

Pupil premium strategy statement – Sandylands CP School

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	380
Proportion (%) of pupil premium eligible pupils	49%
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)	2024-26
Date this statement was published	Jan 25
Date on which it will be reviewed	Jan 26
Statement authorised by	Governors
Pupil premium lead	Allison Hickson
Governor / Trustee lead	Margaret Dodd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,660
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>	
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£260,660

Part A: Pupil premium strategy plan

Statement of intent

Sandylands Pupil Premium strategy will focus on the further development, inclusion and positive education experience of disadvantaged pupils irrespective of their background or the challenges they face.

Challenges faced by a diverse community of vulnerable children such as those looked after, poor attenders, persistent absentees, young carers, those facing social and financial challenges as well as those facing emotional and mental health issues.

Utilising Sandylands professional expertise alongside knowledge of disadvantaged children and the needs of this community is proven to have the greatest impact on closing attainment gaps whilst supporting all pupils in the school.

This strategy is integral to the wider school improvement plans to further develop educational provision post pandemic. Therefore our approach will be to target individual, group and whole school need whilst maximising opportunities for improved attainment to ensure access to the full curriculum, the focus will be

- Maths
- Ensure disadvantaged pupils are offered the opportunity to extended provision
- Attendance – act early and consistently to support improved attendance.
- SEN – ensure all children have clear targets with high quality intervention and support
- Whole school approach to positive mental health

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance
2	Persistent absence
3	To help children have positive mental health
4	SEN needs
5	Access to full curriculum – focus on maths

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
<i>Attendance is above 94%</i>	Absence is below 6%
Persistent absence is below 15%	Children identified with persistent absence are given targeted support and parents are challenged. Overall persistent absence falls by 10%
Children achieve and manage their own learning successfully and in the classroom	Internal records indicate that children self-regulate in the classroom. Pupil premium children exclusion is low
Children have good mental health and have access to therapeutic support	Children with identified trauma benefit from therapeutic support, achieve well and attend well
Children feel safe	Staff are highly trained on keeping children safe in education and safe guarding is a priority for all. Support is provided from Phil Threlfall to ensure all is done to ensure that every child can thrive
Children's individual additional needs are met, enabling them to access the full curriculum	Children success plans are in place for those vulnerable to exclusion on low attendance to enable them to engage in the whole school
There is training and support for professionals to meet the needs of children in the classroom	Key staff receive regular high quality training from county, Phil Threlfall and the cluster conferences to constantly update knowledge
Children have access to SEN assessments and planned support	Phil Pickett provides assessments for children who are at risk of failure or non-engagement. He provides support for EHCP to ensure the child receives additionality to access main stream education
Children have speech and language support and good vocabulary	EYFS provides support for speech and language and a vocabulary rich curriculum that enables children to catch up
Children can self regulate to access the full curriculum	Support is provided for children who become dis-regulated through additional needs or family circumstances
There is a whole school approach to ensuring children in receipt of pupil premium thrive	Teachers are trained to understand how to meet the needs of children who have faced trauma. There is a clear policy so that the provision for additionality is clear
Children's medical needs are met, e.g. needing glasses, hearing checks	Family support is provided to ensure that children's basic needs are met and that they are up to date with their appointments

Support and training is provided to parents and families to ensure a wholistic approach	Nicola Miller runs a Friday morning drop in and organises the Triple P course for parents
Children have the key curriculum knowledge to enable them to be secondary school ready	Children are given extra transition meetings if necessary and key staff are aware of the children's individual needs

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: £94,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance data analysis DFE	EEF	1 & 2
Provide access to educational psychologist for SEN needs identification	Education psychologist visits	3 & 4
Provide therapeutic support for children	Development of sensory area and specific professional therapists	4
Provide structured behaviour and support plans	SEN and psychologist input	4

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

Budgeted cost: £31,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths support DFE	Maths intervention,	5

Additional maths tuition	Maths club and maths intervention	5
Implement mastery in maths	School improvement plan. SEC Governor meetings	5

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

Budgeted cost: £151,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for families children fail to thrive	SENCO support and Learning Mentors	3
Meetings with parents to challenge persistent absence, set targets and monitor	Family Team	1 & 2

Total budgeted cost: £278,302

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils

Evidence shows that, overall, performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a school does at tackling this difference. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

You can compare the pupils' results with performance of non-disadvantaged pupils at state-funded schools at local authority and national level.

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	28	10334	468533
Progress score in reading (confidence interval)	2.9 (0.6 to 5.3)	0.3	0.4
Progress score in writing (confidence interval)	3.7 (1.4 to 6.0)	0.6	0.4
Progress score in maths (confidence interval)	0.4 (-1.8 to 2.6)	0.5	0.5
Percentage of pupils meeting the expected standard in reading, writing and maths	48%	66%	66%
Percentage of pupils achieving at a higher standard in reading, writing and maths	11%	10%	10%
Average score in reading	104	106	106
Average score in maths	101	105	105

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.