

# St Andrew the Apostle School

## Pupil premium strategy statement – 2025 - 2026

This statement details our school's use of pupil premium 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.

The 2025-26 year will be the first year of this three-year strategy. The review of the 2024-25 year was the last year of the strategy.

### School overview

Detail	Data
<b>School Name</b>	<b>St Andrew the Apostle School</b>
Number of pupils in school	549
Proportion (%) of pupil premium eligible pupils	174 students – 32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 – 28
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	C Martin
Pupil premium lead	Assistant Headteacher – SENCO A Bamber
Governor / Trustee lead	M Frangeskides/E Stathi

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,500
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£150,500

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

Irrespective of socio-economic background; St. Andrew the Apostle School believes that every child has the right to access opportunities that will allow them to make the same future learning and career choices as their peers. The pupil premium strategy this academic year has been written in the knowledge that the pandemic has widened the gap between pupil premium and non-pupil premium students nationally. The school acknowledges that there is no single project that will combat this issue and that the programme of support for PP students must be personalised to suit a child's personal circumstances and needs.

The school's focus remains on quality first teaching and then on the selection of evidence-based approaches to improve the life chances of our disadvantaged cohort. Research shows that quality first teaching is the most important lever that will have the greatest impact on the outcomes of all pupils, particularly the disadvantaged. To overcome any potential barriers and equip pupils with the 'powerful knowledge,' investment in professional development, training and support for early career teachers as well as recruitment and retention of all staff will be integral in consistently implementing the school's ambitious curriculum. Our focus on cognitive science and memory recall will assist our endeavours to ensure that students have a focused and efficient education.

Children have experienced social and emotional hardship over the last three years, and we have found that they need extra support to overcome these barriers to learning. Our investment in our PLUS team and in mental health and wellbeing is, we feel, vital for empowering our students. We will continue to ensure that this provision is supported and promoted.

Our three-year plan is intended to narrow the gap between disadvantaged and non-disadvantaged students and ensure that all students make good progress. The pupil premium strategy will regularly review the impact of the chosen strategies, refining the implementation if the strategies are not having the desired effect and continually assessing value for money.

Ongoing student assessment, feedback (including student voice) and communication with parents will be used to ensure that our strategies are the correct ones.

## Challenges

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

Challenge number	Detail of challenge
1	The gap between disadvantaged students and other students in terms of attendance has not closed.
2	There is a correlation of under-achievement in terms of progress of disadvantaged students compared to non-disadvantaged students, and many of those under-achieving students have SEN. <i>"Children eligible for FSM are over represented within the SEND cohort. Nationally, 25.7% of children are eligible for FSM. However, this figure is 39.3% for those categorised as receiving SEND support and 43.8% for those in receipt of an EHCP. Within the SEND cohort, children eligible for FSM have lower outcomes at Key Stage 4. In 2023/2024, only 7.5% of children eligible for FSM and who had an EHCP secured 4+ in English and Maths compared to 17.3% of those with an EHCP but not eligible for FSM."</i> The Sutton Trust – 'Double Disadvantage' October 2025
3	Parental engagement of disadvantaged students with the school is not as strong compared with parental engagement of non-disadvantaged students.
4	Disadvantaged students do not engage as well in Learning and Practice (Homework) tasks, which hinders their ability to build successful learning habits.
5	Both nationally and at our school, disadvantaged students are currently more likely to be suspended and be issued with other consequences compared to their non-disadvantaged peers.

## 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
1. <b>Attendance</b> gap between PP and non-PP students narrows. (Addresses challenges 1 and 2)	PP students' attendance is in the range of at least 90-96% and there is an increase on previous year's attendance.
2. <b>Progress</b> gap between PP students (and those PP students with SEN) and non-PP (non-SEN) students performance at KS3 and KS4 narrows. (Addresses challenges 1 and 2)	PP students achieve in line with non-PP students or gap is closed in Key Stage 4 outcomes and at least 75% of disadvantaged students are on track in all subjects in each year group in KS3.
3. <b>P P P a r e n t a l e n g a g e m e n t</b> with school is high. (Addresses challenges 1, 2 and 3)	PP parents 90% attendance to parents' evenings.
4. Disadvantaged students complete and are engaged in <b>Learning and Practice</b> (Homework) tasks to a greater extent (Addresses challenges 1, 2 and 4)	Reduced Behaviour events related to non-completion of Learning and Practice (Homework) for disadvantaged students. Improved ATL/HW grades for disadvantaged students.
5. PP students permanent <b>exclusions, suspensions</b> and suspension rate lessen over time. (Addresses challenge 3)	Gap between PP and non-PP students for suspension-rate narrows.

## 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: £40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Professional Development with a focus on building learning habits, specifically retrieval practice and revision techniques	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> Collaborative learning +5 Feedback +6 Mastery learning +5 Metacognition and self-regulation +8 Homework +5	2 Progress 4 Learning and Practice
b. Monitoring, timely intervention, including adaptations in lessons		
c. Develop Learning and Practice such that it positively impacts independent learning.		
d. Use Sparx Reader to improve reading ages.		

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Additional support for and focus on PP students across the curriculum.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> Feedback +6 Mastery learning +5 Reading comprehension +6 Behaviour interventions +4 Social and emotional learning +4	1 Attendance 2 Progress 4 Learning and Practice 5 Suspension-rate
b. To improve literacy and reading of disadvantaged students		
c. Interventions - academic		
d. Interventions – behaviour support		

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Educational Welfare Officer	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> Behaviour interventions +4 Parental engagement +4 Social and emotional learning +4	1 Attendance 2 Progress 4 Learning and Practice
b. Y11 mentoring programme		

## Wider strategies (Engagement)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Targeting attendance at parent events for PP students	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> . Behaviour interventions +4 Feedback +6 Metacognition and self-regulation +7 Mentoring +2	1 Attendance 2 Progress 3 Parental Engagement 4 Learning and Practice 5 Suspension rates
b. Support through individual mentoring		

**Total budgeted cost: £150,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Impact So Far	Evaluation
<p>Gap between PP students and non-PP students performance at KS3 and KS4 narrows. <i>(Addresses challenge 1, 3, 4)</i></p>	<p>PP students achieve at least SPI 0.0 and in line with non-PP students</p>	<p>KS4 outcomes</p> <ul style="list-style-type: none"> <li>- Y11 PP: +0.29</li> <li>- Y11 non-PP: +0.90</li> </ul> <p>Gap -0.61</p> <p>Internal data:</p> <ul style="list-style-type: none"> <li>- Y11 25-26 eoy10 gap P8: -0.93</li> <li>- Y10 25-26 eoy9 gap -0.61 overall/-0.73PP (measured average 'Stages' to target)</li> <li>- Y9 25-26 eoy8 gap -0.27 overall/-0.26PP (measured average 'Stages' to target)</li> <li>- Y8 25-26 eoy7 gap -0.18 overall/-0.29PP (measured average 'Stages' to target)</li> </ul>	<p>The outcomes for PP students at GCSE are above national average and the gap was reduced in comparison to previous year. Progress 8 improved compared to previous years (comparison: 2023 -0.26, 2024, +0.09)</p> <p>Gap in 2025-26 Year 11 at end of Year 10 has deepened to previous year (comparison: 2024 -0.33 2025 -0.93); support in Y11 has been successful previously and key students will be targeted for support.</p> <p>Year 10 2025-26 is a year group where resources should be targeted based on eoy9 progress.</p> <p>Gaps in KS3 year groups are stable.</p>
<p>Attendance gap between PP and non-PP students narrows. <i>(Addresses challenge 2, 5)</i></p>	<p>PP students' attendance is at least 90-96%</p>	<p>PP attendance 2024-25: 89.7%</p> <p>Overall attendance 2023-24: 92.4%</p> <p>Gap: -2.7% (gap is larger and slightly worse than the previous year, -2.44%)</p>	<p>The gap remains between PP and Non-PP.</p>

100% PP students access appropriate education/work pathways on leaving St Andrew the Apostle School (Addresses challenge 1, 2)	100% of PP students leaving STA either at 16 or 18 have appropriate destinations (college, university, apprenticeship, workplace)	100% of students in 2023-24/2024-25 Year 11 accessed appropriate pathways.  100% of students in Year 13 accessed appropriate pathways.	The curriculum, extra-curricular, enrichment, support and values taught at St Andrew the Apostle School gives students the knowledge, skills and drive to access the next steps in their education.
Parents of PP students are engaged with school. (Addresses challenge 1, 2, 3, 4, 5)	PP parents 90% attendance to parents' evening.	Parents of PP students attendance to parents' evening: 66%  Parents of all pupils attendance to parents evening: 83%  Gap: -17%  Previous year's gap: -15%	There has been an improvement of attendance by parents whose children are in receipt of PP to parents evenings from the previous year 2024: 49% vs 2025: 66%. However, the gap to parents of non-PP children has widened by 2%. This could be partly attributed to a rise in overall attendance to parents' evening which has improved by almost 20%. Parents of students in receipt of pupil premium should continue to be supported to attend parents' evenings.
PP students' permanent exclusions and suspensions lessen over time because of work performed by the school. (Addresses challenge 5)	Gap between PP and non-PP students for number and duration of exclusions narrows over time.	PEX PP 24-25: 1 PEX non-PP 24-5: 0 Gap: -1  Suspensions 24-25 PP: 68 Suspensions 24-25 non-PP: 33 Gap: -35	There has been one permanent exclusion compared to zero the previous year.  There is a disproportionate number of suspensions of students in receipt of pupil premium. This should be an area where resources are targeted.

## 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
NTP	RANSTED