

Pupil premium strategy statement - Sandford Hill 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Smith and David Wardle
Pupil premium lead	Sarah Smith and David Wardle
Governor / Trustee lead	Christopher Austin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,800
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>	£199,800

Part A: Pupil premium strategy plan

Statement of intent

At Sandford Hill Primary, we are committed to providing a nurturing, inclusive, and ambitious learning environment where every child, regardless of background, can thrive. Our Pupil Premium strategy aims to ensure that disadvantaged pupils achieve outcomes in line with their peers by embedding a culture of high expectations, support, and consistency.

We believe strong relationships, secure routines, and high-quality teaching are crucial to pupil success—particularly for those facing disadvantage. Many of our staff have long-standing ties to the Sandford Hill community, giving them deep insight into the challenges our pupils face. This knowledge, combined with accurate assessment and early intervention, enables us to tailor support effectively and sensitively.

Our strategy prioritises a consistent, knowledge-rich curriculum with a strong focus on language development and explicit teaching in small, manageable steps. Professional development for staff is central to our approach, guided by the principle of “improve not prove,” ensuring high-quality teaching across the school.

We also place a strong emphasis on pastoral care and emotional well-being. For pupils who may experience trauma, food insecurity, housing instability, or disrupted family life, secure relationships with trusted adults are key.

Ultimately, our whole-school commitment to equity ensures that every child, especially the most vulnerable, receives the support and opportunities needed to succeed.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment</p> <p>Key Stage 2</p> <p>Over the past three years, Sandford Hill’s pupil premium (PP) outcomes at the end of Key Stage 2 have shown fluctuating performance compared with national non-PP pupils, national PP pupils, and SH’s own non-PP pupils. While there have been improvements in some years, overall performance remains inconsistent and significant attainment gaps persist.</p> <p>Phonics</p> <p>Over the past four years, phonics attainment for Pupil Premium (PP) pupils at SH has shown marked fluctuations, highlighting persistent challenges in securing consistent outcomes. While there was a notable improvement in 2023–24, when PP attainment rose to 82% and significantly narrowed the gap with non-PP peers, this progress was not sustained, with PP attainment dropping to 64% in 2024–25.</p>

2	<p><i>An increased need for social and emotional support.</i></p> <p>Post-COVID, particularly in Key Stage 2, there are still pupils who find it difficult to demonstrate emotional self-control and resilience when they encounter setbacks or challenges. This has highlighted the need to prioritise social and emotional development, as many children require additional support to manage frustration, regulate their emotions, and persevere in the face of difficulties. Addressing these needs is essential to help pupils develop positive coping strategies, build confidence, and re-engage fully with their learning.</p>
3	<p><i>Opportunities outside school.</i></p> <p>We recognise that many of our PP children have limited access to enriching real-life experiences, extracurricular activities, and cultural opportunities beyond school. To address this, we are committed to providing regular educational visits, both locally and nationally. We will actively promote participation in clubs, teams, and creative activities to broaden horizons, build confidence, and raise aspirations. By removing barriers to access, we aim to ensure all children develop the cultural capital and skills they need to thrive.</p>
4	<p><i>Attendance</i></p> <p>Over the past three years, absence data for PP pupils at Sandford Hill has shown a gradual improvement however it is still lower than the attendance of national non-PP pupils.</p>
5	<p><i>Improving early speech and language and oracy development across the whole school</i></p> <p>Baseline assessments on entry to Nursery demonstrate that 70% of our PP start school working below age related expectations. Assessments, discussions and observations show underdeveloped language skills and vocabulary gaps for some disadvantaged pupils from EYFS to Year 6.</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. To ensure that high quality teaching and learning is taking place across the school so that sustained improvements in PP attainment across all phases narrow gaps in attainment.	<p>Staff are held to account for the attainment, attendance and involvement within the wider school community of their PP pupils.</p> <p>At Key Stage 2, the gap between PP pupils and non-PP pupils is reduced by 10%</p> <p>Phonic attainment of PP pupils at the end of Year 1 is at least 70%</p> <p>EYFS GLD for PP pupils is at least 65%</p>

2. To further develop the provision of social and emotional learning.	PP pupils are more able to self-regulate and show increased resilience
3. Broaden horizons and increase participation.	PP pupils attend at least three school trips during the school year 60%+ of pupil premium pupils attend a school club each term Improved aspiration
4. Attendance of PP pupils is in line with national averages	Attendance of PP pupils is above 96% and PP persistent absence is below 8%
5. Improved communication and vocabulary	80% of PP pupils meet language targets Phonics readiness of PP pupils is improved

