

Pupil premium strategy statement 2023 onwards– St Germans Academy

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	97
Proportion (%) of pupil premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	Oct 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Louise Arrowsmith
Pupil premium lead	Louise Arrowsmith
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	24,240
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	30,014
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>	54,254

Part A: Pupil premium strategy plan

Statement of intent

At St Germans Academy, we have high aspirations for all pupils and aim to diminish the differences in attainment and progress between disadvantaged pupils and other groups of children within our school.

We intend for all of our pupils from a disadvantaged background to leave St Germans Academy as confident individuals who are the best person they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will compete in a team and/or play a musical instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful.

We are working to achieve these aims by:

Tier 1:

- Ensuring all pupils have access to high quality teaching in all lessons.

Tier 2:

- Provide a range of targeted support for children not making expected progress through a range of interventions and academic tuition.

Tier 3:

- Provide targeted support to challenge non-academic barriers such as attendance, behaviour and mental health needs.
- Ensuring economic support is in place for the children and their families to ensure access to the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary These are evident

	from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Attainment in Reading and phonics is below that of their peers particularly in Key Stage 1 and Year 5 thus impacting their progress in writing.
3	Maths attainment of disadvantaged pupils in lower key stage 2 is below that of their peers.
4	Attendance of disadvantaged pupils (93.12%) is below that of their peers (whole school attendance 95.97%)
5	Many of our pupil premium children struggle during social times. This can lead to a lack of resilience and inability to peaceful problem solving.

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 oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in Reading, Writing and Maths for disadvantaged pupils	KS2 reading outcomes for disadvantaged pupils are inline with their peers and national data.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged and non-disadvantaged pupils is reduced and attendance overall continues to be above national.
For children to be able to engage in peaceful problem solving when dealing with fall outs	Children are able to solve fallouts through restorative approaches and therefore lessen behaviour logs.

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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide training for all teaching staff on the Talk 4 Writing process to ensure consistency in teaching across the year groups.</p>	<p>A consistent approach to writing. Talk for Writing EEF (educationendowmentfoundation.org.uk)</p> <p>Some staff have been previously trained and some are new to it. Therefore to ensure consistency in approach all staff require retraining.</p> <p>DEVELOPMENT DAYS 4 x 1086 = £4344 Purchase of Teaching Books - £500</p>	<p>2</p>
<p>Identify and purchase a speech and language intervention programme particularly targeted at KS1</p>	<p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Online version on Wellcomm - £786.25</p>	<p>1, 2</p>
<p>To embed Read Write Inc phonics and use fast track tutoring to support those falling behind and supplement books to ensure there are enough for all children to access.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>RWI Development Days - £1595 Staff cover for training 3 x 312 = 936 Reading Comprehension Resources - £1500</p>	<p>1,2</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Photocopying of Pixl Assessments: £250 Release time for staff cover costs – 3 x £312</p>	<p>1,2,3</p>

	Booster sessions for Year 6 - £100	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. EEF: Improving Mathematics in the early years and key stage 1 Improving mathematics at Key Stages 2 and 3 Maths Hub – training and release time £1500	3
Embed the use of Pixl assessments across KS2	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3

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

Budgeted cost: £ 6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group work for Maths and Reading using Pixl therapies.</i>	Support targeted at specific needs and knowledge gaps can be effective method to support low attaining pupils or those falling behind.	2,3
<i>1:1 Fast track tutoring for RWI identified pupils.</i>	EEF: Small group tuition/ Toolkit strand T.A Time – 1:1 interventions during afternoons £2000	
<i>1:1 or small group speech and language interventions</i> <i>Purchase of online version of Wellcomm and training for staff to deliver</i>	EEF research shows that this has a positive impact on oral language skills and reading comprehension. T.A time to deliver intervention £2000 (Wellcomm costs above) Training for staff 3 staff to cover : £500 Resources to support Wellcomm interventions £2000	1

