

Pupil premium strategy statement – Sandy Lane Primary School

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	429 (2024-25) TBC (2025-26) TBC (2026-27)
Proportion (%) of pupil premium eligible pupils	14.2% (2024-25) TBC (2025-26) TBC (2026-27)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-27
Date this statement was published	8 November 2024
Date on which it will be reviewed	30 October 2025
Statement authorised by	G Strudley
Pupil premium lead	J Waters
Governor / Trustee lead	M Breidenstein

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,444
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£93,444

Part A: Pupil premium strategy plan

Statement of intent

<p>Our aim is to improve provision for children in receipt of the Pupil Premium Grant (PPG) at Sandy Lane Primary School so economic hardship alone is not a barrier to learning. This includes:</p> <ul style="list-style-type: none"> • Children in receipt of the Pupil Premium Grant (PPG) performing in line with ‘all’ pupils in their cohort and there is no attainment gap. • Children in receipt of the Pupil Premium Grant (PPG) making accelerated phase to phase progress in reading, writing and mathematics in all year groups. • Delivering high quality teaching and learning with professional development supporting leaders, teachers and support staff to continuously develop and improve their pedagogy and subject knowledge. Where additional support is needed, interventions are tailored to children’s needs. • Ensuring a well sequenced and engaging curriculum and providing extra-curricular and enrichment activities which promote and develop social, economic, cultural and other ‘capital’. • Having high expectations and providing challenge to all learners, including those who are ‘more able’ • Identifying and addressing underachievement quickly and putting in place high quality targeted support. • Identifying and addressing potential SEND, particularly social, emotional and mental health needs, and putting in place high quality targeted support and / or referring to external services.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Learning Attitude & Skills</u></p> <p>Data analysis shows that (a) more children in receipt of PPG are working below the expected standard in reading than their peers; (b) fewer children are working at EXS+ in maths and writing than their peers and (c) children in receipt of PPG make slower progress in Writing & Maths.</p> <p>Children in receipt of PPG are less likely to:</p> <ul style="list-style-type: none"> - ask and answer questions in class - be able to concentrate for long periods - work independently - respond to feedback and learn from mistakes - be prepared to take risks - show resilience
2	<p><u>Attendance</u></p> <p>Attendance for children in receipt of PPG is currently 92.42% and is 1.68% lower than for all children.</p> <p>Persistent absence (PA) for this group is currently 24.6% which is 9.2% higher than for all children</p>
3	<p><u>Behaviour & Relationships</u></p> <p>Almost a third of the 61 children in receipt of the PPG are also on the SEND Register with a significant proportion identified as having a Communication & Interaction (C&I), Cognition & Learning (C&L) need or a diagnosis of ASD. Overall this group:-</p> <ul style="list-style-type: none"> • struggle to build and maintain relationships with peers and adults • Do not always work or play well with others

	<ul style="list-style-type: none"> • Are less likely to volunteer or to be picked for roles • Are not always kind or respectful to others • Do not always act responsibly
4	<p><u>Key Development & Skills</u></p> <p>On entry to the school in Reception, children in receipt of the Pupil Premium Grant (PPG) are typically working below their peers in the following areas:</p> <ul style="list-style-type: none"> • Listening, attention and understanding; • Communication and language; • Self-regulation; • Building relationships; • Fine and gross motor skills; • Comprehension and Word reading;

