

Pupil premium strategy statement – Sandon Primary Academy

Sept 2024 - July 2027

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 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
School name	Sandon Primary Academy
Number of pupils in school	2024-2025 – 495 2025-2026 - 509
Proportion (%) of pupil premium eligible pupils	2023-2024 – 58% (299 pupils eligible out of 511) 2024-2025 58% (290 pupils eligible out of 495) 2025-2026 53% (298 pupils eligible out of 509)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1 2024-2025 Year 2 2025-2026 Year 3 2026-2027
Date this statement was published	1 st December 2024
Date on which it will be reviewed	2024-2025 = July 2025 2025-2026 = July 2026 2026-2027 = July 2027
Statement authorised by	Rachel Beckett
Pupil premium lead	Katie Foster
Governor / Trustee lead	Ian Bagnall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£370,000 2024- 2025 £377, 030 2025 – 2026 £384, 948 2026 - 2027
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£370,000 2024- 2025</p> <p>£377, 030 2025 – 2026</p> <p>£384, 948 2026 - 2027</p>
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Part A: Pupil Premium Strategy Plan

Statement of Intent

Our aim at Sandon Primary is to provide all pupils with the opportunity to achieve their potential regardless of background. We strive to use our pupil premium funding to help us improve and sustain higher attainment for pupils from disadvantaged backgrounds.

Historically, pupil premium allocation has been spent on increasing the workforce by employing an additional post holder (teacher) in all year groups in KS2. This has provided opportunities for smaller class sizes and therefore increased opportunities to both personalise learning for pupils and address gaps successfully. Smaller class sizes have also reduced workload for staff and in turn improved teacher retention. Social and emotional barriers for both the children and the community have been removed and pupils are now ready to continue to access a broader and more formal curriculum.

Although research says that reduced class sizes have moderate impact on progress in return for very high cost, the Academy has seen accelerated progress for eligible pupils. End of year KS2 data shows that the attainment gap is reducing and eligible pupils are above the expected level combined. Year 6 writing outcomes have been significantly above average for the last 3 years.

Outdoor education has also been a historical key spend, children in the early years have benefitted from woodland-based sessions and jumping pillows have been installed, which has provided an incredibly rich, varied, and unique all-round outdoor experience which in turn promotes a love of learning. Data shows that eligible pupils have been above national average for the last three years.

School also values the quality first approach to provision by ensuring that teaching meets the needs of all learners. Research shows that quality first provision is at the forefront of increasing standards for disadvantaged children.

Early identification of language and communication needs has also been paramount in improving long term standards for English and Mathematics. School has found that the most powerful strategy to support this is educating the Early Years workforce. Training is scheduled to be implemented whole school to support children's language and communication through play. The continued early identification and intervention in the area of communication and interaction has seen the gap between eligible and non-eligible pupils start to close. 81% of eligible pupils reached the expected standard by the end of the year.

Despite the positive progress with regards to pupil premium spend the Pandemic has created further obstacles for improved attainment for eligible pupils, especially those in the upper key stages. The Academy has reviewed progress and barriers and identifies the following challenges:

- The gap for eligible and non-eligible pupils is closing more slowly for KS2 pupils
- Attendance of eligible pupils remains slightly below non-eligible pupils by 1%
- Pupils enter the EYFS with communication and language skills below their age-related expectation
- Eligible pupils have been heavily influenced by their community and home environment, many pupils lack wider opportunities outside of school and have poor personal development

Common barriers to learning for disadvantaged pupils include:

- Less support at home
- Weak language, social and communication skills
- More frequent behaviour difficulties alongside attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" plan for support.

Our ultimate objectives are:

- Eliminate the attainment gap between eligible and non-eligible pupils
- All eligible pupils in school to meet or exceed nationally expected progress rates
- For all eligible pupils to access to the rich curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life
- To support pupils' emotional health and well-being to enable them to be ready to learn

We aim to do this through:

- Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- Ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence-based interventions led by QTS staff
- Close monitoring of attendance at extra-curricular provisions along with promotion and support to increase the attendance of eligible pupils
- Close monitoring of uptake at extra-curricular provisions gaining pupil voice to support and increase attendance of eligible pupils

Challenges

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.

Challenge number	Detail of challenge
1	A number of eligible pupils are not meeting age related expectations in Maths (current Y1, Y3, Y4, Y5 and Y6)
2	A number of eligible pupils are not meeting age related expectations in Writing across the Academy (current Y2, Y3, Y4, Y5 and Y6)
3	A number of eligible pupils across the Academy are not fluent readers for their age
4	Attendance of eligible pupils is currently and historically lower than other pupils in school
5	Eligible pupils are heavily influenced by their community and home environment resulting in lack of opportunity and poor personal development
6	Some eligible pupils have acquired gaps in knowledge as a result of poor home support
7	On entry to EYFS, eligible pupils' communication and interaction needs are behind non-eligible pupils

