being Persistently Absent	1
Financial support - allow all student to access offered elements of wider school life	With the after effects of the cost of living crisis more families are struggling financially to support with uniform and other opportunities will prevent students missing out	1, 2, 3
NFER tests	All students assessed to ensure all teaching staff have accurate and specific data when adapting learning.	2, 3
Use of provision map	Pupil passports enable children to express their individual preferences, such as what they enjoy and dislike doing, and their learning needs, such as where they may require extra support. It also includes strategies to support them and skills that are challenging for them, with supportive T&L strategies. This builds trust and better working relationships between students and teachers. Additionally, the EEF shows that the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.	2, 3

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

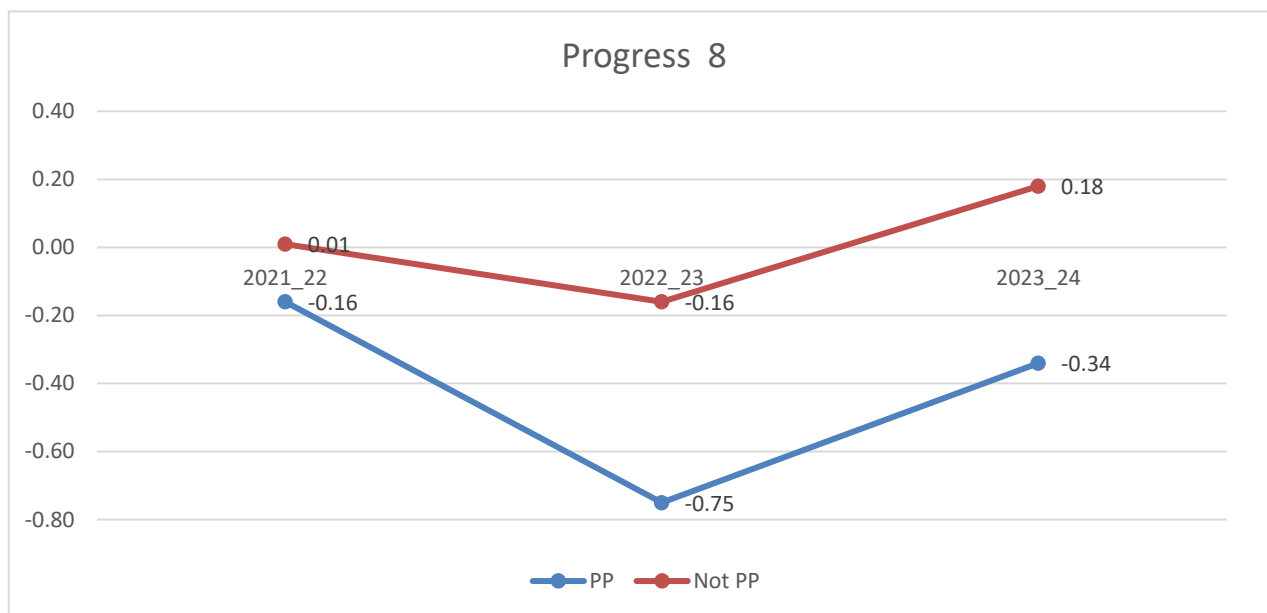
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

1. Review of expenditure				
Academic year	2024-25			
i. Whole school initiatives – including teaching and learning				
Action	Intended outcome	Impact:	Lessons learned	Budget allocation
Focus on high aspiration in classroom	Quality of teaching and learning improves and as such improves student's outcome.	PP outcomes improved for the high prior attainers. Lower prior attainer outcomes were similar and middle ability decreased.	Stretch and challenge was successful therefore relationship building was key in key groups. A need to consider appropriate setting to ensure appropriate challenge	
CPD provision	Targeted provision to support staff develop	Improved classroom delivery and increase in staff skill set. Which in turn see continued improvement in academic outcomes. Staff voice indicated increase confidence in delivery and awareness of PP.	Staff awareness of PP continues to increase; a focus on how to use this information and link to reading ages is the next step.	
Total budget allocation				50%
ii. Targeted support				
Action	Intended outcome	Impact:	Lessons learned	Budget allocation
Lexia Provision	Improve identification and support for literacy needs	Average ARG from English Baseline assessment – 3.05 Average unit grade across all English assessments – 3.95 Improvement – 0.9 Term 3 End of year grade average 4.6  100% made between 1 and 7 grades progress in phonics 86% made between 4 and 7 grades progress in phonics	Include NGRT assessments at the multiple points in the year to mark progress.  Train staff on how to use reading ages to support T&L within classroom.	
				25%
iii. Individual support				