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. A greater proportion of children in receipt of the Pupil Premium Grant (PPG) attain the Expected Standard (EXS) each year in reading, writing and maths and RWM combined.	<ul style="list-style-type: none"> • A greater proportion of children in receipt of the Pupil Premium Grant (PPG) are at EXS+ in reading, writing and maths year on year. • A greater proportion are at EXS+ in RWM Combined year on year • At the end of Year 6, a greater proportion are at EXS+ in reading, writing and maths and RWM Combined year on year • A greater proportion are passing the Phonics Screening Check (PSC) and achieving 20/25 in the Multiplication Tables Check (MTC) each year.
2. A greater proportion of children in receipt of the Pupil Premium Grant (PPG) achieve the Early Learning Goals (ELG) in the prime areas of learning and reading by the end of Reception each year.	<ul style="list-style-type: none"> • A greater proportion of children in receipt of the Pupil Premium Grant (PPG) achieve the Early Learning Goals (ELG) in the prime areas of learning each year • A greater proportion achieve the Early Learning Goals (ELG) in word reading and comprehension each year • A greater proportion achieve a Good Level of Development (GLD) each year
3. The attainment gap between children in receipt of PPG and 'all' children is narrow or narrowing.	<ul style="list-style-type: none"> • Children in receipt of PPG make accelerated progress EYFS-Y2 and Y2-Y6 in reading, writing and maths. • The gap in attainment between children in receipt of the PPG and 'all' children is narrow or narrowing at the end of Reception, Year 2 and Year 6
4. Attendance of children in receipt of PPG is in-line with or better than for 'all' children and their persistent absence (PA) is in-line with all children.	<ul style="list-style-type: none"> • Attendance of children in receipt of PPG is in-line with or better than 'all' children in the school. • Attendance is in-line with or better than the national average for 'all' children • Persistent absence (PA) is in-line with 'all' children in the school • PA is in-line with or better than 'all' children nationally.
5. Children in receipt of PPG build and maintain good relationships and know how to act responsibly and to treat others with respect	<ul style="list-style-type: none"> • The percentage of children in receipt of PPG (a) logged for behaviour incidents or (b) given a fixed term suspension is proportional to the size of the group within the school. • Children in receipt of PPG report better peer relationships and a secure understanding of the school's values and expectations

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: £40,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Improve quality of teaching and develop teachers' subject knowledge by:</p> <ul style="list-style-type: none"> ● Delivering high quality CPD, including releasing SLT to undertake regular 'Developmental Drop Ins' (DDIs) for teachers. ● Releasing ECTs to attend additional CPD sessions run by the Trust in addition to their statutory induction. ● Promoting mentoring and supervision across the school. ● Using directed time to provide bi-weekly team PPA and additional team time each week after school, including time for assessment and time to identify and address underachievement (e.g. pupil progress meetings). ● Investing in a high quality, well sequenced and engaging curriculum. ● Ensuring that teachers are using effective formative assessment to quickly identify where pupils need additional support or challenge and adapt their teaching accordingly. ● Investing in new summative assessment tools 	<p>The EEF Guide to Pupil Premium (2023) states, "investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers" (p3).</p> <p>Rowland (2022) states, "Rigorous assessment promotes early intervention and ongoing support for pupils. Early intervention, rooted in pupil need, that enables pupils to thrive in the classroom can prevent curriculum narrowing and a reactive approach."</p>	1
<p>Improve the quality and effectiveness of classroom support by:</p> <ul style="list-style-type: none"> ● Ensuring there are a sufficient number of qualified, well-trained and experienced teaching assistants in each year group; ● Investing in technology or other strategies to deliver support and interventions ● Releasing teaching assistants to attend additional CPD sessions during the school day and attend external training. ● Finding opportunities for teaching assistants to observe and learn from each other. <p>Deploying teaching assistants for maximum effectiveness in delivering high quality one-to-one and small group support using structured interventions</p>	<p>The EEF Making the Best Use of Teaching Assistants (2011: p3) report recommends:</p> <ul style="list-style-type: none"> ● "Use TAs to add value to what teachers do, not replace them; ● Use TAs to help pupils develop independent learning skills and manage their own learning; ● Ensure TAs are fully prepared for their role in the classroom; ● Use TAs to deliver high quality one-to-one and small group support using structured interventions; ● Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction; ● Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions." 	1, 3, 4

