

Pupil premium strategy statement – Sandhurst Primary School 2024

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	644 (including 49 in Nursery)
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2024– 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rebecca Dove
Pupil premium lead	Jackie Bates/ Jayne Gordon
Governor / Trustee lead	Sophie Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,400
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25</i>	£ 3,154
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>	£ 121,554

Part A: Pupil premium strategy plan

Statement of intent

At Sandhurst Primary School we work tirelessly to enable all children to achieve academically across all subject areas but also creatively, personally and socially.

Research shows that children from disadvantaged or low income backgrounds can have some additional barriers or challenges that may affect their achievement (see challenges section below). Of particular concern at Sandhurst is the underachievement of certain children with EAL. This increased during the Covid pandemic and due to the cost of living crisis, we are still working to help these pupils catch-up.

The purpose of this strategy plan is to address those challenges and support the long term 'recovery' of all children, but particularly those children who are eligible for Free School Meals and/or those who are deemed vulnerable in other ways (e.g. social care involvement or being young carers).

Our main strategies for overcoming these challenges will be based around Quality First Teaching and high expectations for all children to achieve good outcomes as measured from their starting points. We will also use a range of interventions: some will benefit all pupils; some are specifically targeted at groups or individuals identified as Pupil Premium; some are directly related to pupil attainment/progress; others have a more indirect impact on achievement by raising aspiration, self-esteem and broadening horizons.

This plan will be reviewed annually.

Challenges

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

Challenge number	Detail of challenge
	<p>The pandemic and cost of living crisis and current budgetary constraints continue to have an adverse effect on all children, particularly in terms of missed learning, reduced language experiences, forgotten learning skills (e.g. concentration, resilience, teamwork) and, of course, their mental health and well-being.</p> <p>The amount of time spent in school has been significantly reduced for the some of the older pupils in the school, with a significant impact on progress and attainment. The effects of this are still working their way through the cohorts in school.</p> <p>A number of our nursery and mid-term admissions have significant language needs.</p>
1	<p>LANGUAGE & ORACY SKILLS throughout EYFS and years 1, 2 and 3</p> <p>All areas of language, play and personal, social and emotional development remain an area of focus. Many families live in inadequate housing that does not afford play and the opportunities to use outdoor space.</p>
2	<p>ATTAINMENT</p> <p>Assessments and observations indicate that many disadvantaged pupils as they move through school have been negatively impacted as they have they missed out on early play experiences or may have inadequate housing and income which has impacted their cultural capital. Assessment analysis indicates a deficit for disadvantaged children in reading, writing, phonics and oracy. Overall PP children are not achieving as well in reading, writing or maths. Data analysis reveals a significant number of pupils who are SEND as well as PP and indeed a lot of intersectionality with other groups such as EAL.</p>
3	<p>MENTAL HEALTH & WELL-BEING</p> <p>Observations, discussions and parental referrals to school continue to show that many disadvantaged pupils have difficulties linked to lack of access to the usual social and enrichments opportunities in and out of school.</p> <p>Housing issues are still affecting a significant number of families which has an impact on attendance and punctuality, especially as many members of our school community find themselves placed in temporary accommodation, often for an indeterminate period, far away from school.</p>

4	<p>ATTENDANCE</p> <p>Attendance of our disadvantaged pupils continues to be a challenge with the prevalence of other illnesses to which children seem to be particularly vulnerable, particularly when tackling persistent absence.</p>
5	<p>EAL</p> <p>Recent summative assessment data and observations from teachers continues to substantiate our concern that a significant number of our EAL PP pupils have limited exposure to models of spoken and written English which negatively impacts their learning.</p>

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
1. Language and oracy skills to be improved for all children across the school in EYFS, Years 1, 2, 3 and 4.	<p>Individuals and groups of children make progress in Word Aware programme.</p> <p>All reception children and some year 1 pupils to be screened under the Language Links Programme.</p> <p>PP children in EYFS and KS1 make at least the same if not better progress in the key EYFS areas, Phonics and other NC subjects.</p>
<p>2. Pupils identified as vulnerable for <i>more</i> than one reason (PP, CSC involvement, SEND) make good or better progress with their learning</p> <p>Quality First Teaching is effectively led and supported by SLT and subject leaders in all year groups.</p>	<p>Data check point outcomes identify children through SLT links and reviews as making equal or better progress than the other children in their class.</p> <p>Observations, work sampling, planning audits and other monitoring shows good or better practice, with under-performance addressed rapidly. Interventions are regularly reviewed with children moving off them due to effectiveness.</p>
3. Behaviour, learning behaviours and social/personal development continue to be strengths of the school.	Outside partners agree with the school's self-evaluation. Pupil questionnaires are overwhelmingly positive.
4. Overall attendance and persistent absence continues to improve and is better than national figures.	<p>PA reduces across the year.</p> <p>PA of PP children reduces across the year.</p>

