

Pupil Premium Strategy Statement – Sandfield Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	42 /210 = 20%
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 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	K Collins
Pupil premium lead	K Collins + L Lidstrom
Governor / Trustee lead	D Kennedy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Actual figure is for 24-25 based on Oct 23 census PP pupils count of 32	£47,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	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>	£47,360

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive primary school, our intention is to provide an inspirational and inclusive learning environment with opportunity for all. Our ultimate goal is that no child is left behind socially or academically because of disadvantage. We strive to raise lifelong aspirations and focus on removing barriers to enable all our PP pupils to be the best they can. Every member of our Sandfield team has high expectations and are responsible for improving outcomes of disadvantaged pupils.

Our Pupil Premium Plan aims to address the main barriers our children face and through careful planning, targeted support, delivery of quality first teaching and early intervention; provide all children with opportunities to thrive.

Challenges

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

Challenge number	Detail of challenge
1	<p>To close the attainment gap between all pupils and PP pupils</p> <p>Writing has been the subject that disadvantaged pupils struggle most with and this continues to be a top priority in our SDP. Academic year 2023-24 – PP pupils across the school achieved 37% expected compared to all pupils with 61%.</p> <p>Reading Academic year 2023-24 – PP pupils across the school achieved 57% expected compared to all pupils with 76%.</p> <p>Maths Academic year 2023-24 – PP pupils across the school achieved 63% expected compared to all pupils with 73%.</p>
2	<p>Persistent poor attendance of some of our PP pupils (2023-24) 10.3% of pupils with persistent attendance issues. Disadvantaged pupils had an attendance figure of 93.5% against all pupils at 96.8%. School national attendance figure last year was 95%. Any absenteeism is negatively impacting disadvantaged pupils, both wellbeing and progress.</p>
3	<p>Family circumstances and reduced parental engagement, despite all form of communications and face to face meetings in place. School analysis shows that 75% of our PP pupils receive extra support from the inclusion team to ensure engagement with school.</p>
4	<p>Mental health of pupils and their families – observed and identified with discussion with pupils and families. Increased referrals to external agencies. Substantial waiting times for some services.</p>
5	<p>49% EAL with some of these families new to the country struggling to access full school offer – 18/42 pupils are both EAL + PP.</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
To develop the quality of teaching and learning for the most vulnerable pupils in order to accelerate progress and narrow the gap.	<p>All staff know PP pupils within their class.</p> <p>Pupil progress termly provide the vehicle of discussion on every PP progress and next steps.</p> <p>Quality first teaching within all classrooms ensures all PP pupils have the resources, scaffolds to support their learning. This is reinforced by our technology offer.</p> <p>Increased independence, self-belief and resilience shown by pupils.</p> <p>100% of PP pupils make expected progress in reading and writing.</p>
To provide targeted academic support by small group interventions which are regularly reviewed and refined.	<p>PP pupils learning gaps are identified and bespoke provision is planned and delivered either within the classroom or beyond in small groups across the phase. (NTS assessments termly in reading and maths)</p> <p>100% of PP pupils to make expected progress in reading and writing.</p> <p>Written feedback from small group interventions is regularly given to the classteacher</p>
To increase the self-belief and resilience of PP + SEND pupils (SDP links) by offering enrichment curriculum opportunities and small group support for Mental Health and Wellbeing.	<p>Children gain an improvement in their mental wellbeing, self-esteem and resilience.</p> <p>Weekly drop ins reflect high levels of engagement from PP + SEND pupils</p> <p>Evidence from pupil and parent surveys, and student voice.</p> <p>100% of PP + SEND pupils to access enrichment opportunities.</p>
To improve the level pupil self-regulation and resilience.	<p>Zones of regulation strategy to be embedded across the school.</p> <p>The language and approaches are reinforced daily within all activities.</p> <p>Every pupil to have their individual emotional toolkit and to know strategies that will help them regulate.</p>

To use technology to support PP children to maximise their learning	<p>All PP pupils confidently access and use Seesaw (+ other Apps), leading to improved learning outcomes.</p> <p>Increased parental engagement through instant Seesaw messages.</p> <p>100% of PP + SEND pupils to make expected progress.</p>
---	--

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: £3426

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <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:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2, + 5</p> <p>£1536</p>
<p>Purchase Bug Club to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF toolkit– Phonics + 5 months</p>	<p>1 + 5</p> <p>£1300</p>
<p>Embed zones of regulation</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school</p>	<p>1, 4 + 5</p> <p>.</p>

