



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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.

School overview

Detail	Data
School name	Sandown Primary School
Number of pupils in school	517 (including 62 in Nursery)
Proportion (%) of pupil premium eligible pupils	45% (205 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2026
Date this statement was published	1st December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Charlie Lindsay Headteacher
Pupil premium lead	Charlie Lindsay Headteacher
Governor	Rob McLean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,620
Recovery premium funding allocation this academic year: School Lead Tutoring	£16,622
Covid Recovery Premium	£14,319
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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	£328,771
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Part A: Pupil premium strategy plan

Statement of intent

At Sandown, we expect all learners, irrespective of their background or home situation, to 'be the best that they can be.' Our Disadvantaged Pupils need teaching that is at least good in order to close the attainment gap and ensure that these pupils make accelerated progress from their lower than national starting points. High-quality Wave One teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Many of the families at Sandown will work with a social worker or a keyworker at some point during their school journey and therefore we will consider those additional challenges within this strategy spend.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The approaches we have adopted are a proven approach with higher than national outcomes at KS2. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- ensure early identification of additional needs
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Ensuring quality of education and quality of all teaching is judged as at least good across all year groups including newly appointed staff and ECTs.
2	Low aspiration amongst families / fourth generation worklessness in some disadvantaged families has created a culture of needing to broaden horizons and expose all learners to Career Related Learning, supported by the Skills Builder approach.
3	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.3- 1.7% lower than for non-disadvantaged pupils. 13.4% of disadvantaged pupils have been 'persistently absent' compared to 12.2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Mental health and wellbeing of both children and parents continues to be a barrier to some of our disadvantaged pupils attending school and being supported with their learning between home and school.
5	Low level starting points for our Disadvantaged Pupils in Communication, Speech and Language EYFS baseline.
6	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In addition helping children develop a love of reading for life is a priority.

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
Closing the attainment gap between Disadvantaged Pupils and all learners.	KS2 English and maths outcomes in 2023/2026 show that at least 80% of disadvantaged pupils meet the expected standard.
Accelerated progress for Disadvantaged Pupils	Progress data for Disadvantaged Pupils demonstrates that the gap from low starting points to end of Key Stage 2 Outcomes is significant.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/26 demonstrated by: <ul style="list-style-type: none"> the overall attendance rate for all pupils to be 97% and the attendance gap between disadvantaged pupils

	<p>and their non-disadvantaged peers being reduced by 1%.</p> <p>The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</p>
<p>Essential Skills for Life embedded across the school and wider community</p>	<p>All stakeholders know and can verbalise the 8 Essential Skills need to succeed in life. Children are explicitly taught the skills steps and can recognise when they have demonstrated each skill.</p> <p>Skills are celebrated widely across all aspects of school life.</p>

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 (CPD, recruitment and retention,wider partnership working Alliance)

Budgeted cost: £ 84,996

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Attendance officer	Daily attendance monitoring, first day calling and robust data tracking to ensure attendance returns to above 97% (target) and with Persistent Absence below 8% (target) Attendance levels were and continue to be persistently above National figures.	3
Training for staff to ensure interventions are targeted and training is robust	Teaching Assistants become specialised in areas of support for maths, language, reading, dyslexia and	5,6
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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 Read Write Inc is used with fidelity across the school informed by secure termly assessments. Whole school staff training for all staff in RWInc	1,5,6
Robust and rigorous monitoring cycle	HLTA team employed to facilitate release for class teachers to meet with subject leaders across core subjects / cohesive curriculum lead and SENCo. Weekly Quality of Education monitoring with SLT led by headteacher ensures cohesion, quality assurance and that outcomes	1,4

	reflect the teaching and learning policy.	
Bringing home and school together through parental engagement	The proven approach to working with the whole family as being key to Disadvantaged Pupils succeeding in school and in their future lives.	2

