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	Feering C of E Primary School
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	5.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 Years
Date this statement was published	September 2026
Date on which it will be reviewed	September 2029
Statement authorised by	Bridgette Gough
Pupil premium lead	Bridgette Gough
Governor / Trustee lead	Lizzie Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£21,700

Part A: Pupil premium strategy plan

Statement of intent

St. Andrew's is committed to ensuring that this funding is used to maximum impact for qualifying pupils. This means narrowing the achievement gap observed nationally, ensuring fair and equitable access to a rich menu of educational visits, sports and music opportunities and improving attendance and parental involvement for vulnerable pupils and those experiencing deprivation.

How we decide to spend this substantial amount of money is influenced by our own evaluations and educational research presented in literature such as the Sutton Report, EEF Research and Marc Rowland materials and training undertaken by the PPG Champion, which impact upon key approaches designed to improve pupil achievement, both progress and attainment. Funding is spent in 3 core areas:

- Provision of Quality First Teaching
- Targeted Academic Support
- Wider Strategies

The following 4 principles lie at the heart of these:

Relationships/ Metacognition and Self-regulation/ Social, Emotional and Mental Health (SEMH)/ Language Development and Comprehension – Through Thrive Provision and Assessment and regular teacher led mentoring sessions for all children receiving PPG funding.

Curriculum development and improving quality first teaching is an important part of this work, engaging vulnerable pupils in meaningful learning opportunities, alongside the specific provision offered through tuition, mentoring and sponsorship for extra-curricular opportunities.

Challenge for all drives our strategy planning and ensuring that we support the pursuit of equitable opportunity and offset the nationally identified impact of disadvantage is at the heart of our strategy.

Targeted academic support focused upon the foundational skills that impact on all areas of learning. This might be one to one or small group intervention led by support staff or class teachers.

Challenges

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

Challenge number	Detail of challenge
1	Language (Oracy S&L and Written Language) – English, particularly speaking and listening and writing, overall weaker area (for current PPG within cohorts) than maths for this group with writing weakest.
2	Foundational skills – Reading (decoding and comprehension), Writing (handwriting and spelling) and Maths (number including bonds and tables – arithmetic)
3	SEMH Needs/ Overlap with Vulnerability Indicators/ Wellbeing
4	Cultural Capital/ Opportunities – LWT curriculum – Public Speaking/ Opportunities to represent the school building confidence and aspiration
5	Parental Involvement & Support (including attendance)

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
Research on addressing disadvantage has identified language as the key to accessing the curriculum, participating in lessons, making connections (linkage) and developing relationships. Therefore, an intended outcome of our strategy is to identify gaps and support the development of language to an age-appropriate level. Including oracy, reading (fluency and comprehension) and writing.	Improved levels of achievement and progress across the school in language and vocabulary (including oracy as measured using NELI on entry). Engagement in lessons – volunteering responses. Taking roles such as school council etc.
Well-targeted additional provision using internal data and mentor related information supports the filling of core-curriculum gaps for disadvantaged pupils.	Improved levels of achievement and progress across the school within the core curriculum. Focusing on foundational skills.
School provides for the SEMH needs of pupils. Maslow's Hierarchy of Needs states that if basic needs are not met then this will get in the way of fulfilment of higher-level needs. Pupils' emotional needs being met will support them to thrive.	Following Thrive Assessments, those pupils identified as vulnerable/ PPG will have support plans involving Thrive practitioners and those trained in delivery of the approach to fill identified gaps. Termly re-assessments will demonstrate progress for these pupils. Pastoral Support, including supported Breakfast Club / After School Club provision

	will allow for vulnerable families to be supported by school when needed.
The curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents. We intend for all children to have access to a wide variety of experiences to ensure this can be delivered regardless of financial constraints.	Take -up of extra-curricular provision including sports and music-based clubs. Music tuition (class based) for all (in two year groups). Access to trips and visits for all. Uniform provision for all.
The EEF found that favourable parental involvement can accelerate a child's progress by 3 months. Improving engagement and nurturing a positive relationship with school and staff will encourage the supporting of their child's learning journey – from hearing them read regularly to attending learning together events.	Improved engagement for the disadvantaged group as measured using parent consultation engagement/ learning together attendance and parent perception reviews. Improved attendance of PPG pupils.

Activity in this academic year

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: £2973

Activity	Evidence that supports this approach	Challenge number(s) addressed
Living Well Together Curriculum, No Outsiders, DIALLS & Philosophy for Children, Mighty Oaks Training and Resources	Oracy language interventions high impact for low cost	1
Primary Advantage Maths Subscription and Training	Supports QFT and in-particular the durability of learning and the development of teaching sequencing in maths.	2
Thrive Subscription, staffing hours, training and Support Workers. Price Training	Behaviour interventions resulted in moderate impact, however this intervention supports self regulation found to have a high impact.	3

NELI training and the undertaking of assessments and Support	Oral language interventions – EEF found to be very high impact low cost strategy.	1
Collaborative Learning approaches – Using Kagan Strategies CPD	High Impact for low cost as identified in the EEF Teaching and Learning Toolkit.	2

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

Budgeted cost: £11,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led weekly mentoring & feedback sessions following individual strategy plans.	EEF Teaching and Learning Toolkit – Very High Impact for low cost. School based pupil perception based on writing meetings and weekly PPG mentoring sessions.	2
One-to-one tuition (in school) teacher and TA led	One to One tuition has a good evidence base for success as identified in the Sutton and EEF work. Our own data shows this results in accelerated progress for learners. These are delivered in 20 minute sessions with class teachers for PPG pupils.	2
Intervention Groups - Staffing & Resources (school day and teacher led after school.)	In the 2019 EEF Guide to PP, it states that "evidence consistently shows the positive impact that targeted academic support can have, including on those not making good progress across the spectrum of achievement." Our own data shows this results in accelerated progress for learners.	2
Phonics intervention – RWI – Assisted Blending EY/KS1- Fresh Start – KS2	A high impact, low-cost strategy as identified within the EEF toolkit.	1/2
Fluency Intervention – KS2- delivery	We have found this strategy whether delivered by teachers or Tas to have a high impact for our pupils' accelerating fluency and reading comprehension abilities.	1/2

Accelerated Reader Provision	Reading Comprehension Strategies are identified in the EEF toolkit as Very High Impact with a low associated cost.	1/2
CGP target group for Challenge Carousel – Comprehension Materials and Tuition.	Reading Comprehension Strategies are identified in the EEF toolkit as Very High Impact with a low associated cost.	1/2
Number Stacks Training and Group Intervention Y1-5	Small group tuition links most readily to this strategy which in limited trials had an impact of +4 mths.	1/2
Reading Comprehension Intervention	Reading Comprehension Strategies are identified in the EEF toolkit as Very High Impact with a low associated cost.	1/2
Maths Intervention	Small group tuition links most readily to this strategy which in limited trials had an impact of +4 mths.	2

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

Budgeted cost: £ 7,072

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive licensed practitioner training & release, assessment and delivery – pastoral support – Admin and 3 afternoons per week Price Trained Practitioner	Behaviour interventions resulted in moderate impact, however this intervention supports self -regulation found to have a high impact.	3
Extra-Curricular Activity (Sports / Outdoor learning focus post lockdown)	Moderate impact has been seen with outdoor and adventurous activity as assessed by the EEF. This is a minimal cost for the school as all external providers give 2 free spaces in return for site use. Activities include archery and orienteering in addition to the more traditional offer.	4
Music Tuition/ Instrument Maintenance	Moderate impact for a very low cost according to the EEF.	4

Total budgeted cost: £21,700

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 2025 to 2026 academic year.

Academic Impact – progress is for the last academic year and not from starting points

	No. of Pupils	% ARE - Reading	% making at least expected progress	% ARE - Maths	% making at least expected progress	% ARE - Writing	% making at least expected progress
Y1	1	100	100	100	100	0	0
Y2	0	n/a	n/a	n/a	n/a	n/a	n/a
Y3	5	60	60	60	100	40	80
Y4	5	20	80	40	80	0	40
Y5	2	100	100	100	100	50	100
Y6	2	100	100	100	100	100	100

National Attainment (KS2 SATs) for Disadvantaged (PPG) Pupils by Subject

- **Reading (Expected Standard):** ~63% to 65% of disadvantaged pupils met the standard (vs. 75% national all-pupil average)
- **Writing (Expected Standard - Teacher Assessment):** ~58% to 60% of disadvantaged pupils met the standard (vs. 72% national all-pupil average
- **Maths (Expected Standard):** ~57% to 60% of disadvantaged pupils met the standard (vs. 74% national all-pupil average).

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
RWI	Ruth Miskin
Accelerated Reader (Y3/4)	Renaissance Learning
DIALLS	University of Cambridge
Mighty Oak Public Speaking	Mighty Oak
No Outsiders	Andrew Moffat
Philosophy For Children	Association of Philosophy for Children
Number Stacks Intervention	Number Stacks -James Aylott
Primary Advantage Maths	Primary Advantage Federation
Thrive	The Thrive Approach
Price Training	Price

Further information (optional)

We use all of the PPG allocation to support our strategy and as this strategy impacts on other pupils within small group interventions, through training and development of staff and for provider's resources GAG funding is also used therefore the total is greater than the allocation.