Sandown Primary School Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

This strategy should be read alongside the school's School Development Plan. It reflects our belief that educational excellence and inclusion go hand in hand. Through ambitious teaching, expert support and rich opportunities beyond the classroom, we will continue to ensure that disadvantaged pupils at Sandown Primary School and Nursery are empowered to become '**The Best That We Can Be'**.

School overview

Detail	Data
School name	Sandown Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026/2029
Date this statement was originally published	December 2026
Date on which it will be next reviewed	October 2027
Statement authorised by	Chris Wright, Headteacher
Pupil premium lead	Chris Wright, Headteacher
Governor	Jig Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,030
Recovery premium funding allocation this academic year:	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£261,030

Part A: Pupil premium strategy plan

Statement of intent

At Sandown Primary School and Nursery, we believe every child has the right to succeed, regardless of circumstance or starting point. Our vision is that every pupil becomes "The Best That We Can Be" through high expectations, ambitious teaching, strong relationships and rich opportunities that develop knowledge, character and aspiration.

We recognise that disadvantage can create barriers to achievement, attendance, wellbeing and participation. Our pupil premium strategy is therefore designed not simply to close attainment gaps, but to remove barriers, broaden opportunities and ensure that disadvantaged pupils thrive academically, socially and emotionally.

Sandown School serves an area of severe deprivation. Its catchment area comprises a neighbourhood that is the 7th most deprived in the country (out of 33,755 neighbourhoods) – and is the most deprived neighbourhood in Hastings. As a result, children in our community face significant socio-economic barriers to educational success which this strategy aims to mitigate and overcome.

The strategy is closely aligned with our current school improvement priorities. In particular, it supports the development of inclusive practice, improvements in writing, strengthened attendance systems, enhanced enrichment opportunities and continued improvement in Early Years provision. We believe these priorities will have the greatest impact on the life chances of disadvantaged pupils.

High-quality teaching remains at the heart of our approach. Alongside this, we provide targeted intervention, specialist support and carefully planned wider opportunities to ensure pupils develop the knowledge, skills, confidence and resilience required to succeed in school and beyond.

Challenges

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

Challenge number	Detail of challenge
1.	A significant number of disadvantaged pupils enter Nursery and Reception with delayed speech, language and communication skills, limiting early learning and access to the curriculum.
2	Attainment in reading, vocabulary development, fluency and comprehension remains lower for some disadvantaged pupils than their peers, particularly for those joining the school later in their educational journey.
3	A proportion of disadvantaged pupils experience social, emotional and mental health difficulties that impact learning, behaviour, relationships and engagement.
4	Attendance for disadvantaged pupils remains below that of non-disadvantaged pupils and persistent absence continues to affect a minority of families.
5	Some disadvantaged pupils have limited access to wider cultural, musical, sporting and enrichment opportunities outside school.
6	Maintaining consistently excellent teaching and intervention across a large primary school in an area of high deprivation and coastal challenge, requires sustained investment in professional development, leadership capacity and quality assurance systems.

Intended outcomes

By **July 2029** we aim to achieve the following outcomes:

Intended outcome	Success criteria
Disadvantaged pupils achieve highly across the curriculum.	Raise the achievement of disadvantaged pupil at the end of KS2, 2026 results: Reading: 70.9% vs national average: 63% Maths: 73.5% vs national average: 60% Writing: 58.8% vs national average: 62% Combined: 58.8% vs national average: 49%
Improved communication and language outcomes in EYFS.	Increasing proportions of disadvantaged pupils achieve age-related expectations in communication and language and contribute to improvements in GLD. 2026 disadvantaged GLD: 41.2%
All pupils become confident and fluent readers.	Phonics outcomes remain strong and disadvantaged pupils make strong progress in reading fluency and comprehension. 2026 disadvantaged Phonics: 72.2%
Excellent teaching is sustained across the school.	Monitoring, assessment and pupil outcomes demonstrate consistently strong classroom practice and effective adaptation for disadvantaged pupils.
Improved attendance for disadvantaged pupils.	Attendance of disadvantaged pupils improves towards whole-school targets (96.1% by July 2029) and persistent absence reduces year on year. FSM attendance 2025/26: 94.4%
Improved wellbeing and emotional resilience.	Pupils demonstrate improved readiness to learn, improved self-regulation and positive engagement with school life.
High participation in enrichment opportunities.	Disadvantaged pupils participate fully in clubs, educational visits, music opportunities, performances, residential experiences and leadership opportunities.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (CPD, recruitment and retention,)

Budgeted cost**: £121,178**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Support £22,500	On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress (EEF) Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development In the early years communication and language approaches typically have a very high impact and increase young children's learning by 7 months (EEF)	1 & 2.
Quality of Teaching Monitoring release time £45,000	Staff provide high quality release time to enable teachers to work alongside subject leaders and SLT for monitoring quality of teaching and evidence teachers standards. HLTAs also teach booster groups and provide overlearning.	6
Reading Lead employed to monitor and support phonics teaching £45,500	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF +5 Read Write Inc is used with fidelity across the school informed by secure termly assessments. Whole school staff training for all staff in RWInc	1, 2 & 6
Early Excellence Project £1500 & HLTA time to support additional release time: £6,678	Research demonstrates that high-quality Early Years provision has a positive impact on children's language, communication and cognitive development. The Early Excellence Project supports staff in developing evidence-informed pedagogy, high-quality interactions and effective provision, with the aim of improving outcomes for disadvantaged pupils and increasing readiness for future learning.	

