

# Pupil premium strategy statement 2023-24

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Sandy Lane Primary School
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	15% (33% of those are SEND)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	N Davies & GB
Pupil premium lead	N Davies
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89040
Recovery premium funding allocation this academic year	£11604
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100644

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

At Sandy Lane Primary our aims are to ensure that every child:

- Is happy
- Is personally successful
- Makes life-long memories

This includes ensuring:

- That every child receives the support they need to develop and achieve.
- That our PPG pupils attain on a par (or better than) our non-PPG pupils.
- That our provision negates any 'disadvantage' or obstacles in that child's life.
- That our PPG pupils and their families have a positive view of school and of learning.
- That no child is left behind.

Our Pupil Premium Strategy is focused primarily around ensuring that all pupils receive Quality First Teaching that meets each individual's needs. We are fully invested in ensuring our curriculum offer is engaging and relevant and meets the needs of our pupils. Through carefully planned learning scaffolds and appropriate levels of challenge for all, our priority is to ensure that all children benefit from high quality teaching and learning with their peers. Where additional support is needed, interventions are tailored to children's needs to ensure that accelerated progress is made where possible. PPG pupils may be prioritised for additional support and there is a culture that ensures that opportunities for building relationships, developing skills and improving academic outcomes are not lost.

Emotional well-being, resilience and social skills are also prioritised through the use of pastoral work. We recognise that children are not able to learn effectively if their emotional needs are not met or if they are dysregulated. Families of PPG children are supported and encouraged to engage positively with the school. We are committed to providing additional opportunities for PPG children, broadening their horizons and supporting them to develop high aspirations for the future.

### **Demography and School Context**

Sandy Lane Primary is a community school located in Bracknell. Most year groups have 2 classes whilst Year 6 has 3 classes. In nursery we currently have 13 morning pupils, 3 afternoon pupils and 22 Full Time pupils. This will increase in the Spring term with 3 more pupils in morning and 3 more all day. Sandy Lane Primary has a good Ofsted rating.

### **Ultimate Objectives**

- To enable pupils to be able to have tools to help themselves self-regulate
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to attain in line with national peers

## Achieving These Objectives

The range of provision the school considers making for this group include and would not be inclusive of:

- Additional teaching and learning opportunities provided through trained TAs in 1-1 and small group support
- All our work through the pupil premium will be aimed at improving pupils' self-regulation, mental health, well-being and accelerating progress, moving children to at least age-related expectations where possible.
- Pupil premium resources are to be used to target able children to achieve Age Related Expectations
- Transition from primary to secondary.
- Pay as needed for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- PE provision with full-time Sports Coach ensuring progression through the year groups. In addition, we have a number of PE Clubs after school run by the same teacher.
- Music provision, including weekly choir and trips to the O2 and local old people's homes and some bursary place for Rocksteady Music School. There are also bursary places given in Rocksteady sessions for PPG children.
- Training and implementation of Zones of Regulation to support children's well-being and behaviour management.
- Enhance support of well-being/mental health we have introduced Jigsaw and Pyramid PSHE
- Sandy Lane has an allocated MHST (Mental Health School Therapist) who will support the needs of the children suffering with anxiety related issues/self-harming. Our FSA is also completing Senior Mental Health Lead training.
- In conjunction with the MHST, our FSA (Family Support Advisor) continue to run parent classes to support needs ie behaviour management, sibling rivalry, good sleep routines, healthy eating etc
- A member of staff specifically employed to monitor absence and support parents to ensure their children are in school.
- Our Specialist Resource Provision supports the needs of children with SEND who have an EHCP. Currently 50% of the children are PP.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Social and emotional needs of some of the children including low self-esteem and anxiety, including inconsistent levels of intrinsic motivation, contribute to instances of poor behaviour/disengagement, reduced resilience and often lower aspirations
2	Internal assessments show that children are achieving lower than age-expected in core areas. Vocabulary and oracy skills on entry to school may limit learning across the curriculum
3	Those disadvantaged children with additional special educational needs make slower progress over time than their peers
4	In some cases, parental engagement and complex family life impacts on resilience, engagement and well-being
5	In a minority of PPG chn, consistent attendance and punctuality impact access to learning opportunities in school
6	Due to life experiences and fewer enrichment activities, our observations and assessments have identified that some disadvantaged pupils have poorer learning behaviour and attitudes than their peers, which impacts on their attainment and achievements over time.

