

Pupil premium strategy statement – St Andrew’s CE Infants’

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	195 +26 nursery=221
Proportion (%) of pupil premium eligible pupils	22% (Nursery unknown currently)
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Carol Meakins HT
Pupil premium lead	Carol Meakins HT
Governor / Trustee lead	Gary Walke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101, 392

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£101,392

Part A: Pupil premium strategy plan

Statement of intent

St. Andrew's CE Infants' vision is Learning together in friendship and faith. We aim for our pupils to develop a love of learning, working positively with and alongside others, making connections throughout each day and walking along a personal journey of faith. It is a wonderful place to be with happy, valued pupils who are supported in their learning by an established team of staff who give over and above on a daily basis.

We have the capacity to be a 3 form entry school with 270 places, but pupil numbers have fallen this year and currently we have 221 pupils, including our nursery. We have currently 22% targeted PP(Pupil Premium) (July 2026 34%). With the new system of applying for PP status we have seen a vast reduction in %, along with the difference between targeted and enhanced.

It is vital for us to focus on all pupils early development along with foundational skills focusing on the core areas of the EYFS promoting communication and language , physical and personal development skills through daily activities that promote each skill. Through our new phonics scheme and strategies such as AfL and adaptive practice, along with further pedagogies such as retrieval, modelling and metacognition- encourage our pupils through the use of manipulatives to know how they learn best and how they can experience success, progressing in their learning. We are visibly developing opportunities for all pupils to access each area of the curriculum and be introduced to a range of vocabulary, also promoting oracy, speaking and reading skills, prosody and knowledge base.

We use assessment each day, in each lesson, through AfL strategies to establish our pupil's understanding. This culminates each term to assessment gathering, with next steps implemented responding to the data and targeting pupils who benefit from interventions such as catch up's in phonics or a maths booster groups.

We are an experienced, committed staff who recognise that each pupil comes to St Andrew's from a variety of starting points. We are dedicated to providing an adaptive curriculum which serves all our pupils, especially those who are disadvantaged in some way. Our aims are for all pupils to flourish and be the best they can be.

Through leadership capacity there is a sharp focus on the quality of pupils learning experiences. Our leadership team and governing board play a significant role in evaluating progress through ongoing monitoring and quality assurance. Learning needs are addressed through a number of strategies such as QFT(Quality First Teaching) using effective adaptive practice and use of AfL(Assessment for Learning)- feeding back progress and next steps in a timely manner to promote pupil's understanding and independence. We find learning partners and small group work supported by teaching staff and teaching assistants to work well , especially at transition times.

Our aims for all pupils are to become effective learners and achieve. Our ADP(Academy Development Plan) 2026-2027 notes specific milestones that are to be addressed this year and monitored effectively to ensure our disadvantaged pupils specifically are given every opportunity to thrive and be fully equipped to make the transition to KS1 (Key Stage 1)/KS2.

Challenges

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

Challenge number	Detail of challenge
1	Our new phonics scheme introduced in September 2024 is proving purposeful and we have seen a significant rise in results for our pupils overall. Assessments and phonic screen results from 2025-2026 (59%) demonstrate that further interventions and tracking of our PP pupils are to be implemented this year specifically in Year 1 to ensure PP pupils are on track to achieve the national PP 70%+ in June 2027.
2	Our FS ELG (Early Learning Goal)% is overall at 72% (national 72%) this year. 67% PP pupils (2024-2025) achieved ELG, this year 44% (National 51-55%) Barriers to attainment include attendance, SEND and understanding of number. Our ADP notes this a priority- we are working with both DCAT and East Sussex to improve our % this year, beginning with immediate actions regarding attendance.
3	Attendance is a key area of challenge here at St Andrew's. Our overall FSM attendance at the end of 2025-2026 for PP pupils at 91.6% with national at 91.8%.PA was at 29% with national at 27%.Attendance CPD training has both been attended and booked.
4	To ensure our PP pupils' outcomes in Maths this year, throughout the school improve and show progress and attainment. The school has joined the Sussex Maths Hub this year and it is exciting to be a part of this programme.

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
For our PP pupils to achieve at least 67% in the phonic screen 2025-2026	Class teachers and Year group leads are aware of each PP pupil, their strengths and their barriers to learning. Our aim this year is to see progress throughout the year through termly phonic screens of PP pupils.
For our PP pupils to achieve 70+% at EYFS(Early Years Foundation Stage) GLD	Opportunities given throughout the year for each pupil to achieve GLD, with a focus each term through pupil progress meetings on PP pupils and progress especially in communication and language, physical and personal development.
To see an upward trend in PP attendance this year with the aim for at least 94% by the end of 2026-2027 For PA to be reduced for all pupils including PP.	To see visible increase in % of attendance for this specific group of pupils, to see them be involved in school life, to flourish and achieve, being ready to take the next step into their next year group.
To develop our maths provision working with the Sussex Maths hub and DCAT to ensure our planning, manipulatives, adaptive practice and maths pedagogy is embedded, consistent and improves outcomes for all learners, especially our disadvantaged pupils, readying them for their next step at the point of transition.	For all pupils to visibly demonstrate progress, being able to grasp each foundational number skill and use these to understand the abstract stage of maths mastery, developing reasoning and being able to use and apply knowledge, improving outcomes and being ready for the next Key stage.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD(Continual professional development) recruitment and retention)