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: £43,899

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the White Rose Mathematics scheme and ensure consistency of Numicon as a teaching manipulative. 1:1 and small group tuition in mathematics across the school	White Rose Mathematics scheme uses a consistent mastery approach that focuses on small steps and conceptual depth. The consistent use of manipulatives (e.g. tens frames, counters, place value charts) helps bridge the gap between abstract and concrete understanding. This is especially effective for disadvantaged pupils, who may lack prior exposure to mathematical language or concepts (EEF, <i>Improving Mathematics in the Early Years and KS1</i>). EEF Small group tuition: +4-5 months progress	1
Embed the 15-day writing cycle across the school to provide speech and language opportunities and	A consistent writing cycle—such as modelled writing, shared writing, planning, drafting, editing, and publishing—ensures repeated, structured exposure to high-quality language, narrowing the	1 and 5

consistency in the teaching of writing	attainment gap (EEF, <i>Improving Literacy in Key Stage 1 & 2</i>). Schools that adopt a clear, progressive writing curriculum—applied consistently across year groups—see greater progress in writing for all pupils, especially those from disadvantaged backgrounds (Ofsted English Subject Review, 2022).	
Regular pupil progress meetings	Regular data analysis meetings to inform swift intervention EEF: Feedback and responsive teaching - +6 months	1, 2, 3, 4, 5
Consistency in the assessment and delivery of School Support Plans	Research shows that when support strategies are implemented consistently over time, pupils are more likely to make sustained progress both academically and socially. The Education Endowment Foundation (EEF) highlights that targeted interventions are most effective when delivered with fidelity and continuity.	1
Maintain the effective delivery of an evidence-based phonics programme	EEF Phonics: +5 months impact	1

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

Budgeted cost: £63,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted group and 1:1 interventions	EEF Small group tuition: +4-5 months progress	1 and 5
Daily reading for Reception – Year 3 PP pupils as well as Y4, 5 and 6 who are falling behind	PP pupils are more likely to start school with limited language and reading experiences. Daily reading—especially when structured and supported—provides regular exposure to vocabulary, sentence structure, and comprehension strategies, which directly contributes to improved reading attainment (DfE, 2021; EEF, <i>Improving Literacy in KS1 & KS2</i>). Research shows that enjoyment of reading is strongly linked to higher attainment, and regular in-school reading opportunities are essential for pupils without strong home reading habits (OECD, 2010).	1

Maintain delivery of NELI for identified pupils	EEF, NELI and language rich routines evidence +6 months	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £94,243

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the strategies from chapters 10, 11 and 12 from Doug Lemov's 'Teach Like a Champion'	A whole-school, consistent approach to behaviour expectations helps all pupils—especially those from disadvantaged backgrounds—feel safe, supported, and ready to learn. Consistency reduces anxiety and allows pupils to focus on learning rather than navigating unpredictable environments (EEF, <i>Behaviour Interventions</i> , 2021).	2
Provide ELSA support for identified pupils	ELSA support helps PP pupils develop emotional literacy, self-regulation, and resilience—skills that are essential for managing anxiety, frustration, and trauma. Many disadvantaged pupils face adverse childhood experiences (ACEs), and targeted emotional support can reduce their impact on learning (Public Health England, <i>The link between pupil health and wellbeing and attainment</i> , 2014)	1 and 2
Daily hub well-being check-ins with identified pupil premium pupils		1 and 2
Pastoral team to provide early help and family support	Targeted monitoring allows for focused strategies—such as home visits, attendance mentoring, and access to additional support—which have been shown to improve attendance outcomes for disadvantaged pupils (EEF, <i>Working with Parents to Support Children's Learning</i> , 2021).	3 and 4
Employ a Family Support Assistant with a key focus to tracking, monitoring and supporting attendance		3 and 4
Subsidise educational visits and trips	Subsidise educational trips and visits – EEF Outdoor Adventure Learning +4 months	3

Engagement of PP pupils with HAF club	EEF Arts Participation +3 months	3
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Total budgeted cost: £207,232

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. To ensure that high quality teaching and learning is taking place across the school

Pupil Premium outcomes at the end of Key Stage 2 are still yet to reach those achieved by Sandford Hill pupils prior to COVID (2017 – 2018 and 2018 – 2019).

APS in reading is higher than that achieved in mathematics in each of the last 3 years. In two of those years (2021 – 2022 and 2022 – 2023), the APS score of Sandford Hill pupil premium pupils in reading was higher than that of the National pupil premium group.

The APS in mathematics of our pupil premium cohorts has been below 100 in two of the past three academic years (99.8, 102.5 and 97.6).

Gaps between pupil premium pupils and non-pupil premium pupils who attend Sandford Hill were smaller in 2022 – 2023 than 2021 – 2022 and 2023 – 2024 but in each of the three year period, the gaps in attainment were larger than those between non-pupil premium Sandford Hill pupils and the non-pupil premium National pupils.

2. To further develop the provision of social and emotional learning

When the nurture hub was introduced in 2021, 40 pupils accessed the nurture hub, 28 of whom were eligible for PP. Throughout the academic year and the two subsequent years, the number of pupils accessing the nurture provision increased:

	Number of pupils accessing the Nurture Hub	Number of PP pupils accessing the Nurture Hub
2021-22	60	36
2022-23	65	40
2023-24	83	45

There are two members of support staff, led by a teacher, who are based in the hub and offer the flexibility to support immediate needs.

