

# 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	203
Proportion (%) of pupil premium eligible pupils	5.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 & 2026
Date this statement was published	31/12/25
Date on which it will be reviewed	10/11/25
Statement authorised by	Sandiway Local Governing Committee
Pupil premium lead	Kathryn Harvey
Governor / Trustee lead	Ben Lambert

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,792
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£15,792

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

	<ul style="list-style-type: none"> <li>• Staff trained to support children with deeper understanding of trauma and emotional regulation.</li> </ul>
To improve disadvantaged pupils' academic achievements (attainment and progress) across the school curriculum.	<ul style="list-style-type: none"> <li>• Any gaps in disadvantaged pupils' attainment and progress in the core subjects (phonics, reading, writing, grammar, punctuation &amp; spelling and mathematics) are identified and actions taken to improve achievement.</li> <li>• Subject leader monitoring includes collating evidence from pupil voice and workbooks for disadvantaged pupils. Actions are identified to address any concerns.</li> <li>• End of statutory assessment data shows that attainment for disadvantaged pupils are at least in line with their peers.</li> <li>• Where children are also identified as SEND, they are making progress from their individual starting points.</li> <li>• Standardised tests in reading and mathematics in Years 2 to 6 show disadvantaged pupils are achieving at least in line with the standardised scores.</li> <li>• 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.</li> <li>• Staff are deployed effectively to positively impact on progress and outcomes.</li> <li>• Insight is used to monitor and track progress, forming key discussions within pupil progress meetings.</li> <li>• Impact of interventions is measured.</li> </ul>
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: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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><a href="#">Social and emotional learning   EEF</a></p>	3
Quality First Teaching ensures engagement in learning by making appropriate adaptations.	<p><a href="#">Special Educational Needs in Mainstream Schools—Recommendations</a></p> <p><a href="#">EEF blog: Moving from ‘differentiation’ to ‘adaptive teaching’   EEF</a></p>	2
Staff Subject knowledge support and moderation of writing deepens understanding of next steps to achieve in line with non-disadvantaged pupils	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.p</a></p> <p><a href="#">EEF-KS2-lit-2nd-Recommendations-poster.pdf</a></p>	2

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

Budgeted cost: £ 14,000

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</p>	2

	well-delivered, so that pupils receive the large benefits of structured interventions <a href="#">Teaching Assistant Interventions   EEF</a>	
Providing non-academic interventions to further improve the support of pupils with social and emotional needs. Lego Therapy, ELSA support, FSW, ELklan, etc	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.,  <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3

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

Budgeted cost: £792

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

**Total budgeted cost: £ 15,792**

## 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 2024/25 academic year using key stage 2 performance data, phonics check results and our own internal assessments. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 1 and in year 2. Attainment in all subjects, has not returned to pre-pandemic levels.

**Key Stage 2 outcomes** - Data from tests and assessments suggest strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2024/25 was in line with our expectations.

#### Sandiway EOKS2 Disadvantaged Comparison Attainment

	Expected Standards				Higher standard		
	National	Sandiway (27 Pupils)	Sandiway Disadvant aged (2 pupils)	National Disadvant aged	National	Sandiway	Sandiway Disadvant aged (2 pupils)
R W M combined	61%	68%	100% (2/2)	45%	8%	0%	0%
Reading	75%	76%	100% (2/2)	62%	33%	44%	100% (2/2)
Writing	72%	72%	100% (2/2)	58%	13%	8%	0%
Maths	74%	80%	100% (2/2)	59%	26%	20%	50% (1/2)

Our analysis shows that 1 pupil who attained the expected standard in reading at the end of KS1 went on to achieve the Higher standard in Y6. This showing accelerated progress.

Children maintained writing from expected in Y2 to Expected in Y6. They also maintained their attainment in maths. 1 child maintained the expected standard from Y2 to Y6 and another child maintained the higher standard from Y2 to Y6.

## Key Stage 1 outcomes

Pupil Premium children at the end of Y2 are not meeting expected standard in Writing or maths. 1 child is pre key stage in reading and writing and in receipt of additional SEND support with an EHCP application currently being assessed. 50% (1/2 children) of pp children are achieving the expected standard in reading at the end of KS1. These children are accessing support as set out in the outcomes of the strategy.

**Year One Phonic Screening Check-** there were no Pupil Premium Children in the 2024/25 Year One class.

**Phonics** – Progress in phonics is evident for 1 child who did not pass the screening check in Y1 but made significant progress to improve their score in Y2. They still did not achieve the expected standard of 32/40 so continue to access phonic support into Y3.

**EYFS-** Pupil premium child did not meet the Good Level of Development and is emerging. Therefore this child is in receipt of additional intervention in Y1, having being placed on the SEN register and is now in receipt of additional funding through Top Up.

Attendance data continues to be monitored during termly meetings. 18% of pupil (2/11) have attendance below 90%. This continued to be monitored.

The data analysis highlights that the focus of our Pupil Premium strategy in supporting teaching and through targeted support is appropriate and should be continued in the strategy for 2025/26.

*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)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
Additional support in English to become increasingly fluent in reading and writing support as part of QFT.
<b>The impact of that spending on service pupil premium eligible pupils</b>
On track to reach the higher standard in Reading and Maths and on track to reach the expected standard in writing.

## 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.*