

Pupil premium strategy statement – Sandringham Primary 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	419 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Chris Metcalfe, Principal
Pupil premium lead	Jessica Milnthorp, Inclusion Lead
Governor / Trustee lead	Kim Priestley, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,198
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£218,198

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 - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These challenges are noticeable from Reception through to Key Stage 2 and tend to be more pronounced among disadvantaged pupils compared to their peers.
2	Lower parental engagement. Parent surveys, observations and discussions with teachers suggests disadvantaged pupils' parents generally have poorer engagement with school. This is often linked to our poorer attendance and behaviour issues. If parents are not actively promoting the importance of regular school attendance or engaging with school initiatives aimed at improving behaviour, it becomes harder for schools to support consistent learning and address attendance-related problems effectively.
3	Lower attainment in Reading, Maths and Writing throughout school. Internal and external assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Internal assessment has identified that attainment gaps are at risk of widening in Maths in UKS2.
4	Increase in challenging behaviours. Our assessments (including class dojo analysis, stage 3 and 4 behaviours and fixed term suspensions, Thrive screenings), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 19 pupils (13 of whom are disadvantaged) currently require additional support with social and emotional needs, with 62 (53 of whom are disadvantaged) receiving small group interventions.
5	Disadvantaged Pupils have lower attendance. Our attendance data last year indicates that attendance among disadvantaged pupils has been between 90 - 92%, being lower than for non-disadvantaged pupils. The data indicates that persistent absenteeism was higher among pupil premium pupils, reaching 27.1% in the summer term compared to 19% for their non-pupil premium. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Fewer Pupil Premium meet the phonics screen check. Assessments, observations, and discussions with parents and teachers suggest disadvantaged pupils generally have greater difficulties with phonics.

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
Improved 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.
Maintain strong outcomes in Phonics	Exceed national average expected standard in Phonics Screen Check
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.
Improved Writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026/27 show that more than 70% of disadvantaged pupils met the expected standard.
Improved Maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard and in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard
To achieve and sustain improved whole school behaviour and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of positive behaviours and wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a reduction in stage 3 and 4 incidents and fixed term suspensions.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> ● the overall unauthorised absence rate for all pupils being no more than 1.8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. ● the percentage of all pupils who are persistently absent being below 18% and the figure among disadvantaged pupils being no more than 24% (national).
Parental engagement	Practical support for parents around Learning with Parents to record reading at home. By the end of the year 70% pupils are reading 5+ times per week at home and 90% by the end of the academic year 2026/27.

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: £29,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973</p>	<p>1, 3</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1</p>
<p>Phonics - RWI training for teachers/leader - whole class teaching</p>	<p>Oral language approaches have a high impact on pupil outcomes with 6 months additional progress, using oral language interventions. EEF toolkit – Phonics intervention has high impact for low cost with 5+ month additional months impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>6</p>
<p>Better defining the writing curriculum intent and training teachers on its implementation (CPD) Storytelling</p>	<p>Trust review identified the intent was not clearly defined and therefore teaching was not specific. https://researchschool.org.uk/bradford/news/the-7-stages-of-the-writing-</p>	<p>3</p>

	process#:~:text=The%20writing%20process%2C%20according%20to,%2CRevising%2C%20Editing%20and%20Publishing.	
Embed White Rose Maths and deliver refresher training to teachers on its effective use (CPD & resources)	White Rose is DfE approved for KS1 and KS2 – judged to meet the core criteria for High Quality Teaching.	3
Enhancement of our reading and writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access reading and writing resources and CPD.	The EEF guidance is based on a range of the best available evidence: Improving literacy in KS2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3
Training and coaching for teachers to effectively deploy TAs.	The EEF guidance is based a range of best practice to maximise the impact of teaching assistants. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 3, 4
Improve the quality of social and emotional learning. Thrive approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4

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

Budgeted cost: £98,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1, 3, 4, 6</p>
<p>Implement programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak attention and listening skills. Attention Autism, Intensive Interaction, NELI</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1, 6</p>
<p>Implement programme to improve speech and language for disadvantaged pupils who have relatively weak speech and language skills. Colourful semantics, Blank levels</p>	<p>Speech language and communication interventions can have a positive impact on pupils' language skills.</p> <p>https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf</p>	<p>1, 3</p>

