

# 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	432
Proportion (%) of pupil premium eligible pupils	37.3% (161 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2026-29
Date this statement was published	31.12.25
Date on which it will be reviewed	31.12.26
Statement authorised by	S. Bullock and S. Smith
Pupil premium lead	S. Bullock
Governor / Trustee lead	C. Robinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,825
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£234,825

# 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 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	<b>Speech and Language:</b> Many PP pupils face speech and language delays, creating communication barriers that affect social interaction and attainment across the curriculum. These foundational challenges make it harder for pupils to access learning and engage confidently.
2	<b>Attainment:</b> Ensuring PP pupils close the gap and achieve in line with their peers remains a significant challenge.
3	<b>Attendance:</b> Maintaining regular, punctual attendance is a persistent challenge for some PP pupils and their families. Irregular attendance limits academic progress and reduces opportunities to participate fully in school life.
4	<b>Social, Emotional, and Mental Health (SEMH) Needs:</b>

	Some children have significant SEMH needs. Pupils must feel safe and supported to engage effectively with learning and build positive relationships.
5	<b>Wider Experiences:</b> Some children have limited access to enriching experiences that have the potential to broaden their understanding of the world and help them to develop cultural capital outside of school. This in turn can impact their social, emotional and academic achievements.

## 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
Improve outcomes for PP in Early Years	PP attainment in Communication and Language, Word Reading, and Number at the end of EYFS exceeds national PP outcomes and aligns with national non-PP standards.
Improve attainment of PP pupils in Mathematics	PP attainment in Mathematics at EYFS, Year 2, Year 6, and Year 4 Multiplication Screening exceeds national PP outcomes and matches national non-PP standards.
Improve outcomes for PP pupils in phonics	PP attainment in the Phonics Screening Check at the end of Year 1 and Year 2 exceeds national PP outcomes and aligns with national non-PP standards.
Improve attainment of PP pupils in Writing	PP attainment in Writing at EYFS, Year 2, and Year 6 exceeds national PP outcomes and matches national non-PP standards.
Improve attendance of PP pupils	PP attendance is above 96%, with persistent absence below 8%, aligning with or exceeding national standards.
Ensure effective pastoral support for PP pupils to overcome barriers related to social, emotional, and mental health	Positive pupil voice feedback indicates improved well-being and engagement, with measurable reductions in SEMH-related barriers impacting learning.

## 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: £ 56,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Quality First Teaching:</b> Maintain a whole-school commitment to high-quality, inclusive teaching that meets the needs of all pupils, including disadvantaged learners. This includes clear lesson structuring, modelling, scaffolding, and consistent high expectations.	Research shows that high-quality teaching is the most significant factor in improving pupil outcomes, particularly for disadvantaged pupils (EEF).	1, 2, 4
<b>Pupil Progress Meetings:</b> Release time to enable leaders to meet teachers to monitor and discuss pupil progress and attainment.	Regular data analysis meetings to inform swift intervention (EEF).	1, 2, 3, 4
<b>CPD on Adaptive Teaching:</b> Provide ongoing professional development focusing on adaptive teaching strategies using evidence-based resources such as Doug Lemov's <i>Teach Like a Champion</i> , Tom Sherrington's <i>WalkThrus</i> , and <i>The Teaching and Learning Playbook</i> by Michael Feely and Ben Karlin. This CPD will support staff to adapt teaching and learning and maintain high expectations for all pupils.	Effective CPD improves teaching quality and pupil outcomes; adaptive teaching ensures all pupils, including those with SEND and PP, access the curriculum (EEF Effective Professional Development 2020).	1, 2, 4
<b>Embedding White Rose Maths Scheme:</b> Continue to embed the White Rose Maths scheme across all year groups, ensuring consistent use of high-quality resources and structured progression. This includes ongoing CPD to support effective use of the scheme and associated workbooks to	Consistent use of a coherent maths scheme with CPD, supports improved attainment in maths, particularly for disadvantaged pupils (EEF Mastery Learning 2021).	2

