Pupil premium strategy statement –Keighley St Andrew's C of E Primary School and Nursery

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	314
Proportion (%) of pupil premium eligible pupils	34.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025, 2026, 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mercedes Stephenson
Pupil premium lead	
Governor / Trustee lead	Amiri Agbai

Funding overview

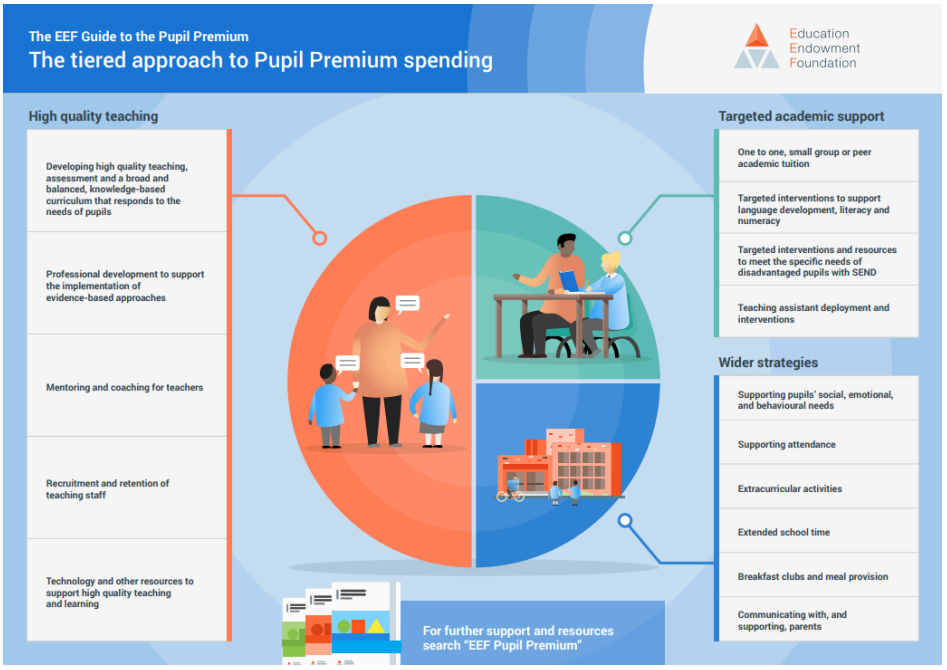
Detail	Amount
Pupil premium funding allocation this academic year	£128,040.00 (2023-24) £124,030.00 (2024-25)
Recovery premium funding allocation this academic year	£12,760.00 (2023-24) £0 (2024-25)
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **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.*	£0 (2023-24) £0 (2024-25)
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£140,800.00 (2023-24) £124,030.00 (2024-25)

Part A: Pupil premium strategy plan

Statement of intent

Guided by God we build a community of learners who flourish and are filled with hope.

Our vision, in line with the Church of England vision for Education, is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.



We will consider the challenges faced by vulnerable pupils, such as those who are known to Children's Social Care and/or other services. Regardless of whether these pupils are disadvantaged or not, the details outlined in this statement are intended to support their needs.

Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges as well as individual needs, rooted in assessment and then planned and implemented strategically. Any approaches we adopt will complement each other in order to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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	Oracy - Low levels of communication and language development resulting in limited vocabulary acquisition and social skills
2	Phonics – Disengagement in home reading from many of our PP families contributing to lower attainment in phonics and reading.
3	Writing – Low levels of gross and fine motor skills resulting in limited readiness for writing.
4	Attendance - Attendance of our PP children is lower than that of none PP children.
5	Personal Development Opportunities - Financial deprivation leading to limited life experiences and opportunities to join in enrichment activities

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 oral language skills and vocabulary among disadvantaged pupils.	Monitoring will indicate significantly improved oral language among disadvantaged pupils. This will be triangulated with pupil voice, learning walks, teacher assessment, book looks etc. AHT for curriculum development through oracy will lead development, strategy and reporting.
Improved reading attainment among disadvantaged pupils.	PSC and End of KS2 reading outcomes will show that more disadvantaged pupils meet the expected outcomes.