<p>across the school.</p> <p>Zones of regulation will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF toolkit– Metacognition + self regulation + 4 months</p>	
<p>Quality First Teaching supported by continuous professional development.</p> <p>All staff to access Trust training and network meetings</p>	<p>Every teacher is supported in delivering high-quality teaching, which is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>CPD opportunities identified for all staff.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1
<p>Focus on vocabulary and oral language intervention</p>	<p>Every adult to use Widgits to support children's understanding and use of vocabulary within their learning. This is especially key for our EAL learners.</p> <p>https://widgitonline.com/en/home</p> <p>All adults to use Word Aware strategies to embed and enrich vocabulary</p> <p>http://thinkingtalking.co.uk/word-aware/</p>	1 + 5
<p>Using the mastery approach in maths to support our quality first teaching offer</p>	<p>Use of White Rose resources, manipulatives, teaching materials and workbooks to support high quality first teaching using the mastery approach for all pupils.</p> <p>https://whiteroseeducation.com/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>EEF toolkit– Mastery learning + 5 months</p>	1 £590

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

Budgeted cost: £19866

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 intervention groups (experience KS2 TA)	<p>Extra provision with targeted TA intervention group will enable these pupils to reach expected standards and beyond.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF toolkit– teaching assistant interventions + 4 months</p>	1 £6000
KS1 PP phonic interventions Year R, 1 + 2 (TA)	<p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF toolkit– Phonics + 5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF toolkit– Oral language interventions + 6 months</p>	1 £6866
Purchasing Technology and licenses to support learning (Apple TV, Seesaw + Edukey other educational Apps)	<p>Digital technology has a positive impact when it is embedded in a well-designed learning system (including factors such as the curriculum, pedagogy, teacher professional development and assessment – marking and feedback)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Using_Digital_Technology_to_Improve_Learning_Evidence_Review.pdf?v=1730911245</p> <p>Our new feedback and marking policy prioritises “in the moment verbal feedback”. The use of Apple TV to model good examples and address misconceptions. This has been instrumental for our most vulnerable pupils, because feedback is bespoke, visual and instant.</p> <p>Use of the Seesaw platform provides instant messaging for families from their classteacher and gives access to their child's work to increase parental engagement.</p> <p>https://seesaw.com/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF toolkit– Feedback + 6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF toolkit– Parental engagement + 4 months</p>	1, 3 + 5 £7000

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

Budgeted cost: £24067

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved communication between families and school using BromCom.</p> <p>FFt provides weekly reports on whole school, class and individual attendance which impacts HSLW, Classteachers, TAs + EWO involvement and actions.</p>	<p>Quick and effective way to make sure that all our parents / carers are signed up to the school messaging app to improve communication between families and school</p> <p>100% of parents signed up</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF toolkit– Parental engagement + 4 months</p> <p>The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.</p> <p>DfE March 2016 - The link between absence and attainment at KS2 and KS4</p> <p>https://assets.publishing.service.gov.uk/media/5a808fdee5274a2e8ab50d9f/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</p>	2, 3, 4 + 5
Small groups led by experienced inclusion trained adults	<p>Small groups to support wellbeing so children are more ready to access learning. Groups are recorded on Edukey, using the Leuven Scale and feedback given to classteachers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF toolkit – social and emotional learning + 7 month</p>	1, 3 + 4 £4367
HSLW / SENCO time	<p>Weekly inclusion team meeting supports a constant conversation of our disadvantaged pupils and those we are most worried about. Sandfield families are accessing foodbanks, local charities, Surrey County Council Specialist Teachers and EP services.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF Toolkit Parental engagement 4+ months</p>	All £8000

Use of Edukey – which is an online secure portal which stores all SEND pupil information	Edukey provides an online secure document resource site for all SEND plans and provisions, which enable all staff to monitor progress and set specific targets. This information is then shared with families and outside agencies.	1 + 3
Provision of Forest School for specific KS2 pupils	<p>A wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>EEF – Toolkit – outdoor adventure learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	£2700
Extra funds available for the cost of PP pupils trips + residential, uniform, music lessons, after school sports clubs	<p>Enriching experience are essential for building self-esteem as well as building cultural capital and learning from first-hand experience.</p> <p>EACT Trust Academy has evidenced impact of accreditation of the whole child. focusing on building Cultural Capital for disadvantaged pupils</p>	<p>2, 4 + 5</p> <p>£6000</p>

Planet Soccer coaching all pupils from Year 1 - 6	<p>Children receive high quality PE coaching, allowing offsite lessons to ensure the health, wellbeing and physical development.</p> <p>EEF – Physical Activity + 1 month</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	4 + 5 £3000
---	---	--------------------

Total budgeted cost: £ 47,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PP Data Summary 2024 – 2025

All Pupils data July 2025 – Internal data + KS2 results

EOY Data – 2024 -25				
All pupils Attainment	Reading (GD)	Writing (GD)	Maths (GD)	Combined RWM
6	83 (48)	93 (28)	90 (45)	83
5	71 (45)	61 (16)	58 (22)	53
4	87 (40)	55 (13)	83 (47)	55
3	73 (27)	47 (7)	73 (20)	50
2	72 (38)	52 (24)	76 (38)	52
1	76 (10)	62 (10)	79 (10)	62
Overall	77 EXP 35 GD	62 EXP 16 GD	77 EXP 30 GD	59% EXP +