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

Budgeted cost: £89,857

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training on behaviour management using the positive regard approach with the aim of developing our school ethos and improving behaviour across school. Introduction of a behaviour curriculum.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	<p>4</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. EBSA training.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2, 5</p>
<p>Pastoral Manager, Inclusion lead and teachers providing a programme of parental events, workshops and support.</p>	<p>DFE – Parental engagement report for schools identifies that collaboration and involvement of parents in planning is crucial for children's holistic education. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Implementation of Whole School Thrive, Thrive Intervention and Family Thrive</p>	<p>British Journal of Educational Psychology highlights that schools implementing whole-school social and emotional learning programs see improvements in students' emotional regulation, social skills, and reductions in behavioural issues.</p> <p>EEF notes that social and emotional learning (SEL) interventions can have an average impact of +4 months' additional progress for students. https://educationendowmentfoundation.org.uk/education-</p>	<p>2, 3, 4, 5</p>

	evidence/teaching-learning-toolkit/social-and-emotional-learning#:~:text=The%20average%20impact%20of%20successful,approaches%20in%20their%20own%20settings.	
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Total budgeted cost: £218,198

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Early Years Outcomes

Disadvantaged pupils' achievement of **All Early Learning Goals** is 80%. This is above school non-pupil premium achievement (68%) and significantly **better than pupil premium pupils nationally (52%) and locally (55%)**.

Phonics

The percentage of disadvantaged pupils who met the phonics screen check in Year 1 was 83%. This was slightly below non-pupil premium in-school (89%), locally (85%) and nationally (84%).

The percentage of disadvantaged pupils who met the phonics screen check by the end of Year 2 was 100%. This was **significantly above non-pupil premium pupils** in school (29%), locally (55%) and nationally (59%).

End of Key Stage 1

Disadvantaged pupils attaining the expected standard in reading at the end of key stage 1 was 87%. Their **attainment was above the attainment of non-pupil premium pupils** in school (81%), locally (76%) and nationally (76%). It was **better than the attainment of pupil premium pupils** locally (54%) and nationally (58%).

Disadvantaged pupils attaining the expected standard in writing at the end of key stage 1 was 53%. Their attainment was below the attainment of non-pupil premium pupils in school (67%), locally (70%) and nationally (68%). Attainment of pupil premium was **better than the attainment** of pupil premium pupils locally (45%) and nationally (48%).

Disadvantaged pupils attaining the expected standard in maths at the end of key stage 1 was 80%. Their attainment was **above the attainment of non-pupil premium pupils** in school (77%), close to non-pupil premium attainment locally (79%) and nationally (77%). It was **better than the attainment of pupil premium pupils** locally (59%) and nationally (59%).

Multiplication Tables Check

The average score of disadvantaged pupils was 20.9. Their attainment was below non-pupil premium pupils in school (23.4), locally (22.5) and nationally (20.9). It was in line with the attainment of pupil premium pupils locally (20.7) and **above their attainment** nationally (18.0).

End of Key Stage 2

Disadvantaged pupils attaining the expected standard in **reading** at the end of key stage 2 was 65%. Their attainment was **below the attainment of non-pupil premium** pupils in school (71%), locally (75%) and nationally (79%). It was **better than the attainment of pupil premium pupils** locally (59%) and nationally (63%).

Disadvantaged pupils attaining the expected standard in **writing** at the end of key stage 2 was 65%. Their attainment was **below the attainment of non-pupil premium** pupils in school (91%), locally (76%) and nationally (77%). It was **better than the attainment of pupil premium pupils** locally (58%) and nationally (59%).

Disadvantaged pupils attaining the expected standard in **maths** at the end of key stage 2 was 77%. Their attainment was **below the attainment of non-pupil premium** pupils in school (82%), close to attainment locally (79%) and nationally (79%). It was **better than the attainment of pupil premium pupils** locally (60%) and nationally (59%).

Attendance

Attendance of pupil premium pupils was 92.11%. This was below the attendance of non-pupil premium pupils (94.58%). Pupil Premium attendance was below the national average for all pupils (94.5%).

Attendance has been impacted by parental attitudes to regular attendance and ongoing illness.

Behaviour

5% of disadvantaged pupils had stage 3 behaviour incidents. This was higher than non-pupil premium pupils (2%).

3 (1%) disadvantaged pupils had fixed-term suspensions during the year. This was higher than non-pupil premium pupils (0%).

Externally provided programmes

Programme	Provider
Information Sharing Apps	Seesaw/Tapestry/Dojo
Speech and Language	ELKLAN
Mastering Number	NCETM
Reflex times tables	Reflex Learning
White Rose Maths Scheme	White Rose Education
Read Write Inc Phonics	Ruth Miskin
TTRS/Numbots	Maths Circle
NELI Speech and Language	Nuffield Education
Maths Tutoring	Third Space Learning
Social and Emotional Support	Thrive
Parental Support App (Easy Peasy)	Character Counts Ltd
Reading Plus	DreamBox Learning
Reading Eggs	3P Learning

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.