improve mathematical fluency and reasoning.		
<b>Maintain Effective Delivery of an Evidence-Based Phonics Programme:</b> Continue to implement a systematic synthetic phonics programme across Early Years and Key Stage 1, ensuring fidelity to the programme through regular monitoring, targeted CPD for staff, and use of assessment data to identify and support pupils who require additional phonics intervention.	Systematic synthetic phonics is strongly evidenced to improve early reading skills, particularly for disadvantaged pupils (DfE Phonics Guidance, 2022; EEF Improving Literacy in Key Stage 1, 2020). Consistent, high-quality delivery is critical to closing reading gaps.	1, 2
<b>Introduction of Grammarsaurus:</b> Implement the Grammarsaurus programme to enhance spelling and writing outcomes. This structured approach to grammar and spelling supports pupils' writing development and addresses gaps in literacy skills.	Consistent use of Grammarsaurus improves spelling and writing outcomes for disadvantaged pupils (EEF Literacy Guidance 2020, DfE Writing Framework July 2025).	2
<b>Royal Shakespeare Company (RSC) Partnership:</b> Fund and engage with the RSC as an associate school to enhance oracy and writing skills through specialist workshops, performances, and teacher training. This partnership aims to enrich pupils' language development and cultural capital.	Oracy development supports improved writing and communication skills; enriching experiences boost engagement and attainment (EEF, OFSTED emphasis on cultural capital and English Review 2023).	2, 5

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

Budgeted cost: £77,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Teaching Assistants to Facilitate Daily Reading:</b></p> <p>Fund teaching assistants to deliver daily one-to-one or small group reading sessions for Reception to Year 3 PP pupils, and targeted support for Years 4, 5, and 6 PP pupils who are falling behind in reading.</p>	<p>Frequent, focused reading practice improves fluency and comprehension, especially for disadvantaged pupils (EEF). Targeted support helps close gaps.</p>	<p>1, 2</p>
<p><b>Teaching Assistant Release for Teacher-led Interventions:</b></p> <p>Allocate TA time to release class teachers to deliver targeted intervention sessions for PP pupils. This ensures expert teaching is focused on pupils with the greatest need.</p>	<p>Teacher-led targeted interventions have a strong evidence base for improving outcomes, particularly when delivered by qualified staff (EEF).</p>	<p>2</p>
<p><b>Additional Phonics Intervention Sessions:</b></p> <p>Provide extra phonics teaching for PP pupils identified as needing further support, including small group and one-to-one sessions.</p>	<p>Systematic synthetic phonics is proven to improve early reading skills, particularly for disadvantaged pupils (DfE Phonics Guidance).</p>	<p>1, 2</p>
<p><b>Additional Maths Intervention Sessions:</b></p> <p>Deliver targeted maths interventions for PP pupils below age-related expectations to improve fluency, reasoning, and problem-solving skills.</p>	<p>Targeted maths interventions can accelerate progress and close attainment gaps (EEF Maths Guidance 2021).</p>	<p>2</p>
<p><b>Maintain Nuffield Early Language Intervention (NELI) and Early Talk Boost:</b></p> <p>Continue to implement these evidence-based language programmes</p>	<p>Early language interventions improve communication skills, which underpin literacy and overall academic success (EEF, DfE NELI Programme, EEF Oral Language Interventions).</p>	<p>1, 2</p>

for identified pupils in Early Years and KS1 to support speech, language, and communication development.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £102,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Continued CPD on Behaviours for Learning:</b> Provide ongoing professional development on behaviour management and pupil engagement using <i>Teach Like a Champion</i> (Doug Lemov) techniques. This supports consistent, positive classroom environments that enhance learning readiness.	Consistent behaviour management and positive relationships improve pupil engagement and outcomes, particularly for disadvantaged pupils (EEF Behaviour Guidance, 2019).	2, 4
<b>Emotional Literacy Support Assistant (ELSA):</b> Maintain dedicated ELSA provision to deliver bespoke social, emotional, and mental health (SEMH) interventions for identified pupils, supporting emotional regulation and resilience.	Targeted SEMH support improves pupils' readiness to learn and reduces barriers related to emotional wellbeing (EEF).	4
<b>Daily Well-being Hub Check-ins:</b> Implement daily well-being check-ins in the nurture hub for	Regular pastoral support and secure adult relationships promote positive social and emotional development (OFSTED emphasis).	4

