

Pupil premium strategy statement – Andover Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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	202
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	April 2026/ October 2026
Statement authorised by	Fiona Tickle
Pupil premium lead	Fiona Tickle
Governor / Trustee lead	Emma Adcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,235
Pupil premium funding carried forward from previous years	£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>	£106,235

Part A: Pupil premium strategy plan

Statement of intent

At Andover Church of England Primary School our intention is to ensure that our disadvantaged and vulnerable pupils receive the highest quality of education to become confident and independent learners. As an inclusive school we aim to develop active and effective communicators so they can have successful futures. Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context.

We aim to:

- Remove barriers to learning created by known circumstances, which may include academic needs, family or background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Support our children's health and well being to enable them to access learning at an appropriate level.
- Recognise the needs of our service children and looked after children may be more complex and relate to emotional well being and therefore may need to be met in a different way.
- For all children to access a range of opportunities to develop their knowledge and understanding of the world and improve their cultural capital.

We aim to do this through:

- Ensure teaching and learning opportunities meet the needs of all of the pupils.
- Ensure that class teams are aware of which pupils are eligible for the Pupil Premium funding so they can take responsibility for accelerating their progress.
- Provide all teachers and support staff with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- Providing targeted support to improve attendance, behaviour and/ or links with families where these are barriers to a child's learning.
- Provide opportunities to participate in enrichment activities including sport and music and access to trips and residential trips.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and Punctuality</p> <p>In our Ofsted Report in June 2025, our persistent absentees and lates were significantly above National data. Our analysis and observations indicate a direct link with lateness or absence and lower academic outcomes.</p>
2	<p>Lower Attainment</p> <p>School data shows that disadvantaged children are not making as expected progress as non -PP children. The children have gaps and misconceptions and find it difficult to retain prior knowledge.</p>
3	<p>Parental engagement</p> <p>Some of our parents are harder to reach and struggle to engage due to their own poor experiences in education. We are re-engaging parents with school life by building positive relationships with our families and more varied opportunities to come in to school.</p>
4	<p>Social, emotional and mental health</p> <p>A high proportion of our disadvantaged pupils need access to emotional support to improve wellbeing and life chances.</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
Improved punctuality and attendance ensure the school's attendance is in line with national.	<ul style="list-style-type: none"> Attendance of disadvantaged pupils is above 95% The number of cases of avoidable persistent absenteeism reduces year on year.
Improved KS2 outcomes with a greater percentage of pupils achieving the expected standard in reading, writing and maths combined.	<ul style="list-style-type: none"> Pupil progress scores in KS2 for Reading, Writing and Maths including combined are in line with the National average.
Parents engage with school and support their child with their learning at home	<ul style="list-style-type: none"> Parents attend meetings and parents evening, working closely with school to support their child.

	<ul style="list-style-type: none"> • Parents are given more opportunities to engage with school and share in the children's learning.
Pupils are supported with their emotional, social and mental health needs to ensure equal access to education.	<ul style="list-style-type: none"> • Parents are appropriately signposted to specialised members of staff such as our SENDCo, Thrive and FSW. • Thrive data will show improvements in all areas for individual children. • Academic attainment data will show that children are ready to learn and are therefore making better than expected progress. • Children have strategies to self-regulate and incidents are minimised, as evidenced through ABCC forms.
Parents are able to access a variety of support and feel confident that they have the tools to prioritise their children's needs to support them to develop academically, emotionally and socially.	<ul style="list-style-type: none"> • Strong relationship with the Family Support Worker. • High level of engagement with FSW and accessing the parenting programme. • Strong communication between home and school. • Parents/ carer's will gain further understanding into their children's emotional needs so that they can also support these at home.

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: £ 30,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff Training and High Quality teaching and learning</p> <p>Cycle of robust PDM (professional development meetings) designed to develop staff pedagogy and increase the effectiveness of teaching and learning across the school. Focus specifically on OAP</p>	<p>The EEF states "Supporting continuous and sustained professional development (PD) on evidence based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers,</p>	2, 4

<p>(Ordinarily Available Provision) and AfL.</p> <p>Robust cycle of PDM for support staff to ensure high quality interactions with children.</p> <p>Through Pupil Progress Meetings, target children will be identified and supported more rigorously.</p> <p>Staffing structure allows for DHT to be non class based and lead on teaching and learning. There is dedicated time for monitoring of teaching and learning, development of new strategies and school improvement priorities.</p> <p>Non class based SENDCo ensures time is dedicated for pupils with SEND to ensure more complex needs are understood and the right provision is put in place for them.</p> <p>Dedicated subject time for English and Maths teams.</p> <p>Extra teaching support and interventions for Years 1,2, 4 and 6 to ensure children succeed in the phonics screening, MTC and end of Key stage assessments.</p>	<p>developing teacher techniques, and embedding practice.”</p> <p>See Evidence Based Education’s Great Teaching Toolkit for the evidence review.</p>	
<p>Development of Reading Curriculum</p> <p>Continue to embed reading and fluency across the school through close assessment of those children who are working below ARE and ensure all these children receive adequate and targeted support to ensure accelerated progress.</p>	<p>The EEF states “Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment. In some cases, this may include the selection of high quality curriculum materials or investment in the use of standardised assessments.”</p>	2, 4
<p>High Quality Pastoral Support</p> <p>Children and families receive high quality pastoral support.</p>	<p>Children and families who require additional support, report that they have received timely and high-quality pastoral support. *This is demonstrated through qualitative data from pupil voice, parent surveys and teacher observations. *Case studies show examples of families supported and how it has impacted on improved life chances for the children.</p>	3, 4
<p>Attendance</p> <p>Improved punctuality and attendance ensure the school’s attendance is in line with national.</p>	<p>The average attendance of disadvantaged pupils is in line with school non-disadvantaged. The number of cases of avoidable persistent absenteeism reduces year on year.</p>	1

