



Pupil premium strategy statement Sandylands CP 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	353
Proportion (%) of pupil premium eligible pupils	50.1%
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)	Sept 2026 – Sept 2028
Date this statement was published	Sept 2026
Date on which it will be reviewed	Sept 2027
Statement authorised by	Governors
Pupil premium lead	Penny Lupton
Governor / Trustee lead	Margaret Dodd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£248,000



Part A: Pupil premium strategy plan

Statement of intent

Closing the attainment gap between disadvantaged children and their peers is a key priority.. Great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children and lies central to our vision. Addressing inequalities and providing strong foundations when children enter school, bridges the learning gap and prevents children at risk from falling behind. Alongside this we aim to provide children with the core skills of reading writing and maths, speech and language extended vocabulary and handwriting, so they become competent learners. This will reduce the risk of pupils falling behind when they transition to high school. We will provide an environment that feels safe and calm for all pupils. In addition we aim to provide a bespoke knowledge based curriculum that extends and excites children beyond the school day.

Our evidenced-informed approach to Pupil Premium spending has helped us to:

- Compare how similar challenges have been tackled in other schools
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches

We use the EEF's tiered approach which focuses on high quality teaching, targeted academic support and wider strategies.

High quality teaching

Spending on developing high quality teaching includes investment in professional development, training and support for teachers new to the profession. Ensuring that an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient to of a successful school and should rightly be a top priority for pupil premium spending.

We have also used the EEF guidance on Inclusive Teaching 2026. We, therefore, aim to strengthen universal approaches which allow children to keep up rather than catch up. It is imperative that the strategies are employed effectively in the classroom which will reduce the need for children to be removed and taught separately.

This evidence also outlines the importance of children building positive relationships and creating calm classrooms across the whole school so every child can thrive as an individual.

1. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. The EEF inclusive practice outlines how important it is that there is a graduated response for those pupils at risk of falling behind. The school will use key assessments to identify the needs of pupils and provide timely interventions that will allow the pupils to seamlessly continue with their learning in the classroom. We use approaches that have been recommended by the EEF.

3. Wider strategies

Wider strategies relate to the most significant non-academic challenges to success in school, which may also negatively impact upon academic attainment, including:

- attendance and levels of persistent absence
- behaviour incidences and exclusions
- social and emotional support, including mental health, and safeguarding concerns

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Challenges

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

Challenge number	Detail of challenge
1	Attendance for pupils in receipt of FSM including persistent absence
2	Oracy and bridging the vocabulary gaps including provision of speech and language
3	Pupils at risk of falling behind when they enter school with low base lines
4	Access to opportunity beyond the school day so children have a sense of belonging
5	Supporting pupils with specific SEN needs in the classroom, using the universal provision model. Ensuring parental engagement
6	That pupils perform to their full academic potential including the more abled in reading, writing, maths, phonics and times table check and GPS (grammar, punctuation and spelling)

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
Disadvantaged pupils attend well giving them access to the full curriculum.	Pupils absence is below 5%.
Pupils who have a record of persistent absence have good attendance that falls within national DFE recommendations	Disadvantaged pupils PA figures indicate that it falls within national averages below (13.90% according to DFE statistics 2025/26). Identified pupils achievement and attainment are tracked and successful classroom universal strategies employed to allow the children to keep up
Pupils are provided with the strong foundations necessary to negate the risk of falling behind. This includes the development of pencil control and letter formation	Disadvantage pupils achieve as well as their non disadvantaged peers. Letter formation is correct and children are ready to transition into Year 1. 70% of pupils in receipt of Pupil Premium achieve a GLD in the prime areas.
Pupils have access to high quality extra curricular activities including music lessons, sport and residential.	There is a high take up from disadvantaged pupils and there is equality between all pupils. 80% of pupils eligible for Pupil Premium engage in an extra curricular activity.



The inclusion team actively promotes and encourages families and children to engage with the wider curriculum. Children at risk of non attendance due to income are funded and encouraged to participate including residential. Cultural capital is accessible for all children and curriculum experiences are planned. Money is provided for travel and expenses e.g. dance classes, music lessons,	
Pupils who are identified as high potential and can achieve higher standards are provided with one to one or small group tuition.	Higher standard of 25% in reading. Higher standard of 25% in maths. Higher standard of 20% in GPS Higher standard of 20% in writing
Pupils are provided with time specific interventions and adaptations, when necessary, to allow them to access the full learning within the classroom	Assessments indicate that pupils are 'keeping up' and achieving in line with national expectations and are not viewed as SEN due to disadvantage

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: £56,944

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing high quality CPD to teachers and teaching assistants on oracy, speech and language and vocabulary development	EEF evidence on providing high quality professional development. EEF evidence on universal approaches in the classroom.	2, 3, 5, 6
Provision of KS2 maths by a maths teacher	EEF targeted intervention EEF 5 step approach to SEN	4, 5, 6
Implementation of Word Aware across the school including a timely intervention support for pupils	Alex Quigley Bridging the Vocabulary Gap.	2, 3, 5, 6



Welcomm training for staff and ongoing assessments for children	DFE Strong Foundations	2, 3, 5, 6
Regular training, quality of teaching evaluations and recommendations	EEF early language acquisition	2, 3, 5, 6
Additional TLR to lead phonics throughout the school following the promotion of the Deputy Head		2, 3, 5, 6
Delivery of high quality CPD for teachers on reading, writing, maths. Training on inclusive practice from the EEF 2026 guidance		2, 3, 4, 5, 6
Conference in February on closing the gap for disadvantaged children.	EEF CPD delivery	1, 2, 3, 4, 5, 6