Budgeted cost: £0 (Supported by main school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Drawing Club</i>	This programme has enriched our pupils in FS(Foundation Stage) (and to be Year 1 this year) comprehension, drawing and writing skills	1,2
<i>Whole Education</i>	Adaptive practice across the curriculum is essential for all our pupils to access learning and experience success progressing from starting points, growing as learners in skill and understanding, translating into	4
<i>Little Wandle</i>	To continue this phonics programme purchasing further resources and building on our previous year's knowledge and understanding.	1,2
<i>EY(Early Years)autism adhd training</i>	To complete training to identify need and apply strategies where applicable	4
Attendance	St Andrew's is a community. We want all our pupils to belong and feel valued. Regular non-attendance fractures that sense of belonging and pupils cannot experience consistency in learning Pupil premium lead has attended Pupil Premium CPD led by consultant Matt Bromley 21.09.2026 25.09.2026 attendance officer and HT attended attendance EIP meeting focusing on absences and next step strategies, including TASS involvement 24.09.2026 LGB discussed attendance policy which is to be followed 30.09.2026 RISE attendance Hub to be attended by HT	4
<i>Sussex maths hub CPD 24.09.2026</i> <i>DCAT Maths conference 25.09.2026</i>	Maths CPD to review current practice and work with others in the hub establishing changes	

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

Budgeted cost: £89,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and language assessment and acquisition programmes</i>	Further support for communication and language, assessing and developing programmes to be carried out within class to aid clarity and understanding	1,2
<i>Small PP targeted group work in class</i>	Focused support for those that benefit from adult interventions developing their strategies for independent learning, growing as learners through timely feedback and praise, gaining confidence in their own abilities, aided by adaptive practice and purposeful learning environments.	1,2, 4
<i>Small group out of class</i>	Meeting individual needs through timed interventions to encourage concrete working assisted by support staff to embed practice and translate into classroom life.	1,2 4
<i>1-1, 1-2 support</i>	To encourage pupils in small step learning sessions to develop skills in foundational subjects along with the development of personal and relational skills	1,2,4

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

Budgeted cost: £ 39,651

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance office</i>	Daily involvement with families, tracking of attendance data, completing the attendance strategy, liaising with the HT	3 1,2,4
<i>ELSA (Emotional Literacy Support Assistant)</i>	Weekly Targeted support for specific pupils, focus on pupil voice and providing a safe space to explore emotions in themselves and others.	1, 4

<i>SEND (Special Educational Needs and Disabilities)</i>	Liaising with families on a daily basis and outside services, developing strategies and adaptive practice, encouraging opportunities to develop metacognition.	
<i>Clubs and enrichment</i>	To provide opportunities for pupils to mix with other pupils from their class, being involved with a range of activities from I can cook to creative, to develop	1, 2, 3, 4
<i>Uniform</i>	To provide support for families with items of labelled uniform so all pupils have the opportunity to feel fully part of our school community	3

Total budgeted cost: £129,064

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our previous academic year's national assessments are as follows:

<i>Data type</i>	<i>2025-2026 DATA- overall St Andrew's</i>	<i>2025-2026 DATA PP pupils St. Andrew's</i>	<i>National % Overall</i>	<i>National % PP</i>
<i>Foundation Stage ELG</i>	<i>72%</i>	<i>44%</i>	<i>72%</i>	<i>51- 55% to be published</i>
<i>Year 1 phonics</i>	<i>79%(upward trend from 67% 2023-2024)</i>	<i>59%(Further context to be discussed) (2023-2024 69.7%)</i>	<i>82% (2023-2024 80.4%)</i>	<i>68% (2023-2024-68.4%)</i>
<i>KS1 end of year assessments</i>	<i>R 78% GDS 19% W 68% GDS 7% M 75% GDS 14%</i>	<i>R 52% GDS 4% W 52% GDS 4% M 56% GDS</i>		
<i>Attendance</i>	<i>94.2%</i>	<i>91.6%</i>	<i>94.6%</i>	<i>tbc%</i>

Outcomes for 2025 2026

Challenge 1

Our new phonics scheme Little Wandle commenced in September 2024. Our overall score rose to 80.6% (from 67% 2023-2024)(phonics for PP pupils 2023-2024 was 69.7% just above the national average)PP pupils achieving the phonic screen 2024-2025 showed a downward trend- but with a contextual picture as noted above. 2025-2026 data showed 79% overall with PP 59%, due to a number of barriers , e.g 8/11 being doubly disadvantaged

Challenge 2 Our FS ELG (Early Learning Goal)% is overall at 72% (national 72%) this year. 67% PP pupils (2024-2025) achieved ELG, this year 44% (National 51-55%) Barriers to attainment include attendance, SEND and understanding of number. E.g 5/7 PP pupils who did not achieve ELG had poor attendance

Challenge 3 Attendance data showed 94.2% overall at the end of 2025-2026 with national at 94.6%. PA continues to be challenging here at St Andrew's, 26% 2025-2026 but we are continuing our drive to improve this area through our attendance procedures and links with families.

Challenge 4 Our focus on outcomes was completed with each environment consistent throughout the school showing a commitment to reducing cognitive overload and improving classroom and the wider environments learning space for all especially our SEND pupils, who made small step progress in development, e.g all SEND pupils are in class this year, with short times spent in the Busy bees and Bubble room benefiting from 1-3 group work.

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