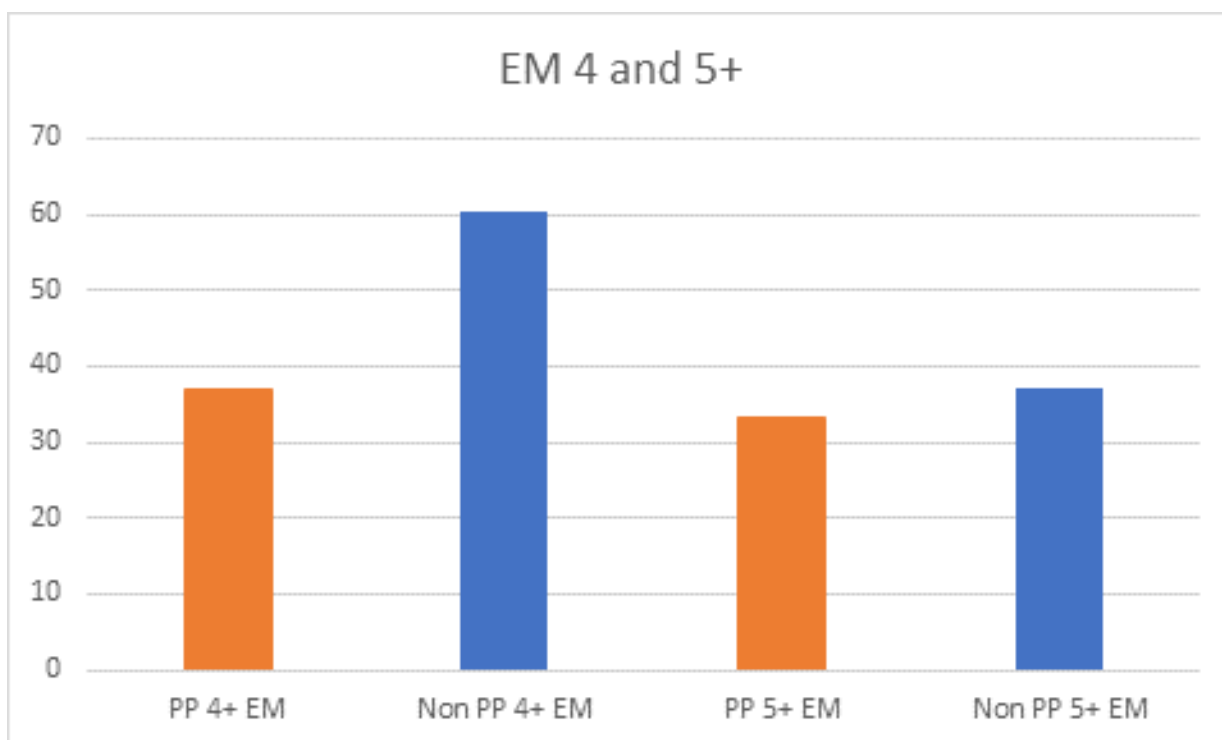
Action	Intended outcome	Impact:	Lessons learned	Budget allocation
Financial support - allow all student to access offered elements of wider school life	Allow students in receipt of FSM to access the same opportunities as their peers	All PP students were enabled to attend a trip and therefore have access to cultural capital	Place the funding for trips within the cultural capital trip fund, ensuring the focus is on cultural development	
Attendance strategy launch high profile approach	National and in school data shows students who regularly attend school progress more than their peers who don't	Attendance was still below NA for PP students, reviewed actions and appointment of attendance lead has already seen improvements this academic year	Tighter processes are required, and needed to be reviewed more regularly, to be impactful.	
NFER tests	Specific targeted testing of students to ensure correct strategies and support are in place.	Identification of target students is faster, and allow appropriate intervention. Not having 'end of year' data has limited impact tracking.	Top and tail NGRT test to review progress over time.	
<b>Total budget allocation</b>				<b>25%</b>

## Data trend

Progress 8 Data Trend (2022 to 2024 as no P8 for 2025)



5+ and 4+ with EM – summer 2025



2024 (comparison)