5. Overall achievement and progress of pupils with EAL is good or better	Data check point outcomes identify EAL children through SLT links as making equal or better progress than the other children in their class.
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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: £ 67,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training from the Lewisham EYFS lead for Lewisham on continuous provision, early writing and mark making, White Rose maths NCM programme to support early number.	Staff better prepared to develop the skills and knowledge necessary to support early learning giving children the best start in school and moving them on from Baseline.	1 and 2
SALT TA to continue to support teachers on an ad hoc basis and provide strategies to use with children.	Evidence suggests that Quality First Teaching, informed by specialist SALT trained TA can have great impact on attainment and progress.	1, 2 and 5
Whole School CPD on Quality First Teaching in school and shared ideas across triad of schools.	Evidence suggests that sharing of good practice among similar schools can help embed and develop good practice in the classroom.	2
Ongoing writing CPD throughout the year on the writing process, writing conferencing etc.	Evidence from Real World Writers suggests that creating a community of writers can create better writers. Ensuring children are clear on the purpose of their writing and steps to improve it will help raise attainment and children's progress in writing.	2
Freshstart Reading Programme CPD and resources.	Training for Year 5 and 6 TAs on the Freshstart scheme building on phonic	2 and 5

	knowledge and improving fluency and comprehension of reading.	
CPD for TAs on dyslexia on awareness, assessing and strategies for helping those with dyslexia	Early identification of children with a dyslexia diagnosis and those requiring support can lead to earlier support and improved progress and therefore outcomes.	2
CPD in Maths mastery for years 1-4 (NCTM) programme	TAs have been trained to deliver this programme and are more confident and effective in rolling this out to the year groups. This will have a greater impact on the progress of the children concerned.	2

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

Budgeted cost: £ 24,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Links screening and intervention in reception to continue.	Evidence shows that daily phonics teaching has a direct impact on reading accuracy and the Language Links programme will have an impact on their spoken language.	1 and 2
Continue with termly SLT links meetings and weekly SLT focus on a year group's data backed up with rigorous provision mapping using assess, plan, do, review graduated approach.	Early identification of children falling behind will lead to more timely and effective interventions being put in place and lead to better outcomes.	1, 2 and 5
Mastery in Maths interventions for identified children in years 1-4 on the NCTM programme twice a week.	Improved outcomes in maths for these children.	2
Freshstart Reading Programme for identified year 5 and 6 children.	Improved phonic awareness, fluency and comprehension skills for the identified children.	2 and 5
Reading support from Year 1 – 4 for identified children 3 times a week.	Support in phonics, fluency and comprehension for identified children in years 1-4. Targeted support will increase standards in reading.	2

Additional phonics for identified groups of children from Year 1-4	Research indicates that a solid grasp of phonics leads to improved standards in reading and access to the broader curriculum.	2 and 5
EAL specialist to be released half-termly to assess and plan for new arrivals.	To improve the access of EAL children to the entire curriculum which should improve their outcomes across the curriculum.	1,2 and 5

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

Budgeted cost: £ 32,941

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support TA to support disadvantaged children and those with well-being needs.	Children with higher self-esteem and well-being are more likely to be able to learn effectively and make greater progress.	2 and 3
Zones of Regulation now established across the school and lessons being updated and refined.	Evidence shows children who are better able to regulate their emotions are more effective learners. Anecdotal evidence and visits to other schools in Lewisham participating in this programme supports this assertion.	3
Continued ability to work closely with and refer to the Mental wellbeing hub.	Training has upskilled teachers and TAs and given them greater confidence to identify and signpost families to the services they need. Parent workshops have also helped parents who have expressed to us that they have felt more confident in dealing with, for example, challenging behaviour and/or anxiety and they have been able to get their children more readily into school. This has had an impact on the health and wellbeing of the entire family and on attendance and punctuality.	3 and 4
Continuation of SLA with LB Lewisham to support with attendance.	This is the final level of attendance management and is used when the school has exhausted other options.	4
Funding of after-school clubs, music sessions and School Journey for PP children.	Enables PP children to have opportunities afforded to other children and opportunities for enrichment activities to broaden their experience,	3

	increase self-esteem and sense of well-being.	
Workshops and drop-ins including SEND parent forum.	Increased confidence of parents to support their education and well-being at home.	1, 2, 3 and 4

