

## Pupil premium strategy statement Sept 2021 - July 2024

### School overview

Detail	Data
School name	Sandon Primary Academy
Number of pupils in school	509
Proportion (%) of pupil premium eligible pupils	PP 55% 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	Reviewed Nov 2023
Date on which it will be reviewed	July 2024
Statement authorised by	R Beckett
Pupil premium lead	L Kiddle
Governor / Trustee lead	I Bagnall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£334, 905</b> 2021 - 22 <b>£347, 635</b> 2022 – 23 <b>£362, 295</b> 2023 - 24
Recovery premium funding allocation this academic year	School led tutoring Allocated funds <b>£15,795</b>  Top up from PP funding <b>£47,385</b>
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	380K

## 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 each 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, lessons in growing fruit and vegetables, cooking and animal care 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 rather than relying on interventions to compensate for teaching that is less than good. This is also coupled with robust assessment for learning. 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.

Despite the positive progress with regards to pupil premium spend the recent Pandemic has created further obstacles for improved attainment for disadvantaged pupils. The Academy has reviewed progress and barriers upon full return to school and identifies the following challenges:

- The gap for disadvantaged children is closing at a slower rate in mathematics across key stage 2
- Despite successful outcomes in the year One phonics check, a large number of pupils cannot read sufficiently for their age-related expectation when they leave Key Stage One.
- Attendance of eligible pupils is currently and historically lower than other pupils in school

- 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 during the Pandemic, resulting in lack of opportunity and poor personal development.
- Pupils have acquired gaps in knowledge as a result of poor home support and the Pandemic. Large class sizes hinder the teacher's ability to provide effective oral feedback and address gaps effectively

**Ongoing/ evaluated strategies:**

Recruitment of school-based teaching and learning consultant to work with newly qualified and recently qualified teachers

Early outdoor education additional teacher across Early years to carry out bespoke outdoor learning - Outdoor adventure learning is rated highly on the EEF Teaching and Learning Toolkit (+4 months) and is also a popular approach in schools.

Reduction in class sizes continues but with a high focus on the use of metacognition and retrieval strategies for long term learning and accelerated progress. 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 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 extracurricular 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 cannot read or apply maths sufficiently for their age-related expectation
2	Attendance of eligible pupils is currently and historically lower than other pupils in school
3	A number of disadvantaged pupils do not acquire the intended knowledge and skills required for their next phase of education

4	<b>ALL</b> eligible pupils enter the EYFS with communication and language skills below their age-related expectation
5	Disadvantaged pupils are heavily influenced by their community and home environment resulting in lack of opportunity and poor personal development.
6	Pupils have acquired gaps in knowledge as a result of poor home support and the Pandemic. Large class sizes hinder the teacher's ability to provide effective oral feedback and address gaps effectively

### 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
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 build over time. This consistently translates into improvements in the curriculum</li> <li>- Ineffective teaching is eradicated</li> <li>- Pupils work across the curriculum is of a particularly high standard.</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> <li>- Pupils are ready for the next stage of their education and have the knowledge and skills they need to thrive.</li> </ul>
Implementation of new Systematic, Synthetic Phonics/ spelling programme across school	<ul style="list-style-type: none"> <li>- There is a rigorous and sequential approach to the teaching of reading</li> <li>- Pupils read with fluency and comprehension appropriate to their age</li> </ul>
Retention of staff through further reduction in staff workload and increased well being	<ul style="list-style-type: none"> <li>- Staff consistently report high levels of support for wellbeing issues.</li> <li>- Staff turnover is low</li> </ul>
Greater opportunities for Meta Cognition and systematic, pupil led assessment across all cohorts	<ul style="list-style-type: none"> <li>- In lessons, teachers check pupil's understanding systematically. Identify misconceptions accurately and provide clear and direct feedback to every pupil.</li> <li>- Gaps in knowledge are identified and addressed swiftly</li> <li>- Pupils monitor and evaluate their own learning within lessons</li> </ul>
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> </ul>

**Commented [LK1]:** Nov 2022/ 23 – all teaching observed is good or better. No ineffective teaching seen. High expectations for both learning and behaviour result in motivated learners who take pride in their learning.

**Commented [LK2]:** % of all pupils has declined in 2021 22. High focus given to accelerated progress in mathematics. Whole school focus on arithmetic and reasoning skills. Nov 2023 – focused mathematics intervention needed across key stage 2

**Commented [LK3]:** All areas of the curriculum are well taught and coverage is balanced for most pupils.

**Commented [LK4]:** Scheme is now used consistently across Key Stage 2 to ensure catch up

**Commented [LK5]:** Staff turnover remains low. Staff report pressures of catch up

**Commented [LK6]:** Internal recruitment of pedagogy leads to improve teacher CPD  
Develop subject specific CPD.

**Commented [LK7]:** Increasing pressures on schools to take on Level 3 caseload. Vast majority of cases Level 4+ resulting in reduced capacity for early Intervention. Recruitment of Learning Mentor to support pupils emotional wellbeing.

	<ul style="list-style-type: none"> <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>

**Commented [LK8]:** Parents consulted and well being projects have been set up e.g. wreath making at reduced cost

**Commented [LK9]:** Trips and experiences have been reviewed and improved to both enhance the curriculum and expose children to life beyond their community.

**Commented [LK10]:** Impact of RWI scheme shows accelerated progress. EYFS now communication friendly. Whole school roll out of spoken language curriculum.

#### 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	EEF 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.	3, 6
Focussed support for ECTs and Unqualified teachers		
Reduction in class sizes to allow greater opportunities for metacognitive and cognitive strategies	EEF The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.	6

alongside systematic, pupil led assessment across all cohorts	<p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>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.</p>	
Weekly, timetabled coaching for middle leaders with responsibility for curriculum.	A broad and balanced curriculum provides <b>children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals.</b> ... A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals	2
Implementation of Synthetic, systematic Phonics scheme to remain in place – rolled out into Key Stage 2 as part of catch up.	<p>EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written</p>	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted phonics and comprehension intervention across KS1 and 2</p> <p>Targeted Phonics, maths and fine motor skills interventions across EYFS</p>	<p>EEF 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</p>	1, 4

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Recruitment of Learning Mentor	<p>EEF Both targeted behaviour interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</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>	5
Recruitment of Personal Development lead from within school	<p>EEF The average impact of successful Social and emotional learning interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	5
Recruitment of Attendance officer to the SLT	<p>DfE Improving attendance guidance Sept 2021 suggests</p> <p>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>	2