	<p>The SEN in Mainstream Schools (2021: p9) guidance report recommends:</p> <p>“Complement high quality teaching with carefully selected small-group and one-to-one interventions.”</p>	
<p>Improve the quality of EYFS Provision, particularly in the Nursery by:</p> <ul style="list-style-type: none"> ● Delivering high quality CPD, including releasing SLT to undertake regular ‘Developmental Drop Ins’ (DDIs) for teachers and support staff. ● Promoting mentoring and supervision across the school. ● Ensuring all EYFS staff are well trained in teaching phonics, developing comprehension skills and oracy and have access to high quality CPD in these areas. ● Using directed time to provide bi-weekly team PPA and additional team time each week after school, including time for assessment and time to identify and address underachievement (e.g. pupil progress meetings). ● Developing the outdoor provision in EYFS to develop fine and gross motor skills. ● Providing high quality resources to support personal, social and emotional development (PSED), particularly around self-regulation and building relationships. 	<p>‘Bucking the Trend’, a study by Blanden (2006) of 18,000 adults who were brought up in poverty but were not themselves poor aged 30 showed that those who ‘bucked the trend’ had better spoken language aged 5 and had better reading skills aged 10 than those who remained poor as adults.</p> <p>Rowland (2021) in his book, ‘Addressing Educational Disadvantage in Schools and Colleges: The Essex Way’ identifies relationships, metacognition and self-regulation, language development and comprehension and supporting the development of social, emotional and mental health as key to tackling disadvantage.</p> <p>Cornelissen & Dustmann (2019) found there were significant effects of receiving additional schooling before age five on both cognitive and noncognitive outcomes at ages five and seven, particularly so for boys with a disadvantaged parental background.</p>	1, 3, 4

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Provide Targeted Individualised Academic Support by:</p> <ul style="list-style-type: none"> ● Using Teaching Assistants (TAs) to deliver targeted 1:1 and / or small group interventions identified through QLAs and PPMs. ● Using Teaching Assistants (TAs) as additional scaffolding in class. ● Using Teaching Assistants (TAs) to release teachers to (a) deliver targeted 1:1 and / or small group interventions and (b) to provide additional scaffolding in class. ● Investing in PIXL resources to support interventions in reading, writing and mathematics. 	<p>The EEF’s One to One Tuition Toolkit states, “one to one tuition is very effective at improving pupil outcomes [and] is more likely to make an impact if it is additional to and explicitly linked with normal lessons.”</p> <p>The EEF’s Small Group Tuition Toolkit states, “small group tuition has an average impact of four months’ additional progress over the course of a year.”</p> <p>The EEF’s Making a Difference with Effective Tutoring documents states, “if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one to one tuition and up to four months additional progress with small group tuition.”</p>	1, 3, 4

<ul style="list-style-type: none"> Investing in new technological resources (e.g. IDL App, Britannica) or using existing technological resources (E.g. Times Table Rock Stars, SumDog, Learning with Parents) to promote independent learning and learning at home. Working with ABC to Read to provide reading volunteers. 	<p>Research by Sharp (2010) found, “technology can help to resolve the problems associated with low achievement and underachievement, but use of technology must be combined with other approaches.” See also: Using Digital Technology to Improve Learning.</p>	
<p>Develop Children’s Attitude to Learning and Key Skills by:</p> <ul style="list-style-type: none"> Delivering Indoor and Outdoor Nurture by Teaching Assistants 	<p>Rowland (2021) in his book, ‘Addressing Educational Disadvantage in Schools and Colleges: The Essex Way’ identifies metacognition and self-regulation as key to tackling disadvantage.</p> <p>Research by Sharp (2010) found, “the concept of readiness for learning is key to many learners’ achievement [and] an individual learner’s self-efficacy is an essential component of academic achievement.”</p> <p>See also: https://www.psychologytoday.com/us/basics/growth-mindset and https://fs.blog/carol-dweck-mindset/</p>	1, 3, 4