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

Budgeted cost: £ 24,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
Boosters £4000	Targeted small-group tuition is one of the most effective approaches for pupils who need additional support to catch up. The Education Endowment Foundation reports that small-group tuition can deliver approximately four months of additional progress, particularly when sessions are structured, focused on identified learning gaps and delivered by trained staff. Booster programmes enable disadvantaged pupils to revisit key concepts, address misconceptions and achieve greater success in statutory assessments.	1 & 2
KS2 additional TA interventions £10,190	Well-trained teaching assistants can have a positive impact on attainment when they deliver structured interventions that supplement, rather than replace, high-quality teaching. EEF guidance on making the best use of teaching assistants highlights the importance of targeted academic support, pre-teaching, reading interventions and focused small-group work. Additional TA capacity in KS2 enables timely intervention, increased reading opportunities and responsive support for disadvantaged pupils with identified gaps in learning.	1 & 2
Coram Beanstalk £750	One-to-one reading support has been shown to improve reading confidence, fluency, comprehension and enjoyment of reading. Research consistently demonstrates that disadvantaged pupils benefit from increased opportunities to read with supportive adults. The Education Endowment Foundation identifies reading comprehension approaches as having a high impact on learning, while evidence from Coram Beanstalk demonstrates improvements in reading confidence, motivation and engagement through regular reading mentoring.	1 & 2
Additional Educational Psychologist support for disadvantaged SEN pupils	Early identification and effective support for pupils with SEND is central to improving outcomes for disadvantaged learners. Specialist input from an Educational Psychologist enables a better understanding of barriers to learning and provides evidence-	3

£3000	based recommendations to support adaptive teaching, self-regulation, behaviour, attendance and curriculum access. This work aligns with EEF guidance which emphasises the importance of accurately identifying need and using targeted support to ensure pupils with SEND can successfully access high-quality teaching	
Additional adult support for supporting vulnerable pupils in Year 1 with the transition from EYFS to Year 1. £6826	Effective transition from EYFS to Year 1 is particularly important for disadvantaged pupils. Additional adult support helps maintain progress in language, literacy and social development while pupils adapt to increased curriculum demands. Research highlights the importance of high-quality interactions, oral language development and continuity of provision in supporting successful transitions and preventing gaps in attainment from emerging.	1, 2 & 3.

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

Budgeted cost: £ 115,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer £23,500	Attendance is one of the strongest predictors of attainment. The EEF's guidance on attendance highlights that schools should combine robust monitoring, strong relationships with families, personalised support and targeted intervention to improve attendance. Dedicated attendance staffing enables rapid identification of concerns, home-school communication and individualised support for pupils at risk of persistent absence.	4
Child Counselling and Welfare Support Assistant £4485 £22,500	Emotional wellbeing and mental health have a significant impact on engagement, behaviour and learning. The EEF notes that social and emotional learning approaches can generate around three additional months' progress, while also improving relationships, emotional regulation and attitudes to learning. Counselling supports vulnerable pupils to develop strategies for managing emotional difficulties that might otherwise affect attendance and achievement.	3, 4
Nurture provision (Seagulls) £36,500	Nurture provision supports pupils experiencing social, emotional and behavioural barriers to learning. EEF evidence indicates that social and emotional learning interventions improve self-regulation, emotional understanding and school engagement and are particularly beneficial for disadvantaged pupils, who are more likely to have weaker social and emotional skills.	3, 1 & 2.
Music enrichment – Rocksteady & East Sussex Music. £4000	Access to music and the arts contributes to cultural capital, confidence, communication and engagement. The EEF's Arts Participation Toolkit identifies an average impact of approximately three additional months' progress, alongside wider benefits including motivation, self-expression and participation in school life. These opportunities may be particularly	5, 4