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

Budgeted cost: £ £19850

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group support sessions through PSA, and Play therapy.	EEF – Improving Behaviours in school. PSA Cost £12,335	5
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. – Use of PSA time.	Understanding the use of Attendance & Family Liaison Officers as a school level strategy to improve attendance	4, 2,3
Access to a range of before and after school clubs based around children’s interests.	Breakfast provision Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF). After school clubs £1000 Contribution to trips £1500 (more this year due to residential for Year 6) Bushcraft 20 x £35 = 700	5
Purchase of high quality reading materials. Purchase of non-fiction texts to match topics.	Children require high quality reading materials when completing RWI phonics. This is to ensure they continue to develop fluency through appropriate books which engage through reading for pleasure. Ensure pupils have access to a wide range of reading materials linked to their topics. £5000	2

Total budgeted cost: £41,350

Part B: Review of the previous academic year

Based on IDSR Information 2025

Context

Cohorts of disadvantaged pupils are **very small**, often fewer than six pupils per year group, and a **high proportion also have additional needs**, particularly **special educational needs (SEN)**. This combination increases vulnerability and contributes to variability in outcomes year on year.

Barriers to Learning

The main barriers faced by disadvantaged pupils include:

- **Low and inconsistent attendance**, with disadvantaged pupils attending less well than peers nationally.
- **High levels of SEN and complex needs**, particularly speech, language and communication needs and social, emotional and mental health needs.
- **Limited early language and literacy skills**, impacting access to the wider curriculum.
- **Small cohort sizes**, meaning individual pupils' needs and circumstances significantly affect published outcomes.

Impact on Academic Outcomes

Attainment

- Over the latest three-year average, only **17% of disadvantaged pupils** achieved the expected standard in **reading, writing and mathematics**, compared with **46% nationally** for disadvantaged pupils.
- Subject-specific outcomes remain well below national disadvantaged averages:
- **Reading:** 33% (national disadvantaged: 62%)
- **Writing:** 33% (national disadvantaged: 59%)
- **Mathematics:** 17% (national disadvantaged: 60%)

Attendance and Engagement

- **Attendance for disadvantaged pupils is below national averages**,
- Improving attendance remains a key priority for increasing the impact of Pupil Premium funding.

Behaviour and Wellbeing

- Pupil Premium funding has supported additional pastoral input,

Use of Pupil Premium Funding

Pupil Premium funding has been used to:

- Provide **targeted academic interventions** in reading, writing and mathematics.
- Increase **pastoral and emotional support**, including behaviour regulation strategies.
- Support **attendance monitoring and family engagement**.
- Contribute to **staff training** focused on SEN, inclusion and trauma-informed practice.

While these strategies have **had some positive impact on individual pupils**, their overall impact has **not yet translated into sustained improvement in attainment and progress at cohort level over time**

Data (for beginning of Academic year 2025/2025)