## 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
All children receive Quality First Teaching that is good or better and that meets individual needs	<p>Developmental drop-ins and other monitoring indicate that teaching is good or better in all classes</p> <p>Individual needs are met through challenges and scaffolding that enable all to make progress</p> <p>This is evident when triangulated with other sources of evidence including BfL, book scrutiny and ongoing assessment.</p>

The attainment gap between PPG and non-PPG pupils is narrowed	The attainment gap between PPG and non-PPG pupils has closed at the end of the academic year compared with the beginning
Improved combined attainment among PPG chn	KS2 combined outcomes in 2024/25 show that 60% of PPG met the expected standard
The punctuality of PPG pupils is good and attendance is at least 96%	Attendance of PPG pupils is on a par with that of non-PPG pupils The attendance of all pupils is at least 96% on average over the year
Vocabulary and oracy skills are prioritised and improve across the school	A key focus on vocabulary and language development in EYFS and Year 1 results in children being ready to access the broader curriculum. Quality interactions using the Shrec model are standard practice within EYFS and Y1. The curriculum is planned to include high quality texts and specific vocabulary work including tier 2 vocabulary. Opportunities to develop oracy skills are evident across the curriculum Use of curriculum specific & Tier 2 vocabulary is evident within class and books
Ensure attitudes to learning are strong	High levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>- Qualitative data from pupil voice, pupil and parent surveys and observations</li> <li>- Reduction in bullying and suspension rates</li> <li>- Analysis of participation in enrichment activities shows 100% of PPG chn have access to activities</li> </ul>
Achieve and sustain improved wellbeing and self-regulation for all pupils in our school, particularly disadvantaged pupils	PPG children report as happy (survey), are personally successful, make memories

## 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

Budgeted cost: £6193

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing focus on teaching and learning including monitoring by all school leaders and feedback to staff in order to improve Quality first teaching	EEF Guide to PP states “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”	2, 3, 5, 6
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:  <a href="#">Diagnostic assessment   EEF</a>	2, 3
Purchase of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils  Purchase of reading books to support phonics scheme	Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading, particularly for disadvantaged pupils  <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
Continued development of a high-quality curriculum that engages pupils and meets their needs resulting in higher motivation & broader horizons.	Our Curriculum Drivers, school aims and restructured Fridays have been selected with our children and community in mind.  Children who are engaged in their learning and well-motivated will achieve more highly.	1, 2, 3, 5, 6
Focus on developing Reading curriculum including teaching of phonics, reading & comprehension alongside	“The act of reading aloud to the class from a challenging text may support the development of the children’s spoken language comprehension and therefore contribute to their	2, 3, 6

developing a love of reading/books	reading comprehension skills.” Philip Gough & William Tunmer	
Focus on Early Language Development in Nursery & Reception and high-quality phonics teaching across EYFS and KS1	“Children eligible for FSM are twice as likely to not meet the expected standard for Communication and Language Learning (CLL) EYFS goals than children not eligible for FSM.” EEF Early Language Development Report	1, 2, 3

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

Budgeted cost: £62347

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly Pupil Progress with each phase to review the attainment and progress of key groups and identify children in need of additional support.	Accurate tracking of data and regular review ensures that children do not ‘slip through the net’ and interventions/additional support can be adapted in response to needs	2, 3, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	
Provision within the SRP with trained staff includes incorporating individual timetables	Smaller specialist provision increases support for children enabling them to access specialist support, curriculum and mainstream as required. Aids some of our SEND/PP chn	1, 2, 4, 5, 6
Use of small group targeted interventions to address academic needs.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Guide to PP.	1, 2, 3, 6
TAs trained in the use of specific interventions and assessment tools to be able to	Evidence shows that when TAs are used in a structured setting with high quality setting “targeted interventions in 1-to-1 or small group settings can have a consistent impact	2, 6


prioritise and target individual needs with a focus on wellbeing and creating positive relationships.	on attainment of an extra 3-4 months progress.” EEF Teaching Assistants Guidance Report <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	
Use of TAs across the school to support learning behaviours in classes all day.	When deployed effectively, Teaching Assistants can provide a large positive outcome on learner outcomes. EEF Teaching and Learning Toolkit.	1, 2, 3, 6
Provision of vouchers/food bank as required.	Home circumstances and the current recession may mean PPG children have limited food at home. FSM can be provided in school but this must also be ensured whilst in isolation at home.	1, 3, 4

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

Budgeted cost: £32104

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of attendance by attendance officer and SLT with follow-up through individual attendance meetings where necessary. FSA support to ensure parents are supported through this process.	If children are not present in school, they are unable to gain any educational, social or emotional benefit that setting may offer.	5
Whole staff training on behaviour management, routines and anti-bullying approaches with the aim of developing our school ethos and improving behaviour (and learning behaviours) across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	1
Inclusion meetings review PPG attendance and allow discussion about vulnerable families and actions to be planned & implemented	Reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools. - NFER Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children	4, 5



<p>Timetabled sessions with our Sports Coach to enhance PPG. Each sports club has a spaces set aside for PPG. Pupils are provided with personalise invitation.</p> <p>Sports provision opportunities to represent the school in county events.</p>	<p>Effective schools provide children opportunity to experience success and representation irrelevant of ability. Many PPG children do not have outside of school interests/access to extended opportunities.</p>	1, 3, 4
<p>Implementation of nurture sessions in the 'den' for PPG pupils with identified needs.</p> <p>Sessions are designed to improve social skills, self-regulation and emotional well-being; to work with teachers on identifying proactive strategies to help</p>	<p>Effective schools and teachers provide children on a daily basis with mastery experiences, opportunities to experience success and enjoy achievement that also serve to foster intrinsic motivation, self-efficacy, and persistence in the face of failure". Masten, Herbers, Cutuli and Lafavor (2008)</p>	1, 3, 4, 5
<p>ELSA support provided for individual children by ELSA trained staff to improve emotional well-being, resilience and emotional literacy (5 ELSA TAs are now on staff)</p>	<p>Maslow's Hierarchy of Needs indicates that people require the needs lower on the hierarchy to satisfied before they can focus on the needs higher up and achieve their potential.</p>  <p>The diagram is a pyramid divided into five horizontal layers, each with a label. From top to bottom, the layers are: Self-actualization (blue), Esteem (green), Love and belonging (yellow), Safety needs (orange), and Physiological needs (red).</p>	1, 3, 4, 5
<p>PSHE teaching and focus on well-being, kindness and resilience in assemblies and during PSHE lessons.</p>	<p>"A growing body of research shows that pupils who are emotionally healthy do better at school." PSHE Association</p>	1, 2, 3, 5
<p>Whole school use of Pyramid Powers and Zones of Regulation to enable children to recognise emotions and develop self-regulation</p>	<p>"A growing body of research shows that pupils who are emotionally healthy do better at school." PSHE Association</p>	1, 2, 3, 5
<p>Coffee mornings and parent workshops run by FSA to</p>	<p>A stronger link with school and a more consistent approach to school life and learning has a positive impact on a child's learning, progress and attainment.</p>	3, 4, 5

engage parents and provide additional support	Goodall and Vorhaus, 2010	
Proactive approach to building relationships with PPG families and offering support in order to reduce impact of external factors, especially through role of experienced FSA	Effective parental engagement can result in learning gains of 3 months over a year – EEF Supporting Parents Guidance Report	3, 4, 5
Financial support for PPG children to participate in school trips & activities in order to provide wider opportunities & broaden horizons	Nabil Khattab (2015), suggests that students with low expectations of themselves, and low aspirations, will achieve less in their educational lives.	1, 3, 4, 5

## 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.

Intended outcome	Success criteria	Impact
All children receive Quality First Teaching that is good or better and that meets individual needs	Developmental drop-ins and other monitoring indicate that teaching is good or better in all classes Individual needs are met through challenges and scaffolding that enable all to make progress	Monitoring showed good quality teaching across the school so all chn had access to QFT.
The attainment gap between PPG and non-PPG pupils is narrowed	The attainment gap between PPG and non-PPG pupils has closed at the end of the academic year compared with the beginning	YR GLD - 0% (1 child – on track to EXS for end of Y1) Y1 Phonics - +30% gap (Only 1 PPG child) Y2 no PPG Y6 – still EOY gap (-20%) but had closed over the year time in R, W, M; of 13 PPG chn 5 were SEND with 4 of those in SRP and 4 were new to country within Y6
The punctuality of PPG pupils is good and attendance is at least 96%	Attendance of PPG pupils is on a par with that of non-PPG pupils The attendance of all pupils is at least 96% on average over the year	Attendance lower than 96% (92%) but predominantly down to 4 pupils (medical, CME, PA) Overall above GLT & Nat PPG attendance PA 28.3% predominantly down to 3 chn (lower PA than GLT & Nat for PPG) Most Year groups PP attendance in line with non-PP; where not was down to couple of individuals who had further support/input
Vocabulary and oracy skills are prioritised and improve across the school	A key focus on vocabulary and language development in EYFS and Year 1 results in children being ready to access the broader curriculum. Quality interactions using the Shrec model are standard practice within EYFS and Y1. The curriculum is planned to include high quality texts and specific vocabulary work including tier 2 vocabulary. Opportunities to develop oracy skills are evident across the curriculum	With between 35% - 50%+ EAL this focus enabled them to progress and access school life/curriculum well over time with 95% attaining Speaking EY goal.  Observations showed all classes were using Tier 2 vocabulary and evident more in books across the year. Vocabulary teaching process embedded in classes.

Ensure attitudes to learning are strong	Monitoring through Developmental Drop-ins and book looks evidences strong attitudes consistently across the school leading to accelerated progress for most disadvantaged pupils.	Area of progress across the year with DDI and reviews showing good attitude for vast majority of pupils. Where this wasn't the case there was support in place including scaffolds and additional training
Progress in Core Subjects	Achieve national average progress scores in KS2 SATs	Gap of -1.9 on combined measure.
Phonics	Achieve national average expected standard in Phonics screening check	PPG in Y1 Phonics 100%
PPG children achieve 3 school aims	PPG children report as happy (survey), are personally successful, make memories	Survey reported 95% 'happy', 99% 'safe' 100% have access to same wider curriculum as non-PPG PPG chn spoke positively at EOY regarding memories and personal successes

## 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
NFER Standardised Tests	NFER
Phonics (CPD and online resources)	Unlocking Letters & Sounds
Curriculum Resource	Times Tables Rockstars
Curriculum Resource	SUMDOG maths
Curriculum Resource	Bug Club (Reading)