In September 2021, a member of support staff within the nurture hub was trained and achieved qualified ELSA status. To maintain her accreditation, she attends supervision sessions 6 times a year.

Two members of staff (1 ELSA, 1 SLT) are qualified as Mental Health First Aiders and this was accredited by MHFA England on 13.05.22.

The provision for social and emotional learning is tailored to meet the needs of each child and has also been used to support pupils at risk of exclusion. This ensures that they can remain within a mainstream setting rather than accessing an external Pupil Referral Unit. Three pupils have received this bespoke support all of whom are eligible for pupil premium funding.

3. To build, across the curriculum, the self-esteem, confidence and independence of pupil premium pupils by improving their language and comprehension.

The percentage of Sandford Hill pupil premium pupils achieving GLD has shown a year-on-year increase in the last 3 years, 38.1% (2022), 57.1% (2023) and 62.5% (2024).

6 adults have been trained to deliver the Nuffield Early Language Intervention Programme.

The percentage of Sandford Hill pupil premium pupils achieving the phonic screening threshold has shown a year-on-year increase in the last 3 years, 52.9% (2022), 57.1% (2023) and 81.3% (2024).

4. To harness the pupils' use of digital technologies for enhancing learning opportunities

1:1 devices (iPads) were rolled out across Key Stage 2 to and these have served to counter the digital divide between advantaged and disadvantaged students.

Lumio has been used extensively in classrooms to improve the quality of explanations and modelling.

The use of digital subscription services such as Times tables Rockstars and Primary Maths Games is helping to secure the children's knowledge and understanding of English and Maths

Accelerated Reader has supported Reading through retrieval practice and self-quizzing which in turn, has helped to increase retention of key ideas and knowledge.

The use of digital books, during school assemblies is helping to foster a love of reading

5. To enrich the lives of disadvantaged pupils so that at the end of their time at Sandford Hill Primary, our disadvantaged pupils have securely developed the personal qualities and skills detailed in the school vision and values.

Holiday and Food Club

- This was implemented three years ago and is now established
- Pupils attending has grown year-on-year. In 2023-2024: 44 pupils attended the Christmas provision; 61 pupils attended the Easter provision; and 67 pupils attended the summer holiday provision
- A teacher has qualified as a Level 3 Forest School Leader and pupils are now able to spend lots of time in the woodlands (including making shelters and using our slack line)

Extra-Curricular Clubs

6. To achieve and sustain improved attendance for all pupils particularly disadvantaged pupils

2023-24

	All pupils	PP Pupils (146)	National PP	National Non-PP	National ALL
Overall	4.8%	5.7% (15 th)	7.9%	4.6%	5.5%
Authorised	3.3%	3.6% (12 th)	5.1%	3.4%	3.9%
Unauthorised	1.5%	2 % (42 nd)	2.9%	1.2%	2.1%
PA	8.2%	12.3% (11 th)	26.7%	10%	14.6%
Severe PA	0%	0% (1 st)	1.5%	0.6%	0.8%

2022-23

	All pupils	PP Pupils (144)	National PP	National Non-PP	National ALL
Overall	4.7%	5.8% (14 th)	8.6%	5%	5.9%
Authorised	3.3%	3.9% (12 th)	5.5%	3.8%	4.2%
Unauthorised	1.4%	1.9% (42 nd)	2.8%	1.2%	2.4%
PA	8%	14.6%(14 th)	28.8%	11.5%	21.2%
Severe PA	0.3%	0.7% (60 th)	1.3%	0.5%	2%

2021-22

	All pupils	PP Pupils (140)	National PP	National Non-PP	National ALL
Overall	6.4%	7.9% (46 th)	5.5%	8.3%	7.6%
Authorised	4.5%	5.1% (28 th)	5.8%	4.4%	4.8%
Unauthorised	1.9%	2.9% (76 th)	2.5%	1.8%	1.5%
PA	18.2%	26.4% (42 nd)	29.7%	13.3%	22.5%
Severe PA	0%	0%	1.1%	0.4%	0.6%

<p>The attendance of all pupils since 2021 has significantly improved and is higher than the national average.</p> <p>Attendance of pupils eligible for PP has also improved for the past three years.</p> <p>The absence of PP pupils is lower than national PP and all pupils nationally however, is slightly higher than national non-PP pupils.</p> <p>Our Family Support Assistant monitors attendance daily and collates and tracks absence data. Weekly meetings are held with our attendance team to monitor and analyse weekly pupil attendance data. Specific interventions are planned for, delivered and monitored for identified families in order to improve pupil attendance. We also buy into additional attendance support from the Local Authority to enable us to further support attendance.</p>	
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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)

<p><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</p>
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.