

# Pupil premium strategy statement Sept 2024 - July 2027

## School overview

Detail	Data
School name	Sandon Primary Academy
Number of pupils in school	498
Proportion (%) of pupil premium eligible pupils	48% FSM 55% (incl N)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 year plan (Final year of plan)
Date this statement was published	Sept 2024
Date on which it will be reviewed	July 2025
Statement authorised by	R Beckett
Pupil premium lead	K Foster
Governor / Trustee lead	I Bagnall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£370,000</b> 2024- 2025 <b>£377, 030</b> 2025 – 2026 <b>£384, 948</b> 2026 - 2027
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£370,000

## Part A: Pupil premium strategy plan

### Evaluation of historical spend and outcomes

Characteristics of pupil premium strategy at Sandon Primary:

Historically, pupil premium allocation has been spent on increasing the workforce by employing an additional post holder (teacher) for most year group. This has provided opportunities for smaller class sizes and therefore increased opportunities to both personalise learning for pupils and address gaps successfully. Smaller class sizes have also reduced work load for staff and in turn improved teacher retention. Social and emotional barriers for both the children and the community have been removed and pupils are now ready to continue to access a broader and more formal curriculum.

Although research says that reduced class sizes have moderate impact on progress in return for very high cost, the Academy has seen accelerated progress for disadvantaged pupils and the average attainment gap is reduced year on year in reading, writing and mathematics.

Outdoor education has also been a historical key spend, children in the early years have benefitted from woodland-based sessions and jumping pillows have been installed, which has provided an incredibly rich, varied, and unique all-round outdoor experience which in turn promotes a love of learning. This remains a key spend in order to allow children to engage in energetic, risky and adventurous play and is in line with the ethos within the new birth to 5 matters.

School also values the quality first approach to provision by ensuring that all day-to-day teaching meets the needs of all learners. Through careful observations and robust assessment, pupils who are not meeting the expected outcomes receive swift and purposeful interventions to close the gap. Research shows that quality first provision is at the forefront of increasing standards for disadvantaged children.

Early identification of language and communication needs has also been paramount in improving long term standards for English and Mathematics. School has found that the most powerful strategy to support this is educating the Early Years workforce. Recent training has been implemented whole school to support children's language and oracy skills.

Despite the positive progress with regards to pupil premium spend the Pandemic has created further obstacles for improved attainment for disadvantaged pupils, especially those in the upper key stages. The Academy has reviewed progress and barriers and identifies the following challenges:

- The gap for disadvantaged children is closing at a slower rate for UKS2 pupils
- Despite progress in the Y4 MTC, only 15% of pupils passed their multiplication tables check (national average 34%)
- Attendance of eligible pupils was 95.3% across the school year of 2023-2024 whereas non-pupil premium children who were at 95.8%
- Pupils enter the EYFS with communication and language skills below their age-related expectation

- Disadvantaged pupils have been heavily influenced by their community and home environment, many pupils lack wider opportunities outside of school and have poor personal development
- Pupils have acquired gaps in knowledge as a result of poor home support

**Ongoing/ evaluated strategies:**

Mrs Burrows has developed teaching and learning across the Academy working with ECT's and RQT's

Reduction in class sizes for most year groups continues but with a high focus and implementation on the use of metacognition and retrieval strategies for long-term learning and accelerated progress. The EEF state the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.

## Statement of intent

Our aim at Sandon Primary Academy is to provide all students with the opportunity to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. This ensures we develop well-rounded individuals who achieve their ambitions and flourish in life.

Common barriers to learning for disadvantaged pupils include:

- Less support at home
- Weak language, social and communication skills
- More frequent behaviour difficulties alongside attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support.