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

Budgeted cost: £116,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant in each class to support reading, writing and maths within the classroom	EEF evidence on inclusion	2, 3, 5, 6
Additional teaching assistant hours to provide interventions	EEF evidence on supporting children with additional needs	2, 3, 5, 6
Structured interventions using the Thrive approach to support children with social and emotional well being		1, 2, 3, 4, 5, 6
Structured interventions in EYFS using the Thrive approach to support children with social and emotional well being	DfE Strong Foundations	1, 2, 3, 4, 5, 6
Additional specialist SENCO to support key assessments and planning for children on EHCP's and support teachers in the classroom	EEF inclusive practices guidance. Implementation of universal approaches and providing adaptations that are graduated.	1, 2, 3, 5, 6
Specialist SEN assessments of children in the classroom. Provide support for teachers in the classroom on universal best practice.	EEF 5 a day	1, 2, 3, 5, 6
SEN specialist to assess children to measure impact of any adaptations or scaffolds.	EEF inclusive practice	1, 2, 3, 5, 6

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

Budgeted cost: £74,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restructure of the senior leadership team to include a promoted post to support safe guarding the children. To provide evidence-based assessments using Thrive	EEF social and emotional learning	1, 3, 6
To improve attendance for pupils in receipt of pupil premium. To reduce persistent absence for	Evidence brief on improving attendance	1



disadvantaged groups to implement more home visits for children regularly absent on day 2		
To provide access for to music for children from disadvantaged groups. This will be provided in house	EEF attendance support	1, 4
Provide one to one support for children who are at risk of exclusion during key periods of the day, including teaching as a time limited intervention		1, 4
To provide support for monitoring attendance. Contacting parents and ensuring key letters are issued		1
Dance teacher		1, 4
Team theme after school club		1, 4
Residentials		1, 4
Provision of experiences beyond the direct community		1, 4

Total budgeted cost: £248,000



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils - Reading, writing and maths expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	83	58%	47%	Above (non-sig)	69%	-11	Not applicable	52%		Not applicable
2026	32	56%	49%	Close to average (non-sig)	70%	-14	No meaningful change	55%		High - FSM, High - SEN
2025	32	50%	47%	Close to average (non-sig)	69%	-19	Widening	50%		High - FSM
2024	19	74%	46%	Above (sig+)	67%	6	Positive gap	48%	Above (sig+)	High - SEN

Disadvantaged pupils - Reading expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	83	73%	63%	Above (sig+)	81%	-7	Not applicable	66%	Above (non-sig)	Not applicable
2026	32	75%	63%	Above (non-sig)	81%	-6	No meaningful change	68%		High - FSM, High - SEN
2025	32	69%	63%	Close to average (non-sig)	81%	-12	Widening	66%		High - FSM
2024	19	79%	62%	Above (non-sig)	80%	-1	Not available	65%	Above (non-sig)	High - SEN

Disadvantaged pupils - Maths expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	83	69%	61%	Close to average (non-sig)	81%	-12	Not applicable	65%		Not applicable
2026	32	66%	62%	Close to average (non-sig)	82%	-16	No meaningful change	67%		High - FSM, High - SEN
2025	32	66%	61%	Close to average (non-sig)	81%	-15	Widening	66%		High - FSM
2024	19	79%	59%	Above (non-sig)	79%	0	Not available	62%	Above (non-sig)	High - SEN

Disadvantaged pupils - Writing expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	83	67%	59%	Above (non-sig)	78%	-11	Not applicable	64%		Not applicable
2026	32	63%	60%	Close to average (non-sig)	79%	-17	No meaningful change	65%		High - FSM, High - SEN
2025	32	69%	59%	Close to average (non-sig)	78%	-10	No meaningful change	63%		High - FSM
2024	19	74%	58%	Above (non-sig)	78%	-4	Not available	62%	Above (non-sig)	High - SEN



Disadvantaged pupils - EGPS expected standard

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*		Year group context
			Average	Banding	Average	Gap	Gap Trend	Average	Banding	
3-year	83	53%	60%	Close to average (non-sig)	79%	-26	Not applicable	63%	Below (non-sig)	Not applicable
2026	32	44%	61%	Below (sig-)	80%	-36	Widening	64%	Below (sig-)	High - FSM, High - SEN
2025	32	59%	60%	Close to average (non-sig)	79%	-19	No meaningful change	63%		High - FSM
2024	19	58%	59%	Close to average (non-sig)	78%	-20	Not available	62%		High - SEN

Results for disadvantaged 2026

Year 1 Phonics	70.6%
EYFS – Good Level of Development	70%
Multiplication Time C	Waiting data
Higher standard reading	12.9%



Further information (optional)

We provide a safe space for children at risk of non-attendance every morning before the school day begins.

We provide a free sit-down breakfast every Friday before the school day begins. This is cooked in school.

We provide a wide range of extended curriculum activities including

After school maths club

Computing club

Girl's football

Dodgeball

Handball

Art club

Athletics club

Dance club

Mindfulness

Boy's football

Jiu-jitsu

We provide big experiences such as Sparklefest where we organise events outside of the school day so we can provide the children with awe and wonder

We have extended the 2-year-old provision and created a smaller setting where children with potential SEN can thrive

We have obtained grants to install an Eco Garden. We've employed a gardener to ensure that disadvantaged children have opportunities for outdoor space and learn how to grow food to give them a better understanding of healthy diets