PP pupils data – July 2025 – internal data + KS2 results

End of Year 24-25– PP Attainment				
Year Group	Number of PP	Number of pupils meeting expected /+ in reading	Number of pupils meeting expected / + in writing	Number of pupils meeting expected / + in maths
1	6	67% (4/6)	50% (3/6)	33% (1/6)
2	5	40% (2/5)	60% (3/5)	40% (2/5)
3	8	63% (5/8)	25% (2/8)	75% (6/8)
4	5	80% (4/5)	40% (2/5)	80% (4/5)
5	8	50% (4/8)	38% (3/8)	38% (3/8)
6	6	83% (5/6)	83% (5/6)	83% (5/6)
Overall	38	64%	49%	58%

Data analysis

- 8 / 38 – PP + EHCP = 21%, 11/38 – SEND (including EHCP) = 29%
- Reading 77% (all pupils) v 64% (PP) - 10/ 38 not met EXP in reading – 6 out of those 10 – EHCPs. This aligns with the national average for PP pupils of 64%. Although our year 6 PP reading data 2025 is 83%
- Writing 62% (all pupils) v 49% (PP) – 19 / 38 pupils not met EXP in writing – 8 out of 19 – EHCPs (all EHCP + PP children). We are lower than the national

average for PP pupils which was 60%, however our TA for writing is very tight. The year 6 TA for writing is higher than the national average with **83%** achieving the national standard.

- Maths 77% (app pupils) v 58% (PP) - 13 / 38 pupils not met EXP in maths - 7 out of 12 – EHCPs. Other 5 PP children that did not achieve EXP have clear actions in place to support their progress. (Interventions + exploring additional needs). Our whole school average for PP children falls slightly below the national figure of 61%, however our year 6 PP data is 83%.
- 8 / 38 pupils – not meeting across all core subjects –R, W, M - 6 /8 on EHCPs, 2/ 8 - WTS expected standard. Clear plans in place for all these pupils, families working in partnership with us - inclusion team involved with both of these families with regard attendance and other barriers to learning.
- PP reading data is strong. This is important as reading is the key to unlock the curriculum. Our focus remains on reading first, phonics in KS1 and table acquisition in KS2. Sandfield curriculum is based on rich, diverse, engaging texts across the curriculum with vocabulary at the forefront, as 51% of all pupils at Sandfield is EAL.
- Sandfield has clear PP expectations in every classroom for every PP pupil: best seat in the house, reading every day, feedback first, spotting the gaps – precision teaching, access to a FULL curriculum, which will expose pupils to key vocabulary
- Those pupils that are both PP + EHCPs have clear targets that are followed and shared with all adults and families. Sandfield offers a bespoke curriculum for 2 pupils in year 5 that are working at year 1 level.

Attendance

Following the DfE changes to attendance implemented in September 2024, our persistent attendance rate for PP pupils has dropped from 10.3% to 7.62%. This is due to clarity of expectations and communications with all families, attendance contracts and face to face meetings where needed.

PP Family Engagement

The inclusion team work consistently with our PP families and this involvement increases year on year. Last year school analysis shows that 75% of our PP pupils receive extra support from the inclusion team to ensure engagement with school. This year 34 /42 (81%) of PP families have been directly supported by the Inclusion team – some families receiving very high level daily support.

Wellbeing and Mental Health Strategy

Our SDP has supported the wellbeing and mental health of all our Sandfield pupils. The school has embedded the Zones of Regulation across the school, with every child making their own emotional toolkit, as well as designing their own safe space. All of our PP pupils attend all activities and trips. We actively ensure that PP pupils are represented in our Year 6 ambassadors, sport squads, choir, eco team and JLT. In our learning walks across the school, PP pupil voice is always captured.

Conclusion

1. To develop the quality of teaching and learning for the most vulnerable pupils in order to accelerate progress and narrow the gap. *Achieved in reading and maths and writing is a key focus in our SDP next year.*
2. To increase the self-belief and resilience of PP + SEND pupils (SDP links) by offering enrichment curriculum opportunities and small group support for Mental Health and Wellbeing. *Target achieved and school will continue to embed these strategies*
3. To use technology to support PP children to maximise their learning. *Target achieved – all PP pupils have made progress enabled by schools technology offer of 1 :1 device.*

Please watch our Sandfield computing offer video – which focuses on inclusion and accessibility for all our pupils.

<https://www.youtube.com/watch?v=rkC6TFS7CWU>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil 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:</i> How our service pupil premium allocation was spent last academic year
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 funding.