identified pupils to provide pastoral support, monitor emotional health, and build secure relationships.		
<b>Pastoral Team Early Help and Family Support:</b> Deploy the pastoral team to provide early help interventions and family support, addressing wider barriers to learning including social and economic challenges.	Early help and family engagement reduce barriers to attendance and learning, supporting sustained progress (EEF, DfE Working Together to Improve Attendance, 2022).	3, 4
<b>Family Support Assistant:</b> Family Support Assistant focuses on tracking, monitoring, and improving attendance and punctuality for PP pupils, working closely with families and external agencies.	Targeted attendance support improves engagement and attainment for disadvantaged pupils (EEF attendance evidence).	3
<b>Support Staff Funding for Nurture Hub:</b> Fund additional support staff to enhance capacity in the nurture hub, ensuring timely and effective SEMH interventions for vulnerable pupils.	Increased staffing in nurture provision supports personalised SEMH interventions, improving pupil wellbeing and engagement (EEF).	4
<b>Holiday and Food Club (HAF) Engagement:</b> Promote and organise participation of PP pupils in the Holiday Activities and Food programme to provide enriching experiences, social opportunities, and nutritional support during school holidays. Fund first aid training	Enrichment activities and food provision during holidays improve wellbeing, social development, and readiness to learn (EEF, OFSTED cultural capital).	5



for adults supporting the HAF.		
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**Total budgeted cost: £236,824**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**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.**

#### Mathematics

We have fully adopted the White Rose Maths scheme across all year groups, ensuring high-quality, consistent teaching.

#### Behaviour for Learning

To enhance pupil engagement and readiness to learn, a whole-school Behaviour for Learning target was introduced. This was supported by CPD based on Doug Lemov's *Teach Like a Champion*, involving shared study, discussion, and application of key teaching techniques. The updated Relationships Policy now clearly outlines expected behaviours, promoting consistency.

#### Impact and Outcomes

##### Behaviour and Engagement

Monitoring indicates improved consistency in classroom behaviour management strategies such as Strong Start, Do Now, Habits of Attention, and Wonderful Walking. Staff and pupil feedback is highly positive, reflecting a more focused learning environment.

##### Pupil Premium Attainment

KS2 PP outcomes are above national PP averages but remain below non-PP indicating progress but also areas for further improvement.

		PP SH	PP National	Non-PP SH	Non PP National	All SH	All National
Reading	EXP	68.6%	63.6%	92%	81%	78.3%	75%
	GDS	22.9%	21.4%	44%		31.7%	33%
Writing	EXP	68.6%	59.8%	84%	78.5%	75%	72%
	GDS	11.4%	6.6%	28%		18.3%	13%
Maths	EXP	71.4%	60.9%	96%	80.7%	88.3%	73%
	GDS	11.4%	15.2%	56%		41.7%	29%
Combined	EXP	57.1%	47.8%	96%	69.4%	81.7%	74%
	GDS	5.7%	3.6%	28%		18.3%	26%

##### Greater Depth (GDS) Attainment

While PP pupils show progress, the gap in greater depth attainment compared to non-PP peers remains significant, particularly in maths and writing, highlighting a key focus area.

##### Multiplication Check

Our PP pupils scored an average of 21.2. This is above National PP but 0.4 lower than national non-PP (21.6). Our gap to non-disadvantaged pupils nationally has improved by 1.3 and our average point score has also increased.

50% of our PP pupils scored full marks.

### **Phonics and Early Years**

66.7% of PP pupils met the phonics threshold, matching the national PP standard of 66.6%, although below the national non-PP (83.3%). In EYFS, 66.7% of PP pupils achieved a Good Level of Development (GLD), outperforming the national PP standard of 51.4% however not reaching national non-PP levels (71.3%)

### **To further develop the provision of social and emotional learning.**

We offer a dedicated nurture hub, led by a trained Emotional Literacy Support Assistant (ELSA) and supported by a specialist team (including two accredited mental health first aiders). This hub delivers bespoke and group social and emotional interventions tailored to pupils' individual needs. Currently, 50 PP pupils regularly access the nurture hub, representing 65% of the hub's total register. This indicates a strong focus on supporting disadvantaged pupils who face barriers to attendance and emotional challenges.

