

Pupil premium strategy statement – Sandringham

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	386 (plus 35 Nursery - part-time equivalent of 50)
Proportion (%) of pupil premium eligible pupils	38.6% (149/386)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2024
Date this statement was published	29.11.23
Date on which it will be reviewed	30.09.24
Statement authorised by	C Metcalfe
Pupil premium lead	J Milnthorp
Governor / Trustee lead	L Hayes & A Barrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,661
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>	£22,475
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£248,136

Part A: Pupil premium strategy plan

Statement of intent

At Sandringham Primary School we use Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to achieve well and be ready for the next stage in their education. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our overarching objectives are to:

provide pupils with the language to communicate effectively in a wide range of contexts;

ensure all pupils are able to read fluently and with good understanding to enable them to access the full curriculum;

narrow the attainment gaps between disadvantaged and non-disadvantaged children; support parents and carers to engage with school and play an active part in their children’s learning.

Key Principles:

We will ensure that our curriculum is appropriate for our pupils by using assessment to diagnose their needs. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. We will build effective relationships with parents so that we can work in partnership to support children’s learning and attendance.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment on entry into Early Years including use of language.

2	Significantly lower achievement of GLD in Early Years.
3	Fewer Pupil Premium met the phonics screen check by the end of Year 2 (79% PP vs 97% Non PP) in 2021.
4	Lower attainment in Reading, Writing and Maths throughout school.
5	Disadvantaged Pupils have lower attendance.
6	Lower parental engagement.

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
Attainment in Reading, Writing and Maths improves	Attainment of expected standard is at least in line with national average for all pupils (to review upwards to be at least in line with national Non Pupil Premium eligible subject to annual performance)
Attendance of Disadvantaged pupils to improve	Pupil Premium eligible attendance is at least in line with national all Pupil Premium eligible persistent absentees are fewer than national
Increase parental engagement	Pupil Premium eligible parental engagement is in line with Non Pupil Premium eligible Pupil Premium eligible parental engagement with remote and home learning is at least in line with Non Pupil Premium eligible
Strengthen provision and outcomes in Early Years	Achieve national average Good Level of Development
Maintain strong outcomes in Phonics	Exceed national average expected standard in Phonics Screen Check
Improving the quality of teaching in the core subjects so pupils secure knowledge of the basic skills	Quality of teaching is judged to be consistently good in TLR
Other	Increase the impact of leadership through regular monitoring and feedback to teachers

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: £119,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embed a consistent phonics program (CPD)</i>	<p>EEF – guidance reports – Improving Literacy KS1 and KS2 and Preparing for literacy - Effective approaches for improving literacy in Key Stage 2 (ages 7-11 years), supporting language and literacy development in the early years (ages 3-5 years). Oral language approaches have a high impact on pupil outcomes with 6 months additional progress, using oral language interventions.</p> <p>EEF toolkit – Phonics intervention has high impact for low cost with 5+ month additional months impact.</p> <p>PSC Check – Summer 2022</p> <ul style="list-style-type: none"> - 82% passed in Y1 - 83% passed Y2 recheck - 95% end of year 2 <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	3
<i>Reading CPD and use of Reading Plus</i>	<p>Teacher development to embed effective reading comprehension strategies.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	4
<i>Better defining the writing curriculum intent and training teachers on its implementation (CPD)</i>	<p>External review identified the intent was not clearly defined and therefore teaching was not specific.</p> <p>The Sutton Trust’s 2011 report identifies that consistency of quality first teaching is the key factor for improving learning for disadvantaged pupils.</p>	4

<p><i>Implement White Rose Maths and train teachers on its effective use (CPD & resources)</i></p>	<p>Following review of implementation of Power Maths scheme (Sep 21-Mar 22), and Maths Mastery April 2019 – 20, we decided that these approaches were not securing pupils’ conceptual understanding in maths. Further training and development of teachers has led to improvement of teaching.</p> <p>White Rose is DfE approved for KS1 and KS2 – judged to meet the core criteria for High Quality Teaching.</p> <p>The Sutton Trust’s 2011 report identifies that consistency of quality first teaching is the key factor for improving learning for disadvantaged pupils.</p>	<p>4</p>
<p><i>Consistency of teaching to secure a disadvantaged first approach to feedback and intervention through leadership coaching</i></p>	<p>Internal evaluation pre COVID identified that this approach led to improved progress for Pupil Premium eligible pupils. We identify disadvantaged pupils requiring additional input and feedback within our ‘Priority Pupils’ in each class.</p> <p>Feedback EEF educationendowmentfoundation.org.uk</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £81,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Implementation of Read Write Inc Phonics interventions</i></p>	<p>EEF - Undergoing a project with evaluation due 2023.</p> <p>2022 results:</p> <ul style="list-style-type: none"> - 82% passed the PSC check - 95% end of year 2. <p>Phonics EEF educationendowmentfoundation.org.uk</p>	<p>1, 2, 3, 4</p>
<p><i>Development of Communication Champions</i></p>	<p>SLCN highest Primary need in school</p>	<p>1, 2, 4</p>