Our ultimate objectives are:

- Eliminate the attainment gap between disadvantaged and non-disadvantaged pupils
- All disadvantaged pupils in school to meet or exceed nationally expected progress rates
- For all disadvantaged pupils to access to the rich curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

We aim to do this through:

- Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- Ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence-based interventions led by QTS staff
- Close monitoring of attendance at extra-curricular provisions along with promotion and support to increase the attendance of vulnerable learners

## Challenges

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

Challenge number	Detail of challenge
1	A number of pupils are not meeting age related expectations in Maths (current Y2, Y4, Y5 and Y6)
2	A number of pupils are not meeting age related expectations in Writing across the Academy (current Y2, Y3, Y4, Y5 and Y6)

3	A number of pupils across the Academy are not fluent readers for their age
4	Attendance of eligible pupils is currently and historically lower than other pupils in school
5	A number of disadvantaged pupils do not acquire the intended knowledge and skills required for their next phase of education
6	Disadvantaged pupils are heavily influenced by their community and home environment resulting in lack of opportunity and poor personal development
7	Some pupils have acquired gaps in knowledge as a result of poor home support.

### 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, 2 and 3 Quality first teaching of a broad and balanced curriculum with 'expert led' provision	<ul style="list-style-type: none"> <li>- Teacher's subject, pedagogical and pedagogical content knowledge consistently builds over time. This translates into improvements in the curriculum</li> <li>- An ambitious and challenging curriculum is provided</li> <li>- Curriculums are well-ordered and purposeful and teaching methods are carefully selected</li> <li>- Disadvantaged pupils make accelerated progress</li> <li>- The % of disadvantaged pupils working at age related expectations is in line at key assessment points across school</li> </ul>
4 Pupils will have high attendance and are punctual	<ul style="list-style-type: none"> <li>- Attendance is high and children are punctual to minimise disruption to learning</li> <li>- Early intervention and support are available for families who require further support - welfare team</li> </ul>
5 Pupils will reach the expected age-related level	<ul style="list-style-type: none"> <li>- Pupils are ready for the next stage of their education and have the knowledge and skills they need to thrive</li> </ul>
6 Extended Pupil Welfare team	<ul style="list-style-type: none"> <li>- Early Intervention is successful, there is capacity for direct work with children and families</li> <li>- Parents feel supported in all aspects of family life including, behaviour management and managing mental health</li> <li>- Reduction in referrals to Children's Social Care</li> <li>- Pupils have access to a wide, rich set of experiences. They have opportunities to develop their talents and character through a wealth of extracurricular activities</li> </ul>
Increased opportunities for the development of reading and Oracy skills for pupils who have fallen behind	<ul style="list-style-type: none"> <li>- The bottom 20% of pupils show accelerated progress in reading ages across each year group</li> <li>- EYFS and KS1 teachers have secure subject knowledge on the early child development within communication and language and understand referral pathways. This is cascaded down to parents</li> </ul>

## Activity in this academic year

Budgeted cost: £380K

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of School based Teaching and Learning Consultant to ensure quality first teaching in every classroom  Focused support for ECTs and Unqualified teachers	EEF (Education Endowment Foundation) evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1, 2, 3, 5, 7
Diagnostic assessment to support teachers to identify pupils' gaps in reading, writing and maths	EEF states that before we can tackle the challenge of the attainment gap. School leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.	1, 2, 3, 7
Weekly, timetabled coaching for middle leaders with responsibility for curriculum.	EEF recognises a broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals.	1, 2, 3, 5
Recruitment of Attendance Officer to support attendance, punctuality and behaviour.	EEF states that since the pandemic, attendance is a multifaceted mission which requires different approaches in different contexts.	4, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted maths, phonics and comprehension intervention across KS1 and KS2</p> <p>Targeted phonics, maths and fine motor skills interventions across EYFS</p>	<p>EEF state the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.</p>	<p>1, 2, 3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and development of welfare team</p>	<p>In order to support attendance, EEF recognises the importance of communicating effectively with families.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>4</p>
<p>Recruitment of Attendance officer</p>	<p>DfE Improving attendance guidance suggests schools should have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.</p> <p>Leaders should recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.</p>	<p>2</p>