<p>Strong Culture A strong culture where all pupils and staff report a sense of place and belonging.</p>	<p>Pupils feel safe, aspirational and accepted for who they are. Pupils feel listened to and able to express their own identities. Shared lived experiences embed understanding or differences and identities. Staff understand neurodiversity with an ethos of knowing the person, not just the behaviour and difficulties.</p>	<p>3, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 37252

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Interventions Every class to have a LSA (learning Support Assistant) to support English and Maths learning in class and individual/ group interventions. Targeted interventions by HLTA for Years 1,2,4 and 6 for statutory testing. LSAs to deliver intervention programmes.</p>	<p>EEF research https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition Evidence suggests that on average four months' additional progress is made over the course of a year using small group, targeted tutoring. This supports the use of this strategy to ensure PP children make accelerated progress.</p>	<p>2</p>
<p>Booster Groups Pupils make less than expected progress will benefit from additional phonics, MTC, Reading and arithmetic groups daily.</p>	<p>EEF states that "Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well prepared and monitoring impact."</p>	<p>2</p>

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

Budgeted cost: £38500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Attendance Attendance Officer within the role of family Support Worker to analyse attendance and champion for the children impacted.</p>	<p>The EF states that “There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting attendance. See “Working with parents to support children’s learning” from EEF.</p>	<p>1, 3</p>
<p>Parent workshops and support sessions Phonics workshops Writing and Maths workshops Parents evenings</p>	<p>The EEF states “Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.”</p>	<p>3</p>
<p>Pastoral Support The school employs a full time Family Support Worker dedicated to providing family support and ensuring the inclusion of all children. Work is done to actively address individual home related barriers to learning through support such as but not exclusively; termly parenting courses, weekly drops ins, Fairshare weekly food collections, access to food bank vouchers, organising funded places on school holiday schemes.</p>	<p>Parental engagement and support are the most effective tool schools have to support the life chances of our pupils. To engage our most vulnerable parents to empower them to access learning opportunities to solutions to barriers to access to education at home, will help improve pupil access to the curriculum within and outside of school.</p> <p>In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003)</p>	<p>1, 3, 4</p>
<p>Pastoral Support The school employs a Thrive, two ELSA, TALA, providing Emotional Literacy support in small groups and 1:1. This helps pupils with issues such as low self-esteem, high anxiety, friendship issues. These worries and anxieties can become a barrier to learning, stopping children from achieving their full potential.</p>	<p>The EEF states that “Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole class approaches as well as targeted interventions, monitoring the impact of these choices carefully.”</p> <p>The EEF guidance report on Improving Social and Emotional learning in Primary Schools includes 5 core competencies to be taught explicitly.</p>	<p>1, 3, 4</p>
<p>Cultural Capital Access to school run clubs is tracked and PP children are prioritised for</p>	<p>The EEF guide to using pupil premium.</p>	<p>3, 4</p>

access. These clubs include music, art and sport.	This recommends as part of its tiered model and menu of approaches that extracurricular activities, including sports, outdoor activities, arts, culture and trips are all good uses of the pupil premium fund in an effort to improve children's cultural capital.	
Funding of school trips and residential ensure we are inclusive and all children have fair access. PP children do not miss out due to their financial situation. This ensures all children get a broad and varied curriculum.	The EEF guide to using pupil premium. This recommends as part of its tiered model and menu of approaches that extracurricular activities, including sports, outdoor activities, arts, culture and trips are all good uses of the pupil premium fund in an effort to improve children's cultural capital	3, 4
Financial Support School fund access to breakfast club where necessary for PP children.	Research report from DfE "Evaluation of Breakfast Clubs in Schools with High Level of Deprivation" This report found that subsidised access to a breakfast club supported PP children to ensure they did not start the school day hungry, putting them at a further disadvantage. It also ensures working parents can get to work on time, helping families to remain financially secure.	3, 4
Service Families Access to support where necessary for children of serving armed forces.	Investing in training for Little Soldiers to be run for children who's parents are deployed on active duty. Service lunch to be offered once a month to build our community of service families. Trips arranged to build community for children of service families.	4

Total budgeted cost: £ 106,235

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium activity had on pupils in the 2024 to 2025 academic year.

Parental engagement has improved with % of parents attending parents evening and other events throughout the year. Relationships are strong and the culture around school is good and positive as seen in the Ofsted report of June 2025.

Robust tracking of children's progress and attainment was more accurate which led to better outcomes for children through teacher knowledge of standards. This led to identified interventions being led to improve outcomes for disadvantaged children.

Strong inclusive practice in SEND was highlighted in the June 2025 Ofsted and children are making progress in small steps now across the school. The large inclusion team is appropriate for the level of support our families and children need.

Consistency in effective leadership and teaching throughout the school was evident in Ofsted June 2025. Data suggests this had particularly positive effects in the teaching of phonics and outcomes for those children completing the screening were above National data. Year 6 outcomes were an improvement on the previous year.

Attendance improved for our most vulnerable pupils but punctuality was not in line with National average so remains a key focus for our Family Support worker this year.