	<p>Training from the Speech and Language Therapists to support Communication Champions.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<i>Bespoke interventions delivered using small group tuition and School-Led Tutoring</i>	<p>Same day interventions not having intended impact on attainment or progress.</p> <p>Bespoke interventions designed to secure gaps in basics skills that have been identified using diagnostic assessments.</p> <p>Impact of School Led Tutoring in 21-22.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 4
<i>Additional TA deployment</i>	<p>EEF – making best use of TAs</p> <ul style="list-style-type: none"> - TAs to add value - Independent learning to be developed - 1-1 interventions - TAs to be fully prepared for the lesson. <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4

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

Budgeted cost: £49,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Manager Attendance interventions</i>	<p>91.1% Pupil Premium eligible</p> <p>93.5% Non Pupil Premium eligible</p>	5
<i>Parent Support Adviser and teachers providing a programme of parental events, workshops and support.</i>	<p>DFE – Parental engagement report for schools identifies that collaboration and involvement of parents in planning is crucial for children’s holistic education.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	6
<i>Implementation of Thrive and Training of</i>	<p>For pupils with social and emotional needs, we have previously used Thrive as an interventions</p>	6

<p><i>Family Thrive Practitioner & SLT Thrive Leader</i></p>	<p>to support them accessing learning. We have identified</p> <p>https://www.thriveapproach.com/news/impact-of-thrive-evidenced?</p>	
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Total budgeted cost:

£249,080

Part B: Review of the previous academic year (22/23)

Outcomes for disadvantaged pupils

Early Years Outcomes

Disadvantaged pupils' achievement of a **Good Level of Development** is 63%. This is below school non-pupil premium achievement (78%) but **better than pupil premium pupils nationally (52%) and locally (54%)**.

The intended outcome is on track to be met.

Phonics

The percentage of disadvantaged pupils who met the phonics screen check in Year 1 was 92%. This was better than non-pupil premium in-school (85%), locally (84%) and nationally (82%).

The percentage of disadvantaged pupils who met the phonics screen check by the end of Year 2 was 87%. This was below non-pupil premium pupils in school (94%), locally (91%) and nationally (91%). Their attainment was better than pupil premium pupils locally (84%) and nationally (81%).

The intended outcome is on track to be met.

End of Key Stage 1

Disadvantaged pupils attaining the expected standard in reading at the end of key stage 1 was 70%. Their attainment was close to the attainment of non-pupil premium pupils in school (71%), locally (72%) and nationally (73%). It was better than the attainment of pupil premium pupils locally (52%) and nationally (54%).

Disadvantaged pupils attaining the expected standard in writing at the end of key stage 1 was 65%. Their attainment was below the attainment of non-pupil premium pupils in school (71%), but close to non-pupil premium attainment locally (66%) and in line with non-pupil premium attainment nationally (65%). It was better than the attainment of pupil premium pupils locally (42%) and nationally (45%).

Disadvantaged pupils attaining the expected standard in maths at the end of key stage 1 was 74%. Their attainment was below the attainment of non-pupil premium pupils in school (85%), but close to non-pupil premium attainment locally (77%) and nationally (75%). It was better than the attainment of pupil premium pupils locally (56%) and nationally (56%).

The intended outcome is on track to be met.

Multiplication Tables Check

The average score of disadvantaged pupils was 18.9. Their attainment was below non-pupil premium pupils in school (20.9), locally (21.3) and nationally (21.0). It was broadly in line with the attainment of pupil premium pupils locally (19.0) and slightly above their attainment nationally (18.4).

End of Key Stage 2

Disadvantaged pupils attaining the expected standard in **reading** at the end of key stage 2 was 62%. Their attainment was **below the attainment of non-pupil premium** pupils in school (80%), locally (75%) and nationally (78%). It was **better than the attainment of pupil premium pupils** locally (56%) and nationally (60%).

Disadvantaged pupils' reading progress from key stage 1 to 2 was average (-0.7).

Disadvantaged pupils attaining the expected standard in **writing** at the end of key stage 2 was 66%. Their attainment was **below the attainment of non-pupil premium** pupils in school (93%), locally (75%) and nationally (77%). It was **better than the attainment of pupil premium pupils** locally (53%) and nationally (58%).

Disadvantaged pupils' writing progress from key stage 1 to 2 was average (+1.3).

Disadvantaged pupils attaining the expected standard in **maths** at the end of key stage 2 was 59%. Their attainment was **below the attainment of non-pupil premium** pupils in school (77%), locally (78%) and nationally (79%). It was **in line with the attainment of pupil premium pupils** locally (58%) and nationally (59%).

Disadvantaged pupils' maths progress from key stage 1 to 2 was average (-0.7).

The intended outcomes are not yet fully on track to be met (due to attainment in reading and maths).

Attendance

Attendance of pupil premium pupils was 91.25%. This was below the attendance of non-pupil premium pupils (94.2%).

This outcome is not on track to be met. Attendance has been impacted by parental attitudes to regular attendance and ongoing illness.

Behaviour

3% of disadvantaged pupils had behaviour incidents managed at stage 2+. This was higher than non-pupil premium pupils (1%).

3 disadvantaged pupils had fixed-term suspensions during the year. This was higher than non-pupil premium pupils (0%).

Behaviour was not part of the strategy. This needs to be added to the 23-24 strategy.

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
Launchpad for Literacy	Launchpad for Literacy
Read Write Inc	Ruth Miskin Training
Reading Plus	DreamBox Learning
1st Class@Writing	Edge Hill University
White Rose Maths	White Rose Maths
Reading Eggs	3P Learning
Numbots	Maths Circle Ltd
Reflex Maths	Explore Learning