The nurture hub provides support to pupils struggling with their social and emotional learning and helps them develop strategies to modify behaviour and attitudes, fostering a positive and inclusive school climate.

### **Impact and Outcomes**

- Targeted social and emotional interventions have contributed to improved emotional regulation, resilience, and social skills among participating pupils.
- Pupils accessing the nurture hub demonstrate greater readiness to engage in learning and improved attendance, supporting broader school improvement priorities.
- The high proportion of PP pupils accessing the hub reflects effective identification and support of vulnerable groups.

### **Broaden horizons and increase participation.**

The Holiday and Food club is now established and targets PP pupils. Numbers continue to grow with 81 children attending during the summer holiday provision.

### **Attendance of PP pupils is in line with national standards**

#### **Key Actions Taken**

**Appointment of Family Support Assistant (January 2025):** This role has been integral in daily monitoring of attendance and forms a core part of the attendance team.

**Regular Attendance Team Meetings:** The team meets weekly to analyse attendance data, with a particular focus on Pupil Premium (PP) pupils, enabling timely and targeted interventions.

**Training and Awareness:** All attendance team members completed the 'Inclusive Attendance' training by Wayne Harris, enhancing understanding of the specific barriers faced by PP families and informing more empathetic and effective support strategies.

#### **System Improvements:**

- Introduction of half-termly attendance letters to parents, reporting attendance in days rather than percentages to improve clarity and engagement.
- Implementation of a breakfast club targeted at invited PP pupils to encourage punctuality and regular attendance.
- Revision of pupil absence communication letters to better support parental understanding and response.
- Increased Early Help Interventions: Enhanced early help support has been established and accessed by PP families, providing practical whole-family assistance to address and remove barriers to attendance at an earlier stage, in partnership with local authority services and other agencies.

### **Impact and Outcomes**

**Improvement:** PP pupil attendance has improved by 0.3% compared to the 2023-24 academic year.

**Benchmarking:** Current PP attendance is now above the national average for national PP pupils, reflecting the effectiveness of the targeted strategies.

**Data-Driven Focus:** Regular, detailed analysis of attendance patterns allows for identification of individual pupils and cohorts requiring support, ensuring interventions are timely and appropriate.

Attendance Table	PP (SH)	National PP	Non PP (SH)	All (SH)	National All
2024-25	94.6%	92.2%	96.3%	95.6%	94.5%
Autumn 1 2025	96.3%	93.2%	97.1%	96.8%	

Persistent Absence	PP (SH)	National PP	Non PP (SH)	All	National All
2024-25	8.21%	24.5%	9.35%	7.9%	13.2%
Autumn 2025	11.8%		10.95%	11.05%	13.3%

### Improved communication and vocabulary

Early identification and intervention for communication needs have resulted in significant progress for PP pupils in Nursery and Reception. The structured delivery of evidence-based programmes such as NELI supports closing the language gap for disadvantaged pupils. Improved communication skills contribute to better engagement with the curriculum and underpin future attainment in reading and writing, addressing key barriers faced by PP pupils.

#### Nursery (2024-25)

Among nine Pupil Premium (PP) pupils, initial assessments identified areas for development in listening, attention, and speaking skills. Targeted communication and language sessions were delivered either one-to-one or in small groups based on assessment outcomes.

Nursery	Listening and Attention	Speaking
Initial assessment	2	4
Final assessment	3	5

This demonstrates effective early intervention fostering measurable improvements in key communication domains.

#### Reception (2024-25)

Two PP pupils were identified at the start of Reception as requiring additional communication support and completed the *Nuffield Early Language Intervention* (NELI) programme.

Language Screen Percentile Rank	Child A	Child B
Initial assessment	16	41
Final assessment	61	94

Both pupils concluded the intervention with language skills within typical developmental ranges, indicating successful targeted support.

## 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)

**Further information (optional)**