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

Budgeted cost: £ 37,308 (School Led Tutoring £21,481, Covid Recovery Premium £15,826)

£24,180 Speech Therapist

£16,901 Read, Write, Inc Tutoring

£31,879 Nurture Team

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of ReadWriteInc and whole staff training including additional in school tutoring	To ensure every child that requires robust phonics teaching is taught with fidelity, every member of staff(teachers, HLTAs, TAs, SLT) trained by RWI trainer.	6
HLTA team	In-House HLTA 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.	1
Speech Therapist	To ensure our youngest learners access regular quality speech therapy swiftly on entry into school to develop speech and language, assess using Language Link and deliver and devise individualised programmes. Further speech and language support for pupils with significant delay or difficulties as they move through the school.	5
Tutoring Boosters	HLTAs and teachers deliver booster sessions to targeted pupils. Improved progress and outcomes.	1,6
Nurture Team	2 EYFS Nurture TAs to support successful transition into school and throughout Reception.	1,3,4

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

Budgeted cost: £ 39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	Attendance at school is always a priority at Sandown. To ensure all of our pupils and especially our disadvantaged pupils attend every day, on time and ready to learn, we employ an Attendance Officer. This role is key in ensuring daily robust attendance monitoring, first day calling, working with partnership agencies such as ESBAS or school health. Where necessary, Attendance officer and SLT visit homes and support with transporting pupils into school on a needs basis. Rewards and pop-ups planned to encourage and reward consistently good or improved attendance and punctuality.	3
Residential Trips and Visits	All school trips are subsidised to ensure access for all. All pupils expected to attend residentials in Y5 and Y6.	2,3,4
Uniform	Sandown school ensures that all pupils have correct and adequate uniform for school, including PE kit. We will provide uniform where a family is facing hardship. We provide a set of uniform for families joining the school midyear where hardship may be a factor.	2,3
Welfare TA / PSA	Bringing home and school together as a value is supported through Parental Engagement.	4,5
Extended Schools Provision	Providing Breakfast and Teatime Club places for pupils who school have identified as requiring additional meals within families facing hardship. To support attendance for pupils in families where mental health is a barrier breakfast club places are offered.	3,4
Music Enrichment and wider Curriculum Opportunities	Sandown recognises the value in every child accessing a wider curriculum activity or club.	

Total budgeted cost: £ 336,928

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Attendance of disadvantaged pupils July 2023 is 94.6%, although this below our target of 97% it is 3.2% above the national average. Persistent absence was 9.2% , which is 8.8% below the national average. Under the present circumstances these are very strong outcomes that have received awards.

A significant improvement in disadvantaged pupils passing the year 1 phonics screening test 89% 22/23

Also 75% of disadvantaged pupils in year 4 achieved 25/25 in the multiplication check June 2023.

End of Year 6 statutory SATs tests 65.4% of disadvantaged pupils achieved combined expected results in reading, writing and maths. The table below shows significantly above national averages for disadvantaged pupils in reading, writing and maths.

KS2 Expected Standard EXS				
	Combined	Reading	Writing	Maths
National All	59.50%	72.60%	71.50%	72.80%
School All	75.90%	87.90%	75.90%	87.90%
Nat disad	44%	60.20%	58.10%	58.80%
Sch disad	65.40%	84.60%	65.40%	80.80%

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
Mastering Number KS1	NCETM
Skillsbuilder	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Skills Builder underpins our visions and values at Sandown School. The 8 Essential Skills are recognised as being the skills we all need to be successful in life. The explicit teaching of each skill across the curriculum and celebration of the skills through whole school awards and rewards ensures that all stakeholders recognise the importance of building skills for life. All of our children but particularly our Disadvantaged Pupils need to understand the importance of working and making a positive contribution to society and their community. 2023/24 Sandown School and Nursery are on the Accelerated Skills Builder+ programme.

Our ambitious curriculum is specifically designed to ensure sequential learning for ALL learners.