

Pupil premium strategy statement – St. Andrew’s CE Primary School, Enfield

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	391
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Cathryn Mann
Pupil Premium lead	Karen Jones
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£ N/A

Part A: Pupil premium strategy plan

Statement of intent

At St. Andrew's we strive for **all** pupils to be able to achieve their full potential. Academic ability in reading, writing and Maths are some of the stepping stones to ensure that children can achieve well in life. We are aware that there are many disadvantaged pupils who need support to enable them to reach their full potential and our aim is to ensure that our disadvantaged pupils are provided with the targeted support that they need.

Currently we ensure that pupils get off to a good start in Reception Class by supporting pupils to develop their key skills. Generous staffing ratios help to support pupils to move forward swiftly. Generous staffing ratios help to support pupils to move forward swiftly. Moving through the school, the interventions in Maths and after school targeted booster groups all help our disadvantaged pupils to achieve well. With a focus on well-being and the development of resilience and teamwork, we hope to redress any inequalities, ensuring pupils leave our school with the academic and personal skills required to succeed and live happy, fulfilling lives.

Our plan for 2025-26 is to identify disadvantaged pupils' key areas for development through observation of skills and analysis of data. Pupils will be carefully monitored and quality first teaching, targeted interventions and small group tuition will be used to ensure disadvantaged pupils are able to attain success and narrow gaps in their learning. In conjunction with the development of academic skills, we will work to support pupils to be confident young people who are resilient and able to work together to solve problems.

Challenges

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

Challenge number	Detail of challenge
1	Improving attainment and progress- reading, writing and maths We track the progress and attainment of all our pupils individually on a termly basis and we compare the progress and attainment of groups of children according to different characteristics including eligibility for pupil premium. Our analysis of both school-based data for all individuals and classes has shown that some individual pupils who are eligible for pupil premium are not attaining as highly as their peers who are not eligible for pupil premium in their reading, writing or maths. Some children who have the capacity for deeper understanding may not be achieving their full potential.

2	<p>Experiencing broader activities that build character and provide enrichment</p> <p>For some disadvantaged pupils, they have fewer opportunities to broaden their life experiences such as participating in leadership opportunities and co-curricular activities.</p>
3	<p>Improving well-being and mental health</p> <p>Some pupils are struggling with issues at home and with their own well-being. They need support in these areas, which could include referrals to our school counsellor, MYME activities, mindfulness opportunities and physical health opportunities. Support for families is at the heart of our school vision.</p>

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
Improving attainment and progress - reading, writing and maths	Percentage of disadvantaged pupils achieving the expected standard in the end of KS2 SATs and a higher proportion than 2025 achieving the greater depth standard.
Experiencing broader activities that build character and provide enrichment	All disadvantaged children will have experienced a range of character building and enrichment activities during the school year, to support the development of new skills.
Improving well-being and mental health	Children will feel confident and able to support their own mental health and well-being or will have access to high quality support, alongside their families.

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, recruitment and retention)

Budgeted cost: **£11,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular training on Little Wandle phonics scheme for new and existing staff and the purchase of additional resources £7500	EEF guidance states that schools should use a systematic phonics programme or approach with secure evidence of effectiveness.	1
Walkthru training to support high quality teaching for all pupils £4000	EEF states that supporting high quality teaching is pivotal in improving children's outcomes and that effective professional development plays a crucial role in improving classroom practice. Quality first teaching includes teaching methods that support the development of literacy skills for all pupils.	1
Autism awareness training with adaptations that support all pupils' learning (EASA) Free	EEF states that supporting high quality teaching is pivotal in improving children's outcomes and that effective professional development plays a crucial role in improving classroom practice. Quality first teaching includes teaching methods that support the development of literacy skills for all pupils, including neurodiverse pupils.	1
MYME training for school staff Free	EEF research suggests that developing strategies in the following areas can promote positive mental health and well-being outcomes: <ul style="list-style-type: none"> • Promote positive relationships and interactions • Develop emotional skills • Undertake sustained mental health and wellbeing activities • Mindfulness • Physical activities 	3

Zones of Regulation training Free	EEF research suggests that developing strategies in the following areas can promote positive mental health and well-being outcomes: <ul style="list-style-type: none"> • Develop understanding of emotions and emotional skills 	3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£65,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff to deliver research-backed intervention programmes in phonics, reading and Maths £58000	EEF research identifies the benefits of small group interventions to increase outcomes for pupils	1
Small group targeted tuition for pupils who have gaps in their learning which have been identified through test analysis £5000	EEF small group tuition research highlights that small groups of 2 – 5 pupils working with a teacher or HLTA in a particular area of need can accelerate outcomes by up to 4 months	1
After school boosters run by school staff £2000	EEF small group tuition – as above	1

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

Budgeted cost: £16230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with the ETSP Enfield Town School's Partnership for competitions, debating, access to social and life skills £2000	EEF Aspiration Interventions has a small body of evidence. However, interventions that support children with leadership skills, participation in areas that will challenge them and opportunities to develop new life skills can have a positive impact on pupils	2
Cross Federation/Partnership opportunities for enrichment £500	EEF Aspiration Interventions has a small body of evidence. However, interventions that support children with leadership skills, participation in areas that will challenge them and opportunities to develop new life skills can have a positive impact on pupils	2
Community outreach opportunities have been provided to connect our children to their local community and allow them to see their place in it. It allows them to have a positive impact on their community whilst raising self-esteem and aspirations through exposure to broader experiences. In addition, children are able to demonstrate our values in the local community and understand the impact they can have as responsible citizens: Litter picking, bag packing at the supermarket, singing at Azalea Court Residential Home for example	EEF Aspiration Interventions has a small body of evidence. However, interventions that support children with leadership skills, team work and participation in areas that will challenge them and opportunities to develop new life skills can have a positive impact on pupils	2
Access to counselling service in school through qualified counsellor. £13730	EEF evidence on Social and Emotional Learning suggests that counselling can be effective although it is a high-cost strategy.	3

Total budgeted cost: £92,730

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Year 2024-25

EYFS Early Years Foundation Stage Profile

55% PP children achieved a good level of development

Year 1 Phonics Screening Check

85% PP children passed PSC

Year 4 Multiplication Tables Check

69% PP children achieved a score of 24+ in the MTC

Year 6 National Tests

Reading 81% EXS+ and 31% GDS

Writing 81% EXS+ and 12% GDS

Maths 75% EXS+ and 12% GDS

Attendance

PP attendance was 94%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider