

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Sandal Primary School and Nursery
Number of pupils in school	457 inc. nursery 418 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	14% (58 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 – 2027/2028 (Year 1 of a 3 year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Board. Quality of Education Committee
Pupil premium lead	Paul Douglass (Headteacher)
Governor	Kate Hoe (Q of Ed Committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,132
Recovery premium funding allocation this academic year	£0
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	£98,132

Part A: Pupil premium strategy plan

Statement of intent

All children have a right to Quality First Teaching (QFT) and an excellent education. Sandal Primary School will use the Pupil Premium funding to ensure that those children who face disadvantage in any way will have access to QFT through an enriched curriculum. Where needed, bespoke opportunities will be provided. All children will have high expectations for themselves and for their futures.

Our aim is that all pupils, regardless of background, reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well. We will ensure that we challenge our high attainers and support those who have additional needs so that they can be their very best each day. We will have high expectations for all learners and will aim to achieve accelerated progress for all. We will strive to engage families in education and support them in having high aspirations for their children.

At Sandal, we will consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker or who are young carers. The activity we have outlined in this statement is also intended to support the children's needs, regardless of whether they are disadvantaged or not.

The Key principles of our Pupil Premium Strategy Plan are:

- An acute awareness of who the disadvantaged children are in school and a relentless drive to ensure their academic and holistic needs are met.
- Quality First Teaching every day for all pupils in reading, writing, maths, grammar, spelling, punctuation and phonics.
- Responsive intervention that aims to enable children to match the progress of their peers.
- Every member of staff having the highest expectations of what all children can achieve and not lowering those expectations through assumptions about disadvantage.
- All children receiving the full curriculum offer, so they have the knowledge and skills to be successful in their lives.
- An implicit understanding that all children will make progress, whether they are disadvantaged or not.

We will work towards achieving our objectives through providing the following:

- All children being taught by their class teacher every day.
- Challenge at all levels during every lesson, regardless of a child's ability.
- High quality educational experiences, including visits outside of school, visitors into school, effective use of the school grounds etc....
- High quality lessons and experiences for all children in the arts (including music).
- Financial subsidies for educational visits, residential etc....
- Accurate and regular data analysis to ensure teachers identify needs and address these in a timely manner e.g. pupil progress meetings, transition meetings.

- A good command of the English language, the ability to listen and the ability to read well is key to learning. Targeted Speech and Language support and phonics intervention are key elements of our Pupil Premium Strategy.
- Attendance at school is a priority. If children are not in school, they cannot benefit from QFT and the provision and support planned for in school. The Attendance and Safeguarding Officer and the Wellbeing and Inclusion Coordinator are both key roles which help to ensure that Sandal effectively monitors and supports full attendance across school.
- Children need to feel good about themselves, have high self-esteem and believe in their own abilities; they need to have high expectations of themselves. Parents also need this and have access to support to help meet the needs of their children, maintaining high expectations for them. In addition to the QFT provided by our class teachers, other staff members deliver a range of therapies, interventions and daily support to improve the well-being and self-esteem of children. Supporting our whole school community is a high priority and we welcome the opportunity to work with the families of our children.

Challenges

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

Challenge number	Detail of challenge
1	Poor Language Skills. Baseline assessments, observations and discussions with pupils indicate language skills and vocabulary gaps among many disadvantaged pupils.
2	Increasing mental health, emotional and social problems. Our assessments, observations and professional discussions indicate that a number of Pupil Premium pupils are on the SEND register. In some cases, their emotional needs and behaviour can impact their attainment and progress.
3	Lower attainment and progress than peers. Attainment and progress data highlight a need for accelerated progress (all levels of ability) of Pupil Premium children across school.
4	A Cultural Capital deficit. Observations and discussions indicate a lack of 'wider experience' of the world / curriculum in Pupil Premium children. Our observations suggest that a lack of parental engagement can further widen the disadvantage gap between them and non-Pupil Premium children.
5	Lower attendance than peers. Our attendance data indicates that attendance among disadvantaged pupils is lower overall than for non-disadvantaged pupils. Sandal's assessments and observations indicate that absenteeism is in some cases, negatively impacting the progress of some Pupil Premium children.

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

<p>Improved oral language skills and vocabulary for all pupils with a specific focus on raising attainment in reading.</p>	<p>Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils. This is evident when triangulated with evidence gained from engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Accelerated progress in reading, measured through standardised testing (Reading Age and SATs, 'toe-by-toe', benchmarking, Little Wandle Phonics programme.)</p> <p>Pupil Premium Scores in reading will be at least as good as non-Pupil Premium children and above similar national comparisons. Target of +85% disadvantaged children achieving a.r.e. in Reading.</p>
<p>To achieve and sustain improved wellbeing for all pupils by the end of KS2</p>	<p>Sustained high levels of wellbeing from 2025/2026 – 2027-2028 demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from pupil voice, pupil and parent surveys and teacher observations/feedback A reduction in behaviour incidents for these pupils An increase in attendance and reduction in lateness and persistent absence for children. Wellbeing surveys show that children enjoy coming to school. They feel safe, are confident, empowered and flourish when in school A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>Improved attainment and progress for Pupil Premium pupils by the end of KS2.</p>	<p>KS2 outcomes (SATs) show that disadvantaged pupils have made accelerated progress from their starting points.</p> <p>Accelerated progress and raised attainment for all PP children in RWM across the school measured through:</p> <ul style="list-style-type: none"> Teacher assessment PIXL Assessments National standardised tests (SATs) <p>KS2 Reading, Writing and Maths outcomes in 2027/2028 to show more than 85% of disadvantaged pupils met the expected standard and that there is significant improvement towards this in the interim years.</p> <p>All disadvantaged pupils to have met the expected standard in Phonics by the end of KS1</p> <p>Average score in the Year 4 MTC to be above 23 for disadvantaged pupils by 2027/2028.</p>

<p>Significantly reduce the cultural capital deficit in Pupil Premium pupils by the end of Key Stage 2, enabling them to confidently access and engage with the full breadth of the secondary curriculum and the wider world.</p>	<p>Attendance and engagement with enrichment:</p> <ul style="list-style-type: none"> 95% of Pupil Premium pupils will attend or participate in all planned subsidised enrichment activities (e.g., trips, residential, clubs, in-school workshops) over the academic year. <p>Participation in OOSH Clubs, the arts and school based sports activities:</p> <ul style="list-style-type: none"> Increased participation (by 20%) of Pupil Premium pupils in creative arts, music, drama activities and sports clubs. <p>Pupil Confidence and Voice</p> <ul style="list-style-type: none"> Pupil well-being surveys show an increase in Pupil Premium pupils' reported scores for self-esteem, confidence, and aspiration (e.g., knowing about a wider range of careers). <p>Parental Engagement</p> <ul style="list-style-type: none"> Increase (e.g. by 15%) in the attendance of Pupil Premium parents at targeted engagement events (e.g. parental workshops, reading sessions, celebration assemblies, coffee mornings). Parental surveys show an increase in Pupil Premium parents reporting that they feel welcome, well-informed, and able to support their child's learning.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2027/28. This will be demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. The percentage of all pupils who are persistently absent being below 4% Year on year, the overall unauthorised absence rate for all pupils being no more than 2%.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ Rhys salary – £57,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outdoor Learning teacher to lead and plan curriculum lessons in an outdoor setting.</p> <p>Planned outdoor nurture sessions.</p> <p>Lead lunchtime play provision</p>	<p>This is a strategic use of the Outdoor Learning Teacher role to drive improvement across several critical school priorities. The activities provide a unique, engaging, and low-pressure context that directly supports all five intended outcomes.</p> <p>Improved Oral Language & Vocabulary (Reading Attainment)</p> <ul style="list-style-type: none"> Rich, Contextual Vocabulary: Natural environments are rich with Tier 2 and Tier 3 vocabulary (e.g., <i>erosion, biodiversity, texture, camouflage</i>). Lessons provide immediate, concrete context for new words, which is vital for comprehension and reading attainment. Low-Pressure Communication: These small, safe nurture sessions encourage talk and discussion (narrating actions, problem-solving). This builds conversational fluency and confidence before transferring to the classroom. Negotiation & Social Language: Free-play requires pupils to negotiate rules, resolve conflicts, and direct/instruct peers. This frequent, spontaneous use of social language is crucial for developing pragmatic language skills. Stress Reduction: Spending time outdoors is scientifically linked to lower stress levels and improved focus. This provides a natural break from formal learning pressure, boosting mental health. Emotional Regulation: Sessions explicitly teach self-regulation and coping strategies within a calming setting. Activities foster self-esteem through mastery of practical tasks (e.g., fire-lighting, den-building). Physical Activity & Social Connection: Structured activities reduce anxiety, lead to positive social interactions, and build a sense of belonging—all core components of sustained well-being. Kinesthetic Learning: Outdoor, hands-on activities cater to diverse learning styles, removing the bias towards purely sedentary or abstract learning that can hinder Pupil Premium pupils. This makes concepts more accessible. Wider World Experience: Provides direct exposure to natural science, conservation, and practical skills that many disadvantaged pupils may lack outside of school. It enables access to enriching, new, environments. Targeted Barrier Removal: Used to address non-academic barriers like anxiety, poor self-esteem, or lack of resilience, which must be addressed before academic progress can be secured. 	1,2,3,4,5

	<ul style="list-style-type: none"> • Positive Relationships: An organised play leader acts as a positive role model, fostering trust and rapport. This improved relationship can translate into increased effort and engagement back in the classroom. • Increased Motivation to Attend: Lessons that are engaging and novel provide a "hook" for pupils who might otherwise be reluctant to attend. The anticipation of outdoor learning drives daily attendance. • Sense of Connection: For pupils experiencing difficulties, nurture sessions build a strong connection with a trusted adult, increasing their willingness to come to school and reducing persistent absence. • Positive School Environment: A happy, well-managed lunchtime (where conflicts are minimised) reduces social anxiety and ensures pupils look forward to the whole school day, not just the lessons. 	
Embedding dialogic activities across the school curriculum. Specified leader of oracy as part of wider English curriculum team	<p>Embedding dialogic activities (rich discussion, debate and collaborative talk) is highly effective because it directly addresses the language gap observed in Pupil Premium (PP) pupils.</p> <ul style="list-style-type: none"> • Oral Rehearsal: Dialogic teaching allows pupils to rehearse ideas and vocabulary verbally before writing. This is crucial for PP pupils who may lack the background knowledge and sophisticated language structures of their non-PP peers. • Vocabulary Acquisition: Discussions expose pupils to the Tier 2 (high-frequency, cross-curricular) and Tier 3 (subject-specific) vocabulary of their peers and teacher in a meaningful, contextualised way, leading to deeper understanding and retention. • Reading Attainment Link: Strong oral language is the foundation for reading comprehension. By improving their ability to understand and use complex sentence structures and varied vocabulary through talk, PP pupils significantly improve their ability to decode meaning from written text, directly raising reading attainment. <p>Speaking and listening interventions – Teaching and Learning Toolkit – EEF</p>	1,3
Further training for all staff on Little Wandle phonics programme. Stronger phonics teaching for all pupils.	<p>The Little Wandle Phonics Scheme supports increased attainment through its systematic, consistent approach.</p> <ul style="list-style-type: none"> • Closing the Gaps Early: It provides explicit, highly-structured daily teaching and immediate 'Keep-Up' support for children struggling. This targeted intervention is vital for Pupil Premium (PP) pupils, who are often those starting with lower language and phonic awareness, preventing them from falling further behind. 	1, 3

Specific phonics leader engaging in regular CPD.	<ul style="list-style-type: none"> • Building Fluency: The scheme uses fully decodable books precisely matched to the sounds taught. This ensures all pupils, especially those who lack reading support at home, experience early success and rapidly develop reading fluency, which is strongly linked to later reading comprehension and overall attainment across the curriculum. • Consistency: Standardised delivery across the school lowers the cognitive load for all learners and ensures that all pupils receive high-quality, continuous instruction. <p>Phonics – Teaching and Learning Toolkit - EEF</p>	
Whole school key issue focused on reading	<p>Reading for pleasure</p> <p>This is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.</p> <p>Having books in the home is associated with both reading enjoyment and confidence. Of children who report having fewer than 10 books in their homes, 42% say they do not like reading and only 32% say they are 'very confident' readers. For children who report having over 200 books at home, only 12% say they do not like reading and 73% consider themselves 'very confident' readers. Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.</p> <p>Evidence highlights that reading for pleasure is a more significant predictor of a child's educational success than a family's socio-economic status. According to research cited by the EEF and OECD, frequent reading for enjoyment is strongly correlated with higher literacy scores and improved vocabulary.</p> <p>Strategic investment in reading for pleasure—such as diverse book stock and "book gifting"—removes barriers to book access for disadvantaged pupils. This fosters the reading stamina and comprehension skills necessary to access the wider curriculum, potentially providing up to +6 months of additional academic progress.</p>	1, 3
Whole school key issue focused on accelerated progress	<p>This strategy is rooted in the Education Endowment Foundation (EEF) evidence-informed "tiered approach," which prioritises Quality First Teaching as the most effective lever for closing the attainment gap. According to the EEF Teaching and Learning Toolkit, improving teacher expertise through professional development can provide disadvantaged pupils with up to +6 months of additional progress.</p> <p>To secure accelerated progress, we complement classroom teaching with Targeted Academic Support. Evidence suggests that</p>	3,5