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

Budgeted cost: £18,444

Activity	Evidence that supports this approach	Challenge addressed
<p>Develop and Support Children’s Social, Emotional and Mental Health by:</p> <ul style="list-style-type: none"> Improving the PSHE Curriculum and social and emotional learning (SEL) (i.e. purchasing a new scheme of work – Jigsaw). Providing targeted Nurture programmes to support individual children, Using Nurture staff and Teaching Assistants to provide individualised support in class. Quickly accessing external / specialist support (e.g. counselling, art therapy etc) when required. Working with the Mental Health Support Team (MHST) and Early Mental Health practitioners. Providing ‘forest school’ sessions for all children and additional sessions for those who need them. Increasing access to high quality sensory circuits. 	<p>The EEF’s guidance, Improving Social and Emotional Learning in Primary Schools, states, “effective SEL can lead to learning gains of +4 months over the course of a year, “being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores and, “schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.”</p>	1, 2, 3, 4
<p>Support Children to Build and Maintain Positive Relationships:</p> <ul style="list-style-type: none"> Improving our Behaviour Curriculum Specifically teaching and modelling our Behaviour Curriculum and School Values. Continuing to embed the PSHE Curriculum 	<p>The EEF’s Improving Behaviour in Schools Guidance suggests knowing and understanding the pupils and their influences, teaching learning behaviours alongside</p>	3, 4

<ul style="list-style-type: none"> ● Providing targeted support to specific children. ● Improving our summer transition programme. 	<p>managing misbehaviour and using targeted approaches to meet the needs of individuals.</p> <p>See also the EEF’s guidance Improving Social and Emotional Learning in Primary Schools.</p>	
<p>Support Children to Develop Metacognition and Self-Efficacy by:</p> <ul style="list-style-type: none"> ● Developing staff’s understanding and skills to develop their pupils’ metacognitive knowledge. ● All staff modelling and promoting a growth mindset and metacognitive skills in class, e.g. thinking aloud, reflecting on feedback and facing challenges, being resilient etc. ● Planning for developing metacognition in lessons, e.g. opportunities for children to plan, monitor, and evaluate their learning. 	<p>The EEF’s Metacognition Guidance states, “evidence suggests the use of ‘metacognitive strategies’ [...] can be worth the equivalent of an additional +7 months’ progress when used well” and the, “potential impact of these approaches is very high, particularly for disadvantaged pupils.”</p> <p>See also: Psychology Today and Carol Dweck’s articles on Growth Mindset.</p>	1, 4
<p>Increase Levels of Attendance and Reduce Persistent Absence by:</p> <ul style="list-style-type: none"> ● Building positive relationships with parents to identify and understand the particular challenges they may be facing. ● Proactively monitoring attendance and identifying potential concerns early. ● Putting in additional support quickly, including from the Family Support Adviser (FSA) and signposting parents to external support where appropriate. ● Referring cases of persistent absence to our bought in Educational Welfare Officer service. ● Promoting and celebrating good attendance in assemblies. ● Promoting a sense of belonging with children and their parents. 	<p>Elliot Major (2018, 2019, 2020) and Rowland (2022) both argue that relationships with pupils and parents – and understanding barriers - are key. See also the EEF’s Working with Parents to Support Children’s Learning.</p> <p>The EEF’s Attendance Interventions: Rapid Evidence Assessment states, “positive impacts were found for both parental communication approaches and targeted parental engagement interventions” and, “responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective.”</p>	2
<p>Increase Opportunities to Develop Economic, Cultural, Educational, Social and Welfare ‘Capital’ by:</p> <ul style="list-style-type: none"> ● Establishing more and a wider range of after school clubs. ● Increase opportunities for children to volunteer at school and improve the visibility of volunteers. ● Establish oracy programme of events (e.g. debate, speech day), including an inter-school competition; ● Giving priority access to after school clubs to children in receipt of the Pupil premium Grant (PPG). 	<p>The EEF Toolkits strands on arts participation and physical activity suggest that extracurricular activities - including sports, outdoor activities, and arts and culture – have, “benefits in terms of health, wellbeing and physical development” as well as, “a positive impact on academic outcomes in other areas of the curriculum.”</p>	1, 2, 3, 4

Total budgeted cost: £93,444

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of outcomes and expenditure: Academic Year 2023-24				
Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All children receive Quality First Teaching that is good or better and that meets individual needs	Teaching	The adoption of the Trust's Teaching and Learning Principles and CPD (based on Rosenshine's Principles of Instruction) to support this has seen an improvement in the quality of teaching. This has been evidenced by Developmental drop-ins (DDIs) and other monitoring. However, this has yet to significantly affect summative data and more work needs to be done on the quality of instruction and adaptive teaching.	Further CPD, including DDIs, will take place in 2024-25 with a particular focus on models, exemplars and modelling (including metacognitive talk), the use of scaffolds, checking for understanding and adapting 'in the moment'.	£6,193
The attainment gap between PPG and non-PPG pupils is narrowed	Teaching TAS Wellbeing	The overall gap between PPG children and non-PPG children in Y1-6 was narrow in reading, but 16% in writing, 12% in maths and 23% combined.	It is positive that more PPG children are at EXS+ overall and that the gap in reading is narrow.	£43,000
Improved combined attainment among PPG children		This is an improvement compared to the previous year in reading, but the gap has widened in writing, maths and combined. However, more PPG children are attaining at EXS+ compared to the previous year in all subjects and the gap has grown because more non-PPG are also at EXS+. Children in receipt of a FSM in Year 6 were significantly	It is clear, however, that more work needs to be done to improve attainment in writing and maths and to ensure children in receipt of the PPG leave Year 6 'secondary ready'. In addition, more work needs to be done to embed the new phonics scheme	

		<p>below the national average at the end of Year 6 for RWM combined.</p> <p>The percentage of children passing the Phonics Screening Check (PSC) overall was well below the national average and the gap between PPG and non-PPG was 36%.</p>	and to ensure all staff are delivering it with fidelity and have the subject knowledge and pedagogical skills to do so.	
The punctuality of PPG pupils is good and attendance is at least 96%	Wellbeing	<p>Attendance for PPG children improved from 92.2% in 2022-23 to 92.8% in 2023-24. This continued to be below the national average and the gap with non-PPG increased from 2.6% to 2.9%.</p> <p>PA dropped from 33.3% in 2022-23 to 27.3% in 2023-24, but late arrivals (before and after registers closed) increased significantly.</p> <p>It should be noted that around a third of children in receipt of PPG are also on the SEND register and if this group is excluded from the data, the gaps are much narrower.</p>	There will be a continued focus on improving attendance and punctuality for all children, but with a particularly focus on PPG children and those with SEND. This will include using an external EWO service.	£26,000
Vocabulary and oracy skills are prioritised and improve across the school	Teaching TAS	Monitoring has shown increased teaching of 'Tier 2' vocabulary. There is some evidence of this affecting outcomes in reading, but it is not yet being seen in writing (see above data).	Work has begun but we need a more refined approach to oracy	£6,000
Ensure attitudes to learning are strong	TAS	Analysis of behaviour logs show that the vast majority of children at Sandy Lane behave well and have a good attitude to learning. However, there are a significant minority who do not demonstrate the school's values and / or find it hard to self-regulate. This is being addressed through the	We will continue to work on improving behaviour and attitudes to learning in 2024-25 in particular building self-efficacy and metacognitive skills. We will also strengthen Nurture	£7,451
Achieve and sustain improved wellbeing and self-regulation for all pupils in out school, particularly				£12,000

disadvantaged pupils		PSHE and 'behaviour curriculums' and targeted support from the Nurture team and SENCO.	and SEND support for those requiring it.	
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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 Standardised Tests	PIXL
Phonics (CPD & online resources)	Unlocking Letters and Sounds
Curriculum Resource	Times Table Rockstars
Curriculum Resource	SumDog
Curriculum Resource	Learning with Parents
Curriculum Resource	White Rose (Maths & Science)
Curriculum Resource	Jigsaw (PSHE)

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils