

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	Sandiway Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	31/12/23
Date on which it will be reviewed	31/12/24
Statement authorised by	Sandiway Local Academy Board
Pupil premium lead	Kathryn Harvey (Deputy Head)
Governor / Trustee lead	Emma Zouhbi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,216
Recovery premium funding allocation this academic year	£2,000
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	£18,216

Part A: Pupil premium strategy plan

Statement of intent

Create Learning Trust has developed the following overarching principles for our Pupil Premium Spend Strategy;

- Ultimately, we are striving for outcomes for our disadvantaged pupils (academic and non-academic) to be in line or better with their non disadvantaged peers.
- All children in receipt of Pupil Premium funding will have the same exposure to quality first teaching practices in addition to targeted academic support and wider strategies.
- We will treat implementation as a process to prioritise, plan and prepare appropriately.
- Effective diagnostic assessments of our disadvantaged children for academic and non-academic outcomes will be in place.
- Following assessments school leaders will identify who needs intervention to close any emerging gaps and a targeted intervention plan will be produced.
- School leaders will build a culture of clear and sustainable implementation, ensuring the deployment of key staff are working with priority children.
- We will make evidenced informed decisions on what to implement when and by whom.
- We will regularly monitor the impact of additional interventions and strategies used – ensuring we adapt any strategies and processes. These will be monitored and reported termly.
- We will ensure that we evaluate our strategy regularly as what works one year may not work the next year.
- A full review will be conducted annually to evaluate the overarching strategy and measure the success based on outcomes for our disadvantaged pupils. We will report outcomes against a robust and evaluative framework.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of pupils/staff due to COVID – in the past two academic years has been significant impact of pupils unable to attend school due to lockdown, illness and isolation. This has impacted upon attendance and pupil achievement..

2	The school has low numbers of disadvantaged pupils leading to additional funding needed to implement intervention and support.
3	The school's assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils working below age-related expectations.
4	The school's assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to increased anxieties, low self-esteem, and low resilience thresholds. These challenges particularly affect disadvantaged pupils, including their attainment and behaviour.

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 disadvantaged pupils' academic achievements (attainment and progress) across the school curriculum.	<ul style="list-style-type: none"> Any gaps in disadvantaged pupils' attainment and progress in the core subjects (phonics, reading, writing, grammar, punctuation & spelling and mathematics) are identified and actions taken to improve achievement. Subject leader monitoring includes collating evidence from pupil voice and workbooks for disadvantaged pupils. Actions are identified to address any concerns. End of statutory assessment data shows that attainment for disadvantaged pupils are at least in line with their peers. Standardised tests in reading and mathematics in Years 2 to 6 show disadvantaged pupils are achieving at least in line with the standardised scores.
To accelerate disadvantaged pupils' progress in writing and mathematics.	<ul style="list-style-type: none"> Identified disadvantaged pupils have engaged positively in the National Tutoring and Recovery Programme and made accelerated progress to narrow the attainment gap.
All disadvantaged pupils to have equal access to school trips, residentials, music tuition and after school clubs.	<ul style="list-style-type: none"> Financial support to be provided to Pupil Premium families – should this be requested – to ensure equal access.

<p>Teaching assistants support Quality First Teaching during lessons.</p>	<ul style="list-style-type: none"> • There is a high level of Quality First Teaching for all disadvantaged pupils to ensure engagement in learning. • Improved behaviour and resilience for disadvantaged pupils.
<p>Disadvantaged pupils' emotional needs are well supported through targeted intervention e.g. ELSA</p>	<ul style="list-style-type: none"> • Disadvantaged pupils' emotional needs are met through quality intervention. • Disadvantaged pupils' are less anxious and their self-esteem has improved.

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: £16,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To train and support all teachers and teaching assistants deliver High Quality First Teaching with reasonable adjustments.</p>	<p>The EEF teaching and learning toolkit specifies the most significant points to consider in relation to closing the attainment gap between children from disadvantaged backgrounds and their peers.</p> <p>EEF launches updated Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF guidance report highlights the effective use of teaching assistants in the classrooms.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>1 4</p>
<p>Improvements in mathematics teaching in line with DfE and EEF guidance.</p> <p>Teachers will be funded for release to access CPD (including for Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing upon evidence-based approaches.</p> <p>Maths guidance introduction (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2 and 3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both on a one-to-one basis.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 3
Providing ELSA (Emotional Literacy Support Assistant) training to further improve the support of pupils with social and emotional with a qualified ELSA available in school.	<p>Bespoke programmes of work will facilitate the children in developing new skills and coping strategies that allow pupils to manage social and emotional demands more effectively.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £3,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Family Support Worker	The school family support worker is able to provide emotional and practical help and advice to families who are experiencing long-or short-term difficulties. It is strength based approach which believes that the potential for positive change lies with families and should be owned by the family themselves. Optimism and hope are key to delivering this work although recognising risk as well.	1, 2 and 4

Total budgeted cost: £21,512

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2023 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently.

Key Stage 2 outcomes - Data from tests and assessments suggest strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was in line with our expectations.

Our analysis shows that 1 pupil who had not attained the expected standard in Year 2 attained the expected standard in reading in Year 6; and all other pupils (2) attained working towards standard in reading, writing and maths in Year 2 attained working towards in Year 6. One child achieved GDS in Reading at the end of KS1 and maintained the GDS standard in Reading in Year 6. These pupils benefitted from the small group tutoring programme via the NTP and in-class support.

Key Stage 1 outcomes – School does not have EYFS data for 1 pupil. Data from tests and assessments suggest strong individual performance from 1 pupil who achieved GDS in Reading and expected standard in Writing and Maths. 1 pupil achieved above expected progress from not meeting GLD to achieving Expected in Reading and achieved Working towards in Maths.

Phonics – Progress in phonics is evident for 1 child who is both PP and SEND. They did not pass the Phonic Screening Check but scored 25. Progress in phonics is evident over time (Feb 23 score of 19, April 23 score of 21 and June score of 25).

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils can not currently be measured as the data (CLA) has not been published. The impact statement will be updated once this information is available.

Our observations and assessments demonstrated that pupil behaviour improved last year.

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
N/A	N/A

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?	Maths class support, Extra support in guided reading lessons to support comprehension and understanding.
What was the impact of that spending on service pupil premium eligible pupils?	Improved mathematics standardised score (98 to 100) Improved reading standardised score (106 to 107)