	<p>high-impact interventions—such as Small Group Tuition (+4 months) and Oral Language Interventions (+6 months)—are most effective when they are closely linked to the curriculum and delivered by well-trained staff.</p> <p>Furthermore, we address non-academic barriers through wider Strategies, acknowledging EEF findings that attendance and Social and Emotional Learning (SEL) significantly influence academic outcomes. By combining diagnostic assessment with these evidence-based tiers, we ensure that support is precisely targeted to move all pupils, particularly the most vulnerable, toward age-related expectations and beyond.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,406

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and individual teaching for pupils who require support to 'catch-up'.</p> <ul style="list-style-type: none"> • Speech and language support • Toe by Toe • Beat Dyslexia • Phonics 'catch – up' • Lego based therapy • Precision teach 	<p>Small group and one-to-one teaching are highly effective 'catch-up' strategies because they provide intensive, tailored support.</p> <p>This focused approach allows support staff to:</p> <ul style="list-style-type: none"> • Pinpoint and Address Gaps: Quickly identify and address specific gaps in knowledge (e.g. in number fluency or phonological awareness) that are more difficult to address in a large class setting. • Increase Practice and Feedback: Provide opportunities for quality practice and immediate, precise feedback to accelerate progress. • Build Confidence: Create a supportive, low-stakes environment that enhances self-esteem and pupil engagement, which is vital for overcoming barriers to learning often experienced by disadvantaged pupils. <p>This deployment of Pupil Premium funding ensures maximum impact and accelerated progress for those furthest.</p>	

	<p>Pupils able to access learning at their starting point. Specialist TAs are able to identify small steps to progress.</p> <p>EEF, 'Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately 5 months additional progress over the course of one year.' (+5)</p> <p>Small group tuition – Teaching and Learning Toolkit - EEF</p>	
<p>Additional phonics sessions targeted at Pupil Premium pupils who require further phonics support.</p>	<p>Targeted, additional phonics support is crucial for disadvantaged pupils requiring 'catch-up' as it ensures foundational reading skills are rapidly secured.</p> <p>This intensive intervention is part of the Little Wandle Reading Programme and supports children in the following ways:</p> <ul style="list-style-type: none"> • Closes the Reading Gap Early: Directly addresses the specific phonic gaps (decoding and blending) that prevent reading fluency, preventing a widening attainment gap across the curriculum. • Builds Confidence: Provides the high frequency of successful reading practice needed to boost self-esteem and overcome reading reluctance. • Accelerates Comprehension: By quickly automating decoding, it supports pupils to focus on vocabulary and understanding the text's meaning, which directly supports attainment across KS2 subjects. 	
<p>To continue to foster a love of reading through enrichment opportunities, including wider family intervention.</p>	<p>The DfE reading Framework</p> <p>The DfE Reading Framework mandates foundational literacy as the non-negotiable priority, requiring schools to use a rigorous Systematic Synthetic Phonics Programme (SSP) with fidelity. Its three core pillars are securing Phonics (decoding), building Fluency, and teaching</p>	

	<p>Comprehension (vocabulary and language structure).</p> <p>Crucially, to foster a love of reading, the strategy must extend beyond decoding. This involves enrichment opportunities like author visits, dedicated library time, and book clubs, alongside wider family intervention (e.g., home reading workshops). This holistic approach ensures pupils not only <i>can</i> read but also <i>choose</i> to read, cementing lifelong literacy.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-time Attendance and Safeguarding Officer	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Strong school attendance is the single most critical factor supporting Pupil Premium (PP) children because it directly maximises their exposure to Quality First Teaching and targeted interventions.</p>	1,2,3,4,5
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.	<p>Research confirms a linear relationship: every lost day of school correlates with a measurable drop in attainment. For PP children, who often lack access to home-based educational resources, school is their primary source of knowledge and cultural capital. High attendance ensures consistent access to the curriculum, vocabulary, and social-emotional support, accelerating progress and preventing knowledge gaps from forming. Without consistent attendance, even the best interventions cannot succeed, making it foundational to closing the disadvantage gap.</p>	
Attendance officer to consistently monitor and challenge		

attendance of PP children.		
Heads Up – Journey to Outstanding	<p>Our investment in the "Heads Up: Journey to Outstanding" programme is an evidence-informed leadership strategy designed to "break the glass ceiling" of "Good." According to the Education Endowment Foundation (EEF), high-quality leadership is the foundation for effective Pupil Premium implementation, as it ensures that the Tier 1 priority of High-Quality Teaching is applied consistently across all classrooms.</p> <p>The programme focuses on developing a high-performing culture where "superstar" teaching becomes the norm. Research into outstanding schools—particularly those in high-deprivation contexts—shows that a culture of high expectations and forensic data usage is the most effective way to prevent disadvantaged pupils from falling behind. By training our Senior Leadership Team to eliminate "low-level" barriers to excellence and align staff around a unified vision, we create an environment where the attainment gap is closed through systemic excellence rather than isolated interventions. This strategic approach ensures that Pupil Premium funding delivers a sustainable, long-term impact on the progress of our most vulnerable learners.</p>	1,2,3,4,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

Total budgeted cost: £98,132

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024-2025

Attendance:

Whole school 96% Pupil Premium: 92.2%

Review of Outcomes (2024–2025)

In 2025, at the end of KS2, 100% of disadvantaged pupils made at least expected progress from their starting points.

50% of disadvantaged pupils achieved age-related expectations in Reading, Writing and Maths combined; this was above the national average (47%)

58% of disadvantaged pupils achieved age-related expectations in Reading and Maths.

In 2025, 55% of disadvantaged pupils scored 25/25 in the year 4 Multiplication Tables Check. (37% National Average).

In 2025, 64% of disadvantaged pupils scored 20/25 or higher in the Year 4 Multiplication Tables Check.

In 2025, 71% of disadvantaged pupils met the phonics threshold in Year 2.

In 2025, 50% of disadvantaged pupils met the phonics threshold in Year 1.

In 2025, 50% of disadvantaged pupils achieved a Good Level of Development (GLD) in EYFS.

1. Quality of Education (Tier 1)

Our primary focus has been on driving pedagogical consistency through evidence-informed Continuing Professional Development (CPD). By embedding Quality First Teaching (QFT), we have strengthened the universal offer, which the EEF identifies as the most effective lever for closing the attainment gap.

Impact: 100% of Year 6 Pupil Premium (PP) pupils achieved at least expected progress in Reading, Writing, and Maths (RWM).

Outcome: These pupils successfully transitioned to secondary school, having benefited from a "team around the child" approach involving Learning Mentors, additional teacher input, and targeted TA support.

2. Targeted Academic Support (Tier 2)

Diagnostic assessment allowed for the precise allocation of resources to address specific learning barriers.

Specialist Intervention: PP children accessed high-impact 1:1 Speech and Language therapy and small-group Dyslexia interventions, facilitating better access to the wider curriculum.

Attainment Gap: All PP children not receiving specific SEND support reached at least Age-Related Expectations (ARE) in RWM.

Next Steps: Building on this success, our 2025–2026 strategy will support all children to reach A.R.E. in all subjects across the curriculum and ensure that all pupils including Pupil Premium children currently at ARE are systematically supported to achieve Greater Depth (GD).

3. Wider Strategies (Tier 3)

We have prioritised the "ready to learn" criteria by addressing emotional and logistical barriers to attendance and engagement.

Social & Emotional Support: Our Welfare and Inclusion Coordinator and Attendance and Safeguarding Officer provided vital anxiety and wellbeing support. This was bolstered by the Outdoor Learning Lead

Teacher, who facilitated nurture sessions (gardening, adventurous play, and "welcome breakfasts") to improve morning transitions.

Enrichment & Equality of Opportunity: Funding ensured that financial hardship did not limit participation. This included:

- Annual uniform vouchers and free/subsidised OOSH and Breakfast Club places.
- Full subsidisation of transport for extracurricular events (e.g., Young Voices, Football, Cross Country), ensuring PP pupils benefit from the same cultural capital experiences as their peers.

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/cost
PIXL (Diagnostic testing and interventions)	£2,900
National College (CPD)	£1,282
TT Rockstars	£115
Heads up – Journey to Outstanding	£4950