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, 2 and 3 All eligible pupils achieve their potential and make accelerated progress in reading, writing and mathematics across the Academy.	<ul style="list-style-type: none">- Teacher's subject, pedagogical and pedagogical content knowledge consistently builds over time. This translates into improvements in the curriculum- An ambitious and challenging curriculum is provided- Curriculums are well-ordered and purposeful and teaching methods are carefully selected- Eligible pupils make accelerated progress- The attainment gap between eligible and non-eligible pupils is narrowing/closing at key assessment points across school
4	<ul style="list-style-type: none">- Attendance is monitored daily by class teachers and the attendance officer and swift, proactive

Eligible pupils' attendance is in line with non-eligible pupils. All pupils attend for at least 96% of the year.	<p>intervention is implemented to support eligible pupils</p> <ul style="list-style-type: none"> - Pupil attendance is in-line or above non-eligible pupils - Attendance in in-line with national average
<p>5 and 6</p> <p>Pupils' learning is extended through the curriculum and extra-curricular experiences.</p> <p>The wellbeing of eligible pupils is supported by our extended welfare team.</p>	<ul style="list-style-type: none"> - Early intervention is successful and there is capacity for direct work with children and families by our extended welfare team - Eligible pupils' retention of knowledge improves demonstrated by progress data - Our school curriculum provides pupils with the skills and knowledge needed to support their skills and development - Parents feel supported in all aspects of family life including, behaviour management and managing mental health - Reduction in referrals to Children's Social Care due to preventative work - Eligible pupils are accessing a wide and rich set of experiences. They have opportunities to develop their talents and character through a wealth of extra-curricular activities - Pupil voice of eligible pupils shows that they enjoy school
7 Eligible pupils in Early Years make accelerated progress, particularly within communication and interaction.	<ul style="list-style-type: none"> - Eligible pupils show accelerated progress in communication and interaction - EYFS and KS1 teachers have secure subject knowledge on the early child development within communication and interaction and use in the moment interactions to enhance learning in this area. Staff understand how to identify developmental delays and implement additional intervention and external support at the right time.

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.

Budgeted cost 2025-2026: £377,000

Teaching (for example, CPD, recruitment and retention)

Budgeted cost 2025-2026: £187,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment of School based Teaching and Learning Consultant to ensure quality first teaching in every classroom.</p> <p>Focussed support for ECTs and unqualified teachers.</p> <p>Nautilus programme to enable middle leaders and SLT to consistently and efficiently evaluate quality of teaching and learning across the curriculum.</p> <p>Reduction in class sizes to allow greater opportunities for metacognitive and cognitive strategies alongside systematic, pupil led assessment across KS2.</p>	<p>EEF (Education Endowment Foundation) evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>1, 2, 3</p>
<p>Diagnostic assessment to support teachers to identify pupils' gaps in reading, writing, maths, communication and interaction.</p>	<p>EEF states that before we can tackle the challenge of the attainment gap, school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p>	<p>1, 2, 3, 7</p>
<p>Weekly, timetabled coaching for middle leaders with responsibility for curriculum.</p>	<p>EEF recognises a broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals.</p>	<p>1, 2, 3, 5, 6</p>
<p>Implemented phonics scheme whole school</p>	<p>EEF states that phonics has a very positive impact overall (+5 months) with very</p>	<p>2, 3</p>

to support children to reach ARE skills, knowledge, grammar and punctuation.	extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	
Provide access to a range of CPD including NPQ courses to develop teacher knowledge and pedagogy to continue to improve teaching and learning.	EEF evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported and in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1, 2, 3, 6
Provide CPD access to a range of parents including literacy and phonics workshops, emotions coaching workshops and internet safety enabling them to provide greater support at home.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	5,6
Purchase and implement a guided reading scheme for pupils following their exit from RWI to continue to develop fluency from their reading.	Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.	3, 6

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

Budgeted cost 2025-2026: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2024-2025</p> <p>Targeted maths, phonics and comprehension intervention across KS1 and KS2</p> <p>Targeted phonics, maths and fine motor skills interventions across EYFS</p> <p>Targeted Pen Pals, Talk Boost, Doodle Maths, Fast Track and Fresh Start Phonics</p> <p>Pre-teach and re-teach maths</p> <p>Hand strength/pincer and grasp interventions</p>	<p>EEF state the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.</p>	1, 2, 3, 7

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

Budgeted cost 2025-2026: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2024-2025</p> <p>Recruitment and development of welfare team including trialling social prescribing</p>	<p>Support vulnerable children and families via early help and intervention is key to preventing escalation to safeguarding concerns which have a significant impact on pupil wellbeing and achievement.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It</p>	5, 6

	is crucial to consider how to engage with all parents to avoid widening attainment gaps.	
2024-2025 Recruitment of Attendance Officer to support attendance, punctuality and behaviour.	EEF states that since the pandemic, attendance is a multifaceted mission which requires different approaches in different contexts.	4
2024-2025 Pastoral support in school for eligible pupils, including interventions for pupils from the Mental Health Support Team.	EEF state the average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	5, 6
2024-2025 Trips, visits, residential, curriculum and extra-curricular enrichment opportunities, including additional swimming lessons are heavily subsidised to ensure all pupils have the opportunity to participate in order to enhance their learning.	Ofsted research places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence. Outdoor learning is contextualised in concrete experiences and language rich environments.	5
2024-2025 Neurodiversity training for all teaching staff as part of the PINS project.	The EEF recommends that schools should remove barriers to learning and participation and provide an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.	1,2,3

Part B: Review of 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.

