

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 academic year 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	Sandbrook Primary
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Claire Temple, Headteacher
Pupil premium lead	Claire Temple, Headteacher
Governor / Trustee lead	Vida Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75 975
Recovery premium funding allocation this academic year	£8 254
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£84 229

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. All staff take responsibility for the outcomes for disadvantaged pupils and set high expectations of what they can achieve. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to individual needs, based on diagnostic assessment. The approaches we have adopted complement each other to help pupils progress.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from FS1 through to KS2 and affect outcomes across all subjects but especially in English.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally make slower progress in phonics than their peers. This affects how quickly they begin to read independently and fluently, and how well they spell.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. The pandemic has exacerbated this, creating gaps in key knowledge and fluency.
4	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Disadvantaged pupils are also more likely to be 'persistently absent'.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have less well-developed schema and this affects how well they can learn new material. This affects their progress across the curriculum and in reading.
6	Increasing numbers of pupils from EYFS to Y6 need support to manage their emotional regulation in order to learn 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
Improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024-25 show that more than 65% of disadvantaged pupils met the expected standard.
Improve maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024-25 show that more than 65% of disadvantaged pupils met the expected standard.
Improve attendance for all pupils, particularly our disadvantaged pupils.	Overall absence rate for all pupils being no more than 5%. The percentage of all pupils who are persistently absent being below 10%.
Improve retrieval and storage of knowledge across the curriculum.	Assessments and observations indicate significantly improved retrieval and retention among disadvantaged pupils. This is evident through sources of evidence such as engagement in lessons, book scrutiny and ongoing formative assessment.
Improve pupils' ability to manage emotional regulation	Assessment, observation and pupil voice data indicates that pupils are more able to recognise emotional early warning signs; make use of agreed strategies to regulate and co-regulate with trusted adults. As a result, key pupils are better able to access the curriculum.

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: **£80 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund an additional teacher to ensure that children are taught in classes with no more than 2 year groups.	Evidence suggests that high quality teachers make a difference to disadvantaged pupils. Access to high quality teaching is key and mixed age teaching across 3 + year groups presents a challenge.	1,2,3,5
Fund an additional teacher for morning sessions in upper KS2 to facilitate single-age teaching in mathematics.	There is some support for this approach especially when the reduction in group size allows teachers to work in a different way. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size&utm_medium=search&utm_campaign=site_searchh&search_term	1,2,3,5
Fund 1 place on the Ambition 18 month training: Curriculum for Senior Leaders. We will fund teacher release time to embed key elements of guidance	Evidence suggests that high quality teachers make a difference to disadvantaged pupils. Access to high quality teaching and a carefully sequenced curriculum is the most important lever schools have to improve outcomes for their pupils. CSL training is based on current research around curriculum and learning.	1,2,3,5,6
Purchase more decodable books to support the implementation of Phonics International, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2 5

Purchase more books to support children as they move from purely decodable texts.		
EYFS CPD to support language development and oracy from F1		1 5
Mathematics CPD to support staff to implement EEF guidance approaches in mixed age classes.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	3

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

Budgeted cost: £23 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part-fund TA time for each year groups 1-6.</p> <p>Mixed age classes bring certain challenges and our use of TAs add value to what teachers can do by enabling teachers to make use of split inputs.</p> <p>TAs also provide additional small group or individual structured interventions.</p> <p>TAs support teachers to work with pupils and families to address attendance.</p>	<p>There is some support for this approach especially when the additional adult frees the teacher to focus on the core purpose of teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistant</p>	1,2,3,5

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Provide tutoring and study club for UKS2 pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,5</p>
<p>Provide training to staff to ensure effective implementation of Number Sense</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeric-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,2,3</p>

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

Budgeted cost: **£15 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund attendance admin time to support leaders in addressing attendance issues.</p> <p>Fund rewards to motivate improved attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	4
<p>Fund SEMH / emotional resilience support after school club for all ages F1 - Y6</p> <p>Club runs daily</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £118 000

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.

As a result of our CPD with the Great Teaching Toolkit, teachers are much more efficient in their use of time. This maximises time for learning. Teachers have begun to increase ratios of participation to ensure that all learners are involved. Teachers gather intelligent data during lessons so that they can adapt teaching.

The purchase of decodable books matched to Phonics International has provided pupils with further opportunities to practise their skills. The decodable books for PI are challenging in both vocabulary and length and this is having a positive impact on pupils' learning and sense of themselves as readers. Additional phonics sessions have supported slower attainers to make good progress from starting points.

TA support has provided additional phonics sessions; support for mixed age teaching, for example enabling inputs by the teacher for Y1 and Y2 in KS1; pre-teaching concepts or reading with key pupils to enable their participation in whole-class sessions; emotional regulation support and intervention for key pupils; delivery of structured interventions.

School-led tutoring supported key pupils in KS2 to develop skills in maths and reading. School-led tutoring also supported key pupils in KS1, focusing on readiness to learn and phonics.

Attendance funding enabled the leadership team to be released to meet with parents and the LA attendance officer. This has had a positive impact on the attendance of key previously PA families. Attendance rewards have raised the profile of attendance in school, resulting in a large number of 100% attendances each week.

Externally provided programmes

Programme	Provider
DfE brokered NLE support	Leading Learners Academy Trust
Great Teaching Toolkit	Evidence Based Teaching