Improved writing attainment among disadvantaged pupils.	End of KS2 writing outcomes will show that more disadvantaged pupils meet the expected outcomes.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: ● the overall unauthorised absence rate for all pupils being no more than national and the attendance gap between disadvantaged pupils and their non-disadvantaged peers are reduced. ● the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being more in line with their peers. ● Attendance lead will work with LS attendance officers to minimise attendance issues. ● Systems and processes will prioritise vulnerable groups of children working closely with the Family Support Worker to do so.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year 2025-26

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: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of language and literacy opportunities in EY including: Lau EY Package and Launchpad Literacy. *Include staff training, resources and continued monitoring.*		1, 3
Hywel Roberts 'Botherdness' pedagogy training for all staff to improve quality first teaching practices including copies of the book and access to CPD tools for all staff. *Include staff training, resources and continued monitoring.*		1, 3, 5
Development of 'rich discussion' opportunities throughout newly embedded English strategy as well as other curriculum areas to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language development, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1, 3, 5
Purchase of standardised	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2,3

diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	
Enhanced provision opportunities beyond the classroom for pupils explore concepts through oracy.	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1726061725 (pg 12)	1, 3, 5

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

Budgeted cost: £ *34,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support with specialist teacher. This will be delivered in collaboration with our local English hub in line with the SSP.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2, 3
Teachers and LSAs to support pupils in class through quality first teaching methods and focus groups within class to close gaps in learning, in particular PP pupils who are vulnerable to falling behind in reading.		2, 3

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

Budgeted cost: £ *66,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated school attendance team and systems as well as LA attendance support package.	Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance. Focus on positive reinforcement for attendance and incentives to gain a good level of attendance. Deliver intervention in a targeted way, response to data or intelligence Working together to improve school attendance - GOV.UK (www.gov.uk)	4
Employment of Family Support Worker to develop family links with school and support families with known vulnerabilities.	Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months) Metacognition and self-regulation EEF educationendowmentfoundation.org.uk	4, 5
Implementation of adapted assessment framework to include a more specific focus on vulnerable pupils withi ckkasses .		1, 2, 3, 5
Playground support and development of playtime provision to develop staff skills, equipment and monitoring of this. The impact will be pupils participating in team games, fair play, play leaders, active and engaging happy lunch/break times.		1, 5

Total budgeted cost: £ 152,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole school compared with pupil premium pupils:

Across the school, the attainment of Pupil Premium (PP) eligible pupils shows a mixed picture, with outcomes varying by year group and subject.

In Key Stage 1, PP pupils attain below their non-PP peers overall.

In Year 1, 33% of PP pupils achieved ARE in reading compared with 54% of the whole cohort. Writing, maths and combined outcomes were notably lower for PP pupils (17% combined compared with 41% overall).

In Year 2, PP pupils continued to perform below peers, particularly in writing where only 11% reached ARE compared with 43% overall. Reading and maths outcomes for PP pupils (44%) were also lower than the cohort averages (58%).

In Lower Key Stage 2, the attainment gap remains evident.

In Year 3, PP pupils achieved 38% ARE in reading compared with 40% overall, but outcomes in writing (15%) and combined (8%) were significantly lower than their peers.

In Year 4, PP pupils performed broadly in line with or slightly below peers in reading and writing, and outperformed the cohort in maths (53% PP compared with 43% overall), though combined outcomes for PP pupils (37%) remained slightly below the cohort average (39%).

In Upper Key Stage 2, PP outcomes improve and, in some cases, match or exceed those of non-PP pupils.

In Year 5, PP pupils outperformed the cohort in reading (73% vs 67%), writing (58% vs 48%), maths (58% vs 50%) and combined outcomes (58% vs 48%), indicating a strong narrowing of the attainment gap.

In Year 6, PP pupils achieved higher ARE outcomes than the cohort in reading and writing (both 59% compared with 48% and 52% respectively) and matched or exceeded peers in maths and combined outcomes (47% PP compared with 42% overall).

Overall, PP pupils tend to underperform compared to peers in KS1 and lower KS2, particularly in writing and combined outcomes. However, by upper KS2, targeted support appears to have had a positive impact, with PP pupils achieving outcomes in line with or above their peers, suggesting successful intervention and improved progress over time.

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