Review of previous year:

The school curriculum has undergone a number of changes since the last plan was published. The curriculum has been developed to ensure progression and consistency for all pupils.

- The teaching of Mathematics has been enhanced and Power Maths is now used whole school. For those children who are behind the age-related level daily targeted interventions are now delivered via Doodle Maths to address gaps in knowledge.
- Fast track and Fresh Start phonics are taught to support gaps in reading fluency including beyond KS1. A new guided reading scheme has been purchased to ensure pupils are being exposed to a variety of text types and to ensure fluency continues to be developed in KS2.
- A new writing curriculum has been introduced – Grammarsaurus. We have recently changed the way we assess writing.
- Purchasing a new handwriting scheme (Pen Pals) has helped to ensure consistency across the curriculum securing transcriptional aspects of writing that previously created a barrier.
- RWI validated Phonics scheme was implemented from 2021. 76% of eligible pupils passed their phonics screening compared to 88% of non-eligible pupils in 2024. Data suggests that this gap is gradually closing.

Area of focus	Budget Allocation	Evaluation
Eligible pupils' attendance is in line with non-eligible pupils. All pupils attend for at least 96% of the year	<p>-Appointment of attendance lead (previously EWO)</p> <p>£40,000</p> <p>-iPads – iPad curriculum (Showbie)</p> <p>£22,000 per year group</p> <p>£132,000</p>	<p>-Small gap in attendance among eligible pupils of 1%</p> <p>-Pupils classified as PA was 10.6%, compared with the national figure of 24.4%</p> <p>-Historical data shows we have above national average for the past three years</p> <p>-Broadly in line with pre-pandemic figures</p> <p>-Additional capacity within the attendance team</p>

Attendance	2023-2024	2024-2025	2025-2026	2026-2027
Whole school attendance	95%	95.3%		
PP Attendance	94.3%	94.6%		

NPP Attendance	96.2%	96.4%		
PP Authorised Absence	3.8%	3.8%		
PP Unauthorised Absence	1.9%	1.6%		
PP Lates before register	2,112	3,070		
Lates after register	236	217		

Area of Focus	Budget Allocation	Evaluation
All eligible pupils achieve their potential and make accelerated progress in reading, writing and mathematics across the Academy	<p>Discovery education - Doodle maths £650</p> <p>English CPD training at St Bart's £450</p> <p>UKS2 Writing training £30 literacy lead</p> <p>Grammarsaurus £720</p> <p>Spelling Oxford Owl subscription £120</p> <p>Ruth Miskin core subscription £1,410</p> <p>Additional teacher x4 £45,000 each £180,000</p>	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> -The attainment gap for eligible pupils has narrowed for Y1, Y3, and Y4 -Attainment gap has remained stable in Y2 and Y5 -25% of Y2 pupils are identified as having SEN -40% of Y5 pupils have SEN, including Moderate Learning Difficulties (MLD) and speech, language and communication needs -In Mathematics, outcomes generally have not been as strong over the past two years <p><u>Reading</u></p> <ul style="list-style-type: none"> -Above the national average in Y6 for the past three years -In Reading fluency the gap remained unchanged in Y1 and Y4 -In Y2 and Y3, the gap increased slightly by 2%. -In Y5, eligible pupils outperformed non-eligible pupils by 12%. -In RWI, Y1 62% expected and above -In RWI Y2 69% of pupils at expected -Y3 Limited progress in RWI – 2 pupils (EHC and SEN) -66% passed their phonics screening check -Y2 52% passed their phonics screening check <p><u>Writing</u></p> <ul style="list-style-type: none"> -Year 6 writing outcomes have been significantly above the national average for the past three years -Eligible pupils are exceeding 6% compared to nationally -Change in writing assessment – track attainment this year for other year groups
<p>Pupils' learning is extended through the curriculum and extra-curricular experiences</p> <p>The wellbeing of eligible pupils is supported by our extended welfare team</p>	<p>-Minibus club</p> <p>X2 Teacher hourly rates £70.63 x 24 weeks of the year =£1,695</p> <p>Fuel £ 480</p> <p>Mind counsellor £5,600</p> <p>Welfare team</p> <p>£26,000</p> <p>£43,000</p>	<ul style="list-style-type: none"> -53% attended extra-curricular clubs -Higher attendance was noted in Y5 and Y6 clubs -The most popular club was sign language in UKS2 -Girls identified crafts, games and dance clubs as their favourite -Boys most commonly selected basketball and football -Eligible pupils invited to specific clubs -83% of the safeguarding caseload are eligible pupils

<p>Pupils in Early Years make accelerated progress, particularly within communication and interaction</p>	<p>Early talk boost</p> <p>1:1 intervention</p> <p>1 hour per week led by teacher</p> <p>£2,000</p>	<p>-40% increase in the level of pupils at the expected milestone for communication which increased to 81% (green) by the end of the year</p> <p>-Autumn 2025 28% behind on their communication milestones</p>
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