	important for disadvantaged pupils who may otherwise have limited access to cultural experiences.	
Year 6 Residential subsidy. £5000	Residential experiences support independence, resilience, teamwork and confidence while ensuring disadvantaged pupils can access the same opportunities as their peers. Research into outdoor and adventure learning suggests particular benefits for self-efficacy, social development and motivation, all of which contribute to personal development and readiness to learn.	5, 4
Extended schools and After-school clubs' participation and enrichment £6593	Extra-curricular provision can improve engagement, belonging and access to wider opportunities. Participation in structured activities increases pupils' connection to school and ensures disadvantaged pupils can access experiences that develop confidence, teamwork and aspiration. Extended learning opportunities can be particularly effective when linked to broader school improvement priorities and attendance strategies	5, 4
Big Outdoors £9500	Outdoor and adventure-based learning provides valuable opportunities to build resilience, confidence, teamwork and self-efficacy. While evidence for direct academic gains is less secure, the EEF highlights positive impacts on self-confidence, motivation and collaboration, all of which support successful engagement in learning and personal development.	5, 4
Uniform £500	While evidence does not suggest that school uniform alone improves attainment, removing financial barriers helps ensure full participation in school life, improves readiness for learning and prevents disadvantage from becoming a barrier to attendance, inclusion or participation. This aligns with the wider Pupil Premium principle of removing barriers to engagement in education.	4

Total budgeted cost: £ 261,022

Part B: Review of outcomes in the previous academic year: Pupil premium strategy outcomes 25/26

The school continues to demonstrate strong outcomes for disadvantaged pupil. Evaluation of our previous strategy shows that investment in reading, communication and language, attendance and pastoral support continues to have a positive impact.

Commentary

Early Years

Disadvantaged pupils achieved 41.2% Good Level of Development – which is down from the previous year (46.7%). The schools' development plan and PP plan for 2026-29 reflects a new focus on this.

Phonics

72.2% of disadvantaged pupils met the expected standard in the Year 1 Phonics Screening Check, exceeding the national disadvantaged figure of 68%.

Year 4 Multiplication Check

66.7% of Disadvantaged pupils achieved a perfect score of 25. The national average was 27%.

Key Stage 2 Outcomes

Disadvantaged pupils achieved:

Reading: 70.6% expected standard – national average = 63%

Writing: 58.8% expected standard – national average = 60%

Mathematics: 73.5% expected standard – national average = 62%

Reading, Writing and Mathematics Combined: 58.8% compared to the national average of 49%

With the exception of writing (which is a focus of the 2025/26 SDP), these outcomes remain significantly above national disadvantaged averages.

Attendance

FSM pupil attendance was 94.4% in 2025/2026, above national disadvantaged attendance figures, while persistent absence remained substantially below national rates. This reflects the effectiveness of targeted attendance support and strong relationships with families. This figure compares with a mean average for similar schools of 90.8%. In our most recent 'similar schools comparison report' we are ranked 1st out of 20 similar schools.

Early Years	Sandown ALL	Sandown Pupil Premium	National ALL	National Pupil premium
Met GLD in all areas	**61.7%**	**41.2%**	**72.3%**	**54.8%**

Year 1	Sandown ALL	Sandown Pupil Premium	National ALL	National Pupil premium
Phonics check	**80%**	**72.2%**	**82%**	**68%**

Year 4 Multiplication Check	Sandown ALL	Sandown Pupil Premium	National ALL	National Pupil premium
21-25 score	**81.7%**	**66.7%**	**37%**	**27%**

Year 6 Expected Standard	Sandown ALL	Sandown Pupil Premium	National ALL	National Pupil premium
Reading	**79.7%**	**70.6%**	**75%**	**63%**
Writing	**64.4%**	**58.8%**	**73%**	**60%**
Mathematics	**81.4%**	**73.5%**	**75%**	**62%**
RWM Combined	**64.4%**	**58.8%**	**62%**	**49%**

Aims	Outcome
Closing the attainment gap between Disadvantaged Pupils and all learners.	41.2% of pupil premium children achieved GLD. 72.2% of disadvantaged pupils met the expected standard in the Year 1 Phonics Screening Check, exceeding the national disadvantaged figure of 68%. Disadvantaged pupils excel in the year 4 multiplication check having significantly above national averages every year since the check's introduction. 66.7% of Disadvantaged pupils achieved a perfect score of 25. The national average was 27%. KS2 outcomes: With the exception of writing (which is a focus of the 2025/26 SDP), these outcomes remain significantly above national disadvantaged averages.
All pupils reach the expected standard in reading by the time they leave the school in Year 6	For the last 5 years Sandown disadvantaged pupils have achieved above the national average. Disadvantaged children in reading achieved 70.6% significantly above the national average.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	FSM pupil attendance was 94.4% in 2025/2026, above national disadvantaged attendance figures, while persistent absence remained substantially below national rates. This reflects the effectiveness of targeted attendance support and strong relationships with families. This figure compares with a mean average for similar schools of 90.8%. In our most recent 'similar schools comparison report' we are ranked 1st out of 20 similar schools.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write, Inc. Phonics	Read, Write, Inc. Phonics- Ruth Miskin
Talk for Writing	Pie Corbett Talk for Writing
Times Tables Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance
Language Angels	Language Angels
Mastering Number at KS1	NCETM
Mastering Number at KS2	NCETM
Zones of Regulation	Zones of Regulation