



Pupil Premium

STATEMENT

School Name

St. Andrew's Southgate

Updated

October 2025

Review Date

October 2026



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	St. Andrew's Primary Southgate CE
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-26
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	S Pitsillides
Pupil premium lead	S Pitsillides
Governor / Trustee lead	Sarah Elkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,570
Recovery premium funding allocation this academic year	£0
School Led Tutoring grant allocation 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	£57,570

Part A: Pupil premium strategy plan

Statement of intent

Here at St Andrew's our intention is that all pupils, irrespective of their background or challenges, make good progress and achieve high attainment across all subject areas. This includes progress for those who are already high attainers. We aim to ensure all children have the tools necessary to access the curriculum through high quality teaching by identifying barriers to learning. Teaching is then adapted to challenge, support and close the gaps. Progress is carefully monitored by senior leaders and class teachers. By identifying barriers to learning we also create personalised interventions so that all children reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: Our data has shown that the attainment of pupil premium children is lower than non-pupil premium children. Previous support in place has shown an impact in the improved attainment of this group of children, support will continue so that progress and attainment continue to improve.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Enrichment: We have identified that many of our pupil premium children lack enrichment. More opportunities need to be offered to this group of children. A wider range of clubs is being offered and trips and residential are being paid for.
4	Significant increase in PP in certain classes also with EAL.
5	Observations and discussions have identified that disadvantaged pupils have lower attendance, confidence, resilience and aspirations in comparison to their 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
To improve the progress and raise the achievement of all PP pupils	More PP pupils are at ARE+ compared to previous year

	<p>PP to make good or better progress</p> <p>The attainment gap between PP and non PP is reduced</p>
To ensure appropriate interventions are used to accelerate learning in reading, writing, maths or oracy so that they have impact.	<p>Good or better progress made in interventions which is then reflected in progress and attainment in the classroom. Assessments and observations indicate improved oral language and vocabulary in particular among disadvantaged pupils. There should also be evidence in the triangulation of other sources such as books, engagement in lessons, pupil voice and ongoing formative assessments.</p>
To increase participation of pupils in extracurricular activities such as sport and enrichment	<p>Children to be given financial support for educational visits including funding for the residential as well as an offer for paid enrichment activities after school for a set period of time.</p>
To ensure that EYFS environment prompts pupil talk	<p>Vocabulary is modelled and shared and made meaningful for pupils. Opportunities to write, mark make and use language is embedded throughout the curriculum. Staff in EYFS to be confident in developing oracy while in focus groups and during the outdoor area.</p>
To ensure that children's Oracy skills are improved to promote talk	<p>Vocabulary is modelled, shared and made meaningful for pupils. Opportunities to use language is embedded throughout the wider curriculum. Oracy to be a priority for each classroom and children to articulate their answers and thoughts confidently.</p>
To offer pastoral and emotional support to families	<p>Financial support given to PP families to enable participation in extracurricular activities and residential. A school mentor continues to provide additional support for families. Through support the children will have increased confidence and resilience.</p>

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: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promotion of vocabulary and oracy across the curriculum.	Access and opportunities to apply relevant vocabulary verbally and in writing across all areas of the curriculum. Purchases of additional resources to support the teaching of vocabulary through specific intervention. Additional intervention focused on oracy to boost vocabulary understanding, retention and ability to articulate ideas confidently.	1, 2, 3, 4,5
Leadership and monitoring of embedding high quality teaching and learning. Leadership of pupil premium monitoring, analysis of data and reporting. Identification of focus groups through data drops and progress meetings	Planning the high quality first teaching including feedback to support pupils. Monitoring the high-quality teaching through the assessment and monitoring cycle including the disadvantaged pupils. Standardised testing to identify strengths and development areas for each pupil. Annual external and internal data analysed by SLT and all teachers to identify, prioritise and target additional support.	1, 2, 4,5
CPD	HEP curriculum implementation. This continued effective professional development for all teaching and non-teaching staff will ensure high quality lessons and high-quality support in the classroom. A focus has been placed on retrieval knowledge and vocabulary. Continuous CPD to develop the high quality teaching provision in the classroom.	1,2,4,5

	Develop of support staff to deliver high quality interventions.	
Walkthrus	Effective professional development (Walkthrus) offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. This also develops oracy.	1,2,3,4,5

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions as identified by needs across all year groups including speech and language interventions. Interventions monitored and reviewed regularly.	Interventions are set from the pupil progress meetings that take place termly. The meetings identify areas of need and proven interventions are used to promote progress and work towards closing the gap in attainment for disadvantaged children not making expected progress. Interventions also develop social and emotional needs, encouraging speaking and listening.	1,2,4,5
Targeted interventions in phonics and maths to support KS1 and KS2 pupils Resources to support learning also given to parents.	All pupil's requirement to know basic phonics and maths skills. Additional phonics training provided to all staff which is having a positive impact on pupils. Focus on maintaining and monitoring the high-quality phonics provision. Phonics and reading in KS1 above with national averages for 2025 Increased percentage of pupils achieving ARE for maths in Year 6 Improved vocabulary choices leading to improvement in writing outcomes for KS2 pupils including EAL and PP	1,2,4,5

Additional coach used for targeted teaching groups	Used for targeted intervention in the mornings to raise attainment particularly for children from disadvantages backgrounds.	1, 2, 3 AND 4
Targeted intervention for social, emotional and mental health support	This intervention is used to support the academic barriers that a child is facing and supports boost their resilience, attitude to learning and self-esteem.	1,2,5

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

Budgeted cost: £ 20,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promotion of attendance and punctuality for a few pupils	Attendance and punctuality rates lower than non-PP Attendance of PP in line with non-PP 96% Regular monitoring of punctuality and attendance by Welfare Officer	1, 2, 3, 4 and 5
Leadership and monitoring of mentoring to support pupil well-being and SEMH.	Staff training to support pupil well-being related to social, behavioural and emotional well-being needs which could otherwise become barriers to learning and attainment.	1, 2, 3, 4 and 5
To increase Oracy skills	For children to be pre-taught key vocabulary and be able to articulate the meaning. Improved Oracy.	2,4
Financial and pastoral support available to all families. Funding provided to access extra-curricular activities/opportunities, visits and residential.	Inclusion of all pupils to extracurricular events including sports clubs, after school clubs, school trips and music lessons including residential visits. This will also help reduce the financial burden on families enabling them to access activities and events.	4, 5 <i>Est: £3000 based on individual pupils and parents needs</i>
To provide access to breakfast club to support attendance and punctuality.	Provide access to breakfast clubs to improve attendance and punctuality which will in turn improve outcomes.	2, 5

Total budgeted cost: £57,570 Outstanding balance: £ 0

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 2024 to 2025 academic year.

KS2 results showed PP achieved above national averages for progress and attainment
Phonics test and retakes showed PP achieved above national
See school Data report 2024/2025 for further information on PP attainment and progress
Progress of pupil premium children monitored throughout the year.
Families supported financially and emotionally through cost of living crisis. PGL, extended club, school trips and opportunities. This was very successful and we noticed an increase in the uptake in after school clubs for children who are pupil premium in clubs as well as 100% attendance for the residential.
There was a significant improvement in children's self-esteem and well-being through the support of the SEMH lead.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Offering a wider range of high-quality extracurricular activities to boost well-being and aspiration. Disadvantaged pupils will be encouraged to attend and supported to participate. An example of this is the Enfield Town School's partnership enrichment opportunities which include the spelling bee and debating.

We are continually reviewing and evaluating our pupil premium provision and we will adjust plans over time to ensure the best outcomes for our pupils.