Year	Subject	Group	Student Count	Grade Average	Target Average	Below Target %	At Target %	Above Target %
Year 1	Reading	Disadvantaged	1	BLW	EXS	100%	0%	0%
Year 1	Reading	Non-Disadvantaged	12	EXS	EXS	33.3%	66.7%	0%
Year 2	Reading	Disadvantaged	1	BLW	EXS	100%	0%	0%
Year 2	Reading	Non-Disadvantaged	6	WTS	EXS	50%	50%	0%
Year 3	Reading	Disadvantaged	3	WTS	EXS	100%	0%	0%
Year 3	Reading	Non-Disadvantaged	10	WTS	EXS	50%	50%	0%
Year 4	Reading	Disadvantaged	3	WTS	EXS	33.3%	66.7%	0%
Year 4	Reading	Non-Disadvantaged	15	EXS	EXS	40%	53.3%	6.7%
Year 5	Reading	Disadvantaged	4	WTS	EXS	75%	25%	0%
Year 5	Reading	Non-Disadvantaged	8	WTS	EXS	37.5%	62.5%	0%
Year 6	Reading	Disadvantaged	2	EXS	EXS	50%	50%	0%
Year 6	Reading	Non-Disadvantaged	9	WTS	EXS	44.4%	55.6%	0%
Year 1	Writing	Disadvantaged	1	PKS	EXS	100%	0%	0%
Year 1	Writing	Non-Disadvantaged	12	WTS	EXS	50%	50%	0%
Year 2	Writing	Disadvantaged	1	BLW	EXS	100%	0%	0%
Year 2	Writing	Non-Disadvantaged	6	WTS	EXS	50%	50%	0%
Year 3	Writing	Disadvantaged	3	WTS	EXS	66.7%	33.3%	0%
Year 3	Writing	Non-Disadvantaged	10	WTS	EXS	50%	50%	0%
Year 4	Writing	Disadvantaged	3	WTS	EXS	66.7%	33.3%	0%
Year 4	Writing	Non-Disadvantaged	15	EXS	EXS	40%	53.3%	6.7%
Year 5	Writing	Disadvantaged	4	BLW	EXS	100%	0%	0%
Year 5	Writing	Non-Disadvantaged	8	WTS	EXS	75%	25%	0%
Year 6	Writing	Disadvantaged	2	WTS	EXS	100%	0%	0%
Year 6	Writing	Non-Disadvantaged	9	WTS	EXS	55.6%	44.4%	0%
Year 1	Mathematics	Disadvantaged	1	WTS	EXS	100%	0%	0%
Year 1	Mathematics	Non-Disadvantaged	12	EXS	EXS	25%	75%	0%
Year 2	Mathematics	Disadvantaged	1	BLW	EXS	100%	0%	0%
Year 2	Mathematics	Non-Disadvantaged	6	EXS	EXS	16.7%	83.3%	0%
Year 3	Mathematics	Disadvantaged	3	WTS	EXS	66.7%	33.3%	0%
Year 3	Mathematics	Non-Disadvantaged	10	WTS	EXS	70%	30%	0%
Year 4	Mathematics	Disadvantaged	3	WTS	EXS	100%	0%	0%
Year 4	Mathematics	Non-Disadvantaged	15	EXS	EXS	46.7%	46.7%	6.7%
Year 5	Mathematics	Disadvantaged	4	BLW	EXS	75%	25%	0%
Year 5	Mathematics	Non-Disadvantaged	8	WTS	EXS	50%	50%	0%
Year 6	Mathematics	Disadvantaged	2	EXS	EXS	50%	50%	0%
Year 6	Mathematics	Non-Disadvantaged	9	WTS	EXS	77.8%	22.2%	0%

Outcomes for disadvantaged pupils

<u>Intended Outcome</u>	<u>Outcome</u>
<p>Each child receiving extra support is profiled to identify any special educational needs or disability (if not already identified); any speech, communication and language needs; their attendance; time at the school, and previous teaching</p>	<p>44% of pupils identified as pupil premium also had SEN needs. 2 of these pupils have EHCPs (1x Year 6 and 1 EYFS)</p> <p>Increase in number of SALT referrals and intervention sessions delivered in school. Paper copy of Wellcomm purchased and used in EYFS. Next step to purchase online primary version to support children as they progress through KS1.</p>
<p>The number of behaviour incidents logged is comparative with all other pupils</p>	<p>The number of behaviour incidents reduced below that of their peers. A range of support was put in place including PSA support for families and Play therapy and schools and communities team</p> <p>Year 6 Pupil 2023-2024 – 5 days suspensions but in 2024-2025 – 0 suspensions.</p> <p>1 Year 5 pupil involved with schools and communities team and play therapy. Number of incidents reduced by end of year 5.</p> <p>In 2024-2025 – 10 children each had at least 5% of total behaviour logs. 30% were PP and 70% non PP</p>
<p>Sufficient support accelerates progress, including for new arrivals.</p>	<p>There have been no new arrivals in the last year. T.As have accessed significant CPD on interventions including number stacks, sensory circuit, RWI 1:1 tutoring. Interventions are timetabled during afternoons.</p>
<p>A clearly defined curriculum extends children's language and vocabulary in all year groups and across all subjects</p>	<p>Vocabulary development through Talk 4 Writing programme. Oral rehearsal in lessons demonstrate children have increasing vocabulary but this not yet impacting on writing.</p>

Effective procedures identify and support children with speech, language and communication needs from an early stage.	Children in Early years continue to enter school with poor communication skills and will continue to be a focus in the next plan.
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Externally provided programmes

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

Programme	Provider
Pixl Primary – this supports in the testing of Key Stage 2 with the access of therapies to support plugging the gaps	Pixl

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.