



Pupil Premium Strategy Statement



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 effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	St Andrew's C of E
Number of pupils in school	209
Proportion (%) of Pupil Premium eligible pupils	17%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024
Date to be reviewed	October 2025
Statement authorised by	Simon Jones (Headteacher)
Pupil Premium lead	Paula Dwan (Deputy Headteacher) Megan Hayes (Pupil Premium TLR)
Governor / Trustee lead	Dr Helen O'Keefe (Chair of Governors)

Funding overview 2024/25

Detail	Amount
Pupil Premium funding allocation this academic year	£67,690
Recovery Premium funding allocation this academic year	0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	0

Part A: Pupil Premium Strategy Plan

Statement of intent

At St Andrew's C of E Primary School Maghull, our Pupil Premium strategy is focused on improving outcomes for our most disadvantaged children. We do this through quality first teaching, targeted interventions and wider strategies which enable all children to reach their full potential. The Sutton Trust and Education Endowment Foundation (June 2019) and the EEF Toolkit, play a role in our spending plans for Pupil Premium. We know that parents and school play a crucial role in the success of children academically, socially, emotionally and spiritually and we always aim to engage parents/carers in all that we do to support children. We know that excellent attendance is key to children reaching their full potential, so we aim to continue to work relentlessly to combat barriers to good attendance, supporting families to improve attendance and punctuality.

Our Pupil Premium Strategy is agreed with all staff which means that all adults understand their role and responsibilities when supporting our most vulnerable children. All children, parents/carers and staff at St Andrew's are encouraged to work together to enable children to combat their barriers to learning and be well prepared for the next part of their learning journey and for their life ahead.

At St Andrew's we want all children to thrive by accessing a curriculum that is not only challenging, but is exciting and inclusive and our Pupil Premium Strategy has been designed with this in mind to ensure that *'together in God's love, we learn, inspire and grow.'*

Challenges

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

Challenge number	Detail of challenge
1	Attainment in maths - Attainment in maths is a whole school priority this year as we embed the new way of teaching maths mastery and introduce new maths interventions.
2	Writing - disadvantaged pupils attainment is slightly below non disadvantaged pupils. In class support and interventions will be used to close this gap further
3	Attendance – whilst attendance is improving across all groups, our disadvantaged pupils continue to have attendance which is not as good as

	our non disadvantaged pupils. This is a whole school focus and we are developing a range of strategies to support with early intervention and support for families to help with attendance and punctuality.
4	Mental well being – this is a nationwide concern for all children, particularly the most disadvantaged children. We will continue to embed strategies to support with positive health and wellbeing for all children.
5	Enrichment – to ensure that all children, regardless of background, are able to access blended knowledge and experiences, we will continue to subsidise/cover the full cost, of school trips, residential, after school clubs etc, for our most disadvantaged 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
Improved maths attainment for disadvantaged pupils in KS1 and KS2	Monitoring and evaluation will identify that an increasing number of disadvantaged children will meet the expected end of key stage standard in maths. Children will have more rapid recall of number facts and have improved fluency in all of the four operations
Improved writing attainment for disadvantaged pupils in KS1 and KS2	Monitoring and evaluation will identify that an increasing number of disadvantaged children will meet the expected end of key stage standard in writing.
Attendance for disadvantaged children will continue to improve, bringing it broadly in line with attendance for non disadvantaged pupils	The attendance gap for disadvantaged children and non disadvantaged children will have closed further. The number of disadvantaged children who are persistently absent, will also continue to reduce. Punctuality for disadvantaged pupils will also improve ensuring that children are in school on time and do not miss out on early morning learning.
To continue to improve and support the emotional and mental wellbeing of disadvantaged pupils across all year groups	Pupil voice, parent/carer voice, staff voice, data etc will show that there has been a positive impact in academic, social and emotional outcomes for disadvantaged children resulting in less time spent in crisis and or disengagement from their learning. To ensure that all children, including those with SEND deepen their understanding of diversity and acceptance. School will obtain the Rainbow Award.
All pupils, including disadvantaged pupils	All pupils, including disadvantaged pupils, will have access to breakfast club and after school clubs. They will be able to attend trips, residential and other blended knowledge and

<p>will have access to wrap around, enrichment and blended knowledge and experiences.</p>	<p>experience. As a result of this, their academic, social and emotional, learning experiences will be enriched.</p>
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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: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed maths mastery teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Continuing to monitor and evaluate the consistency of White Rose, Maths Mastery scheme across all year groups. Training for all teaching and support staff.</p> <p>SLT/Maths Leader to continue to work alongside inclusion lead to further unpick data and ensure that targeted interventions are being delivered to support with rapid recall of number facts and improved fluency.</p> <p>Renewal of TT Rockstars and Numbots</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
<p>CPD and release time for subject leaders to monitor and evaluate their subject, developing strategies implemented in every classroom to support all pupils with knowing more and remembering more incorporating a range of blended knowledge and experiences to enhance and deepen knowledge.</p> <p>Subject leaders to continue to embed reading and</p>	<p>Developing pupils' metacognitive knowledge of how they learn— their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning</p> <p>EEF Toolkit recommendations: • Teachers acquire the professional understanding and skills to develop pupil's metacognitive knowledge. • Explicitly teach</p>	2, 5

writing opportunities in all subject areas, helping to develop children’s writing stamina.		
To deploy a trained teacher to support small groups of vulnerable children in targeted year groups, enhancing teaching and learning in reading, writing and maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix Evidence from this approach in previous years, has highlighted positive impact upon attainment, progress and mental health.	1, 2, 3, 4

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to support identified barriers to learning, misconceptions, led by TAs .CPD to support TAs with the delivery of structured, purposeful interventions to support early reading and maths mastery. E.g: Fresh Start, IDL, same day interventions for maths and English . Implement and embed Maths Intervention led by Edge Hill University – Every child counts	EEF findings show that the average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months’ progress lies between these figures. (EEF research) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 4
Targeted interventions to develop children’s writing stamina and content of longer pieces of writing, led	Data highlights that writing is a challenge in some year groups particularly for our most vulnerable groups.	2

<p>by TAs/teachers in small groups, directed by class teacher as a result of question level analysis, enabling interventions to be bespoke.</p>	<p>Evidence highlights, that small group, structured, writing interventions, has a positive impact for all children, including those most vulnerable, when delivered by a skilled adult.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	

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

Budgeted cost: **£12,690**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support, to embed the principles of DfE's Improving Attendance.</p> <p>Ensure that the Attendance Officer is supported in her role so that the rigorous approach to monitoring and supporting attendance continues in line with the school's new attendance culture.</p>	<p>DFE: Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a new report published by the Department for Education</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	<p>1, 2, 3, 4, 5</p>
<p>To further develop areas within school to support children in a holistic way.</p> <p>To continue to develop the role of Mental Health Lead and Mental Health First Aider to support the wellbeing. To ensure that the trained ELSA (Emotional Literacy Support Assistants) have</p>	<p>Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff (EEF research)</p> <p>Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF Research)</p>	<p>3, 4, 5</p>

<p>an increased amount of allocated time to support children's SEMH and Emotionally Based School Avoidance (EBSA).</p> <p>To continue to develop staff's skills to support their own and children's mental wellbeing through yoga and relaxation techniques.</p> <p>To continue to support staff with Trauma Informed Schools training via our Trauma Informed Practitioner.</p> <p>To continue to roll out Team Teach training to all TAs.</p> <p>To continue to develop allocated spaces around school that are set up to support children with sensory needs, individualised curriculums and/or in times of crisis.</p> <p>To embed the use of the NHS My Happy Mind scheme, supporting children and families with their mental health.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF research)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	
<p>Inclusion lead and another allocated teacher to be part of the LDST LGBTQ+ network group, implementing and embedding the recommendations of The Rainbow Award, ensuring that our UNIQUE curriculum is inclusive and that our children have a better understanding of equality.</p> <p>This also supports mental wellbeing for children who</p>	<p>All children and young people have the right to be protected and kept safe from abuse and neglect.</p> <p>LGBTQ+ children face the same risks as all children, but they are at a greater risk of some types of abuse e.g: they might experience homophobia, biophobic or transphobic bullying or hate crime. They might also be more vulnerable or at greater risk of sexual abuse, online abuse or sexual exploitation</p> <p>(Barnardo's & Fox, 2016; McGeeney et al, 2017; XU and Zheng, 2014)</p>	<p>3, 4, 5</p>

are LGBTQ+, or have family members who are. The Rainbow Award is a national quality assurance framework for schools.		
To ensure that disadvantaged pupils have access to wraparound and enrichment opportunities. Pupil to be supported with the costs of residential and day trips, after school club, music lessons, sports activities etc	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://schoolsImprovement.net/learning-a-musical-instrument-linked-to-higher-results-in-other-gcses-study-finds/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast In line with the research above, as a school we will aim to provide rich, character-enhancing opportunities for all children. Enhancing out UNIQUE curriculum	5, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £67,690

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 **2023-2024** academic year.

Aim	Outcome and impact
Improved reading attainment in KS1	<p>Year 2 autumn 2023 data shows 38% of disadvantaged children were working at age related expectations (ARE) and at the end of summer 2024 this increased to 71% of Y2 children working at ARE+, with 20% working at greater depth. (GD)</p> <p>At the end of KS2 reading data shows that 86% of all Y6 children were working at ARE. However, 90% of disadvantaged children achieved this standard. GD for all children was 45% and for disadvantaged children it was 60%</p>
Improved writing attainment for disadvantaged pupils in KS1 and KS2	<p>End of KS1 data shows that in autumn 2023 72% of children were working at ARE and 50% of disadvantaged children were working at this standard.</p> <p>At the end of summer 2024 81% of all children were working at ARE with 71% of disadvantaged children working at the same standard. this shows that the gap reduced from 22% in autumn to 10% in summer.</p> <p>Ks2 data for writing shows that in autumn 2023 86% of all children were working at ARE with 80% of disadvantaged children working at the same standard.</p> <p>At the end of summer 2024 these figures stay the same except GD for disadvantaged, increased by 10% to 30%.</p>
Improved maths attainment for disadvantaged pupils in KS1 and KS2	<p>In autumn, Y2 data shows that 48% of all children were working at ARE with 13% of disadvantaged children working at the same standard.</p> <p>At the end of summer 89% of all children were working at ARE with 71% of disadvantaged children working at the same standard.</p> <p>KS2 data shows that in autumn 2 in Y6, 37% of all children were working at ARE with 30% of disadvantaged children working at the same standard.</p>

	At the end of summer in Y6, 62% of all children were working at ARE with 70% of disadvantaged pupils working at the same level.
Disadvantaged pupils will have developed Improved knowledge recall in all wider curriculum subjects	Regular monitoring and evaluation by all subject leaders identified that the recall of knowledge across the curriculum, improved for all groups. Children were able to remember more from their current year group learning and topics that they had learnt about in previous years. Ongoing development of our UNIQUE curriculum is further embedding core knowledge to ensure that pupils for all backgrounds and starting points, know more and remember more.
Disadvantaged pupils experiencing trauma and or SEMH challenges, will have improved academic, social and emotional outcomes.	The development of a trauma informed approach across school has resulted in less children displaying levels of anxiety which had previously resulted in them displaying Emotionally Based School Avoidance (EBSA) The development of two Teaching Assistants as Emotional Literacy Support Assistants (ELSAs) has enabled a greater number of children, to access early intervention to support their emotional wellbeing. As a result of this, less children are becoming disengaged from their learning. Pupil voice has identified how happy children are in school and also how confident they feel in seeking out support if they ever need it.
Attendance for disadvantaged children will continue to improve, bringing it broadly in line with attendance for non disadvantaged pupils	Overall whole school attendance has improved this academic year. The whole school attendance for 2023-24 was 95.8%. The gap for our disadvantaged children has reduced, with 94.7% attendance for disadvantaged pupils this academic year. This has also improved compared to previous academic years, with whole school attendance in 2021-22 as 94% with disadvantaged children's attendance at 90.3%. Persistent absences have decreased this academic year due to a whole school focus on attendance and support that school have provided families with.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.