

Pupil premium strategy statement – Sandiway Primary School

This statement details our school's use of pupil 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	201
Proportion (%) of pupil premium eligible pupils	6.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 & 2025
Date this statement was published	31/12/24
Date on which it will be reviewed	31/11/25
Statement authorised by	Sandiway Local Governing Board
Pupil premium lead	Kathryn Harvey
Governor / Trustee lead	Ben Lambert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,008
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£16,008

Part A: Pupil premium strategy plan

Statement of intent

Create Learning Trust Leaders have developed the following intent through the EEF's three tiered approach to Pupil Premium spending (Sept 2024) and the Pupil Premium Overview (Sept 2024)

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 through regular pupil progress meetings (ELSA, Lego therapy, FSW- TAF outcomes, PEP paperwork)
- Following standardised 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 (Insight, SENDCo discussions, impact statements).
- 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.
- Professional development will support the implementation of evidence based approaches to improve outcomes for pupils in receipt of the Pupil Premium Grant.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance</i>
2	Academic achievement and attainment
3	Emotional well-being and resilience
4	Financial difficulties for families

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
Pupil Premium children's attendance will be at least in line with the non-disadvantaged Attendance – around 97%	<ul style="list-style-type: none"> - Attendance policy has been updated in line with current guidance (Working Together to Improve Attendance DfE, August 24) - Key staff with strategic responsibility for monitoring and improving attendance (Monthly monitoring of attendance) - Key documentation and school expectation shared with families regularly (newsletters etc). - FSW intervention where attendance falls below average or is at risk of falling below average.
Teaching assistants support Quality First Teaching during lessons.	<ul style="list-style-type: none"> - There is a high level of Quality First Teaching for all disadvantaged pupils to ensure engagement in learning by making appropriate adaptations. - Improved behaviour and resilience for disadvantaged pupils.
Disadvantaged pupils' emotional needs are well supported through targeted intervention and teaching approaches.	<ul style="list-style-type: none"> • A range of non-academic interventions are implemented e.g. ELSA, Lego Therapy, Elklan, socially speaking etc. • Impact of intervention indicates increased confidence and engagement within school life • This will be evidenced by Pupil Voice, Parent surveys and CPOMS analysis and Teacher observations. • SLT monitor well-being interventions, review and consider candidates for support.

	<ul style="list-style-type: none"> • Staff trained to support children with deeper understanding of trauma and emotional regulation.
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. • Pupils in receipt of Pupil Premium Grant are monitored as a specific cohort within pupil progress meetings and support is implemented where gaps are identified or where pupils are not making sufficient progress. • Staff are deployed effectively to positively impact on progress and outcomes. • Insight is used to monitor and track progress, forming key discussions within pupil progress meetings. • Impact of interventions is measured.
All disadvantaged pupils to have equal access to aspirational opportunities across school both within and extra to the curriculum.	Financial support to be provided to Pupil Premium families – should this be requested – to ensure equal access.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Staff trained to support children with deeper understanding of trauma and emotional regulation.	<p>EFF- There is some evidence to suggest that disadvantaged pupils are less likely to use self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Social and emotional learning EEF</p>	3
Quality First Teaching ensures engagement in learning by making appropriate adaptations.	<p>Special Educational Needs in Mainstream Schools— Recommendations</p> <p>EEF blog: Moving from ‘differentiation’ to ‘adaptive teaching’ EEF</p>	2
Staff Subject knowledge support and moderation of writing deepens understanding of next steps to achieve in line with non-disadvantaged pupils	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pptx</p> <p>EEF-KS2-lit-2nd-Recommendations-poster.pdf</p>	2

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

Budgeted cost: £ 11,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted interventions to facilitate rapid progress.</p> <p>E.g.</p> <p>Number Stacks,</p> <p>ELS phonic intervention,</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions</p>	2

	Teaching Assistant Interventions EEF	
<p>Providing non-academic interventions to further improve the support of pupils with social and emotional needs.</p> <p>Lego Therapy, ELSA support, FSW, ELklan, etc</p>	<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>	3

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To intervene where where attendance falls below average or is at risk of falling below average FSW.</p>	<p>Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation</p> <p>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.</p>	1
<p>Provide aspirational opportunities for our disadvantaged pupils.</p>	<p>Aspiration interventions EEF</p>	4

Total budgeted cost: £ 16,008

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2024 performance data with us, to help us better understand the progress of different groups of pupils.

Key Stage 2 outcomes - Data from tests and assessments suggest strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 was in line with our expectations.

Sandiway EOKS2 Disadvantaged Comparison Attainment

	National	Sandiway (27 Pupils)	Sandiway Disadvantaged (3 pupils)	National Disadvantaged
R W M combined	61%	71%	67% (2/3)	45%
Reading	74%	86%	100% (3/3)	62%
Writing	72%	84%	67% (2/3)	58%
Maths	75%	89%	100% (3/3)	59%

Due to Covid in academic year 2019/20, there is no KS1 data available for these pupils. For the purpose of this analysis, comparisons of progress have been made with the end of Y3 data compared with end of Y6. During 2023/24 Pupils in Y6 benefitted from the small group tutoring programme via the NTP and in-class support.

Our analysis shows that 1 pupil who had not attained the expected standard in reading or maths in Year 3 attained the expected standard in reading and maths in Year 6 and made expected progress in writing.

1 child attained the expected standard in reading in Y3 and achieved Higher Standard in reading in Y6. The same child achieved Working towards in writing in Y3 and

achieved Expected standard in Y6- This showing accelerated progress through QFT, National tutoring Programme and PP support.

1 child achieved GD in reading in Y3 and maintained this in Y6. They also maintained writing from expected in Y3 to Expected in Y6. The same child achieved GD in maths in Y3 but achieved expected standard in Y6.

Key Stage 1 outcomes

At the end of KS1, a child was unable to make expected progress due to adverse childhood experiences, causing trauma and non-compliance with the curriculum and educators.

Phonics – Progress in phonics is evident for 1 child who passed the Phonic Screening Check

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

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

Programme	Provider
Writing Moderation	Lit Company
Emotional Regulation and De-escalation support	CWAC Outreach Service

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Additional support in English to become increasingly fluent in reading and writing support as part of QFT.

The impact of that spending on service pupil premium eligible pupils

On track to meet age related expectations in reading, writing and maths, showing elements of working at Greater depth within maths.

Further information (optional)

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