Total budgeted cost: £ 122,484

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessment. One significant factor to take in to account is that the number of disadvantaged children across the school is falling. Anecdotally, however, these children are more disadvantaged and there tends to be greater intersectionality with other groups such as SEND, ethnicity and EAL. Whilst there is a gap in attainment for a lot of disadvantaged children compared to non-disadvantaged children, the progress they make from their starting points is very good. 42% of pupils in KS2 made accelerated progress to close the gap with their peers. In maths those who were not at expected were working towards and there were 4 pupils working at pre-key stage.

The data demonstrates that there continues to be a gap between the attainment of disadvantaged pupils compared to those deemed non-disadvantaged.

In EYFS of the PP pupils (6: 1=16.6%) at the end of EYFS 1 child had an EHCP, 2 were SEND and 2 EAL. Staff identified the needs of pupils to ensure key skills were developed to create the foundations for future learning. Those who were significantly below expected had individualised plans and specific learning targets to close the gap.

In KS1 and KS2 the percentage of pupils working below age related expectations is significantly higher than 20%. The PP pupils needs are identified and interventions and support is given to allow these children to have the best life chances going forward and to be secondary ready. The progress of PP pupils across the school is in line with sound progress for most year groups, in some year groups it is significantly higher, where PP pupils make accelerated progress and are closing the gap on their peers. It is essential that PP pupils make this accelerated progress in all year groups to close the gap on non-PP pupils. In most cases a number of PP pupils also fall into other vulnerable groups.

In Year 1 phonics a significantly lower percentage of PP pupils achieved the expected in phonics. Those that did not fall into more than one vulnerable group had their specific needs identified and strategies were put into place. For some this support starts in reception.

In KS2 a high percentage of PP pupils fall into SEND (42%) and EAL (54%) groups, leading to lower than expected outcomes for these pupils. However as already stated 42% of these made accelerated progress to close the gap.

The focus on Quality First Teaching and investment we have made in developing middle leaders is bearing fruit. Recent school evaluations have indicated that the teaching seen was no less than good. All 9 teaching staff who embarked on NPQs have been successfully accredited and there is an increased confidence amongst middle leaders to lead their subject area and promote Quality First Teaching across the curriculum.

We have also drawn on school data, observations and a student questionnaire to gauge the wider issues impacting on the performance, behaviour, attendance and wellbeing of our disadvantaged pupils.

Teachers continue to make full use of referrals to the Mental Health and Wellbeing Hub for support for individual children and families and an ELSA accredited pastoral support worker continues to aide children and their parents. The Headteacher has successfully completed the Whole School mental health Lead training. Visitors to the school comment on the ability of the children to regulate their own emotions and to use the Zones of Regulation. Children are able to explain the strategies they use to their parents, carers and other visiting professionals, including social workers and the school nurse.

The school has a wellbeing link governor and a designated wellbeing member of staff (also on the school governing body) who meet regularly. A recent survey of the children recorded that 99% of the children said they were safe in school, 85% said very safe. 99% knew who they could talk to if they were sad or upset. SEND and mental health workshops are held for parents and career with the opportunity to learn from skilled professionals about, for example, behaviour that challenges. There is a wealth of after school and lunchtimes clubs provided where disadvantaged students pay at a reduced rate, or attend for free and are provided with, for example, musical instruments. Uniform is offered to families, School Journey and the Camp-outs are subsidised and we apply to PGL for bursaries where we feel children are eligible. In terms of attendance the rate for the whole school is 96.% and for disadvantaged pupils is 93.7%, both higher than national figures.

Based on this information our evaluation of the approaches delivered last academic year indicates that some interventions have had a significant impact on disadvantaged pupils: namely the phonics sessions and work to improve attendance and persistent absence. We have decided to sharpen our approach this year to the teaching of phonics in Years 2/3 with an increased frequency of sessions for a lower number of children. This is an attempt to move them on faster and is reflective of the needs of these year groups. We have also placed a greater emphasis on writing interventions this year as a response to slightly lower outcomes in this area. Some of the interventions, such as the Language Links, may take longer for the impact to be clear. Booster groups for years 6 have been tailored to meet the specific needs of the children concerned and are regularly reviewed.

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.