

Sandringham Infant and Nursery Academy
Pupil premium strategy statement



Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sandringham Infant and Nursery Academy
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	8.3% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Dates on which it was reviewed	October 2022; December 2023
Date on which it will next be reviewed	October 2024
Statement authorised by Executive Head Teacher	Jenny Rogers
Pupil premium lead	Timothy Lodge
Governor / Trustee lead	Keith Parsons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13,850
Recovery premium funding allocation this academic year	£ 2,000
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	£15,850

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our pupils, no matter their socio-economic background and experiences, receive and access the same ambitious academic and social curriculum so that they are all able to make strong and persistent progress throughout their time with us and leave having attained the knowledge and skills at least in line with their peers and the national standards.

The focus of our pupil premium strategy is to mitigate any and all disadvantage from our disadvantaged pupils so that each of them are enabled to achieve that goal and realise their full potential.

Fundamental in achieving this aim is securing the highest standards of teaching for our disadvantaged pupils with particular focus on those areas that are most likely to remove the barriers that maintain the disadvantage gap. Improvements to any area of teaching will, of course, benefit non-disadvantaged pupils also and we will expect both cohorts' attainment to rise as a result. However, with our focus on addressing and beginning to remove significant barriers from the moment pupils join us we believe strongly that we will be able to expedite their progress rapidly as the barriers are removed.

To this end, we will be investing in professional development for all staff to improve early reading and early mathematical understanding alongside specific training around speech and language. This is because we know that for disadvantaged pupils entering our EYFS phase it is in these core areas where the gaps are most pronounced compared to their peers.

We also recognise the significant differences between the experiences and opportunities of our disadvantaged and non-disadvantaged pupils. Therefore, we have designed a strong cultural capital offer for all of pupils and our second aim is to ensure all disadvantaged pupils have equal access and opportunity to fully engage with this full offer.

Finally, we have identified attendance and persistent absenteeism amongst disadvantaged pupils as a high priority. This is because we know that the impact of this not being addressed is likely to prevent our first two strategies from being successful.

At Sandringham, we robustly track the progress of our Pupil Premium pupils and provide timely and targeted interventions, where relevant. We also closely monitor parental engagement and pupil participation in enrichment activities, thus ensuring there are no barriers to an individual's wider life experiences.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped speech and language skills among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils entering EYFS and KS1 indicate disadvantaged pupils join us with less developed phonetic code than their peers.
3	Assessments, observations, and discussions with pupils entering EYFS and KS1 indicate disadvantaged pupils join us with less secure understanding of fundamental concepts such as number, counting and place value than their peers.
4	Observations and discussions with pupils from disadvantaged backgrounds strongly suggest they have less culturally significant experiences and knowledge beyond school than their peers and are also less likely to realise opportunities to access said experiences and knowledge offered through the school curriculum.
5	Data for attendance is low for groups including PPG and disadvantaged pupils and so all pupils are less likely to benefit from the impact of persistent high quality-first teaching.

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
Improved speech and language among disadvantaged pupils.	Assessments and observations indicate significantly improved speech and language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book studies and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils at the end of year 1 and an increase in assessed fluency rates amongst disadvantaged children in year 2.	The gap between disadvantaged pupils' attainment and national average attainment in year 1 phonics screening check is narrowed and an increase in assessed fluency rates in year 2.
Disadvantaged pupils fully accessing the enrichment offer.	Discounts and subsidies will be made available for pupil premium families for all school trips and resources. Funded music lessons will be offered to all KS1 pupil premium children.

	All pupil premium children will be offered a free place at breakfast and after school club.
Improved attendance of all pupils, including disadvantaged pupils.	All pupils' attendance, including disadvantaged, at 97% by 2024-25.

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: **£2,571**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase appropriate programme/training for speech and language intervention.	On average, the use of high-quality speech and language programmes lead to high impacts of around 6 months progress on pupil outcomes. <i>EEF Oral Language</i>	1,2
Purchase appropriate programme/training for DfE approved SSP programme and training for all staff.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. <i>Phonics Toolkit Strand Education Endowment Foundation EEF</i>	2
Support staff will have regular training for phonics and speech and language. SLT and Inclusion Leader will identify training needs and provide CPD opportunities and supervision for LSAs.	Effective training will support the team to continue to be successful in their role and support the needs of children. <i>EEF Oral Language</i>	1,2,4,5
Implement curriculum development and teaching and learning team. Director of Education to oversee curriculum development including key priorities above within phonics,	Curriculum intent, implementation and impact. <i>Ofsted Inspection Framework</i>	2, 3, 4, 5

maths, wider curriculum and enrichment.		
---	--	--

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

Budgeted cost: **£8,023**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted additional 1:1 or small group support for reading and phonics	Small group and targeted 1:1 intensive tutoring aimed at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <i>One to one tuition EEF (educationendowmentfoundation.org.uk)</i> And in small groups: <i>Small group tuition Toolkit Strand Education Endowment Foundation EEF</i>	1, 2, 3

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

Budgeted cost: **£5,256**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA interventions led by support staff across EYFS and KS1. Children will be identified in pupil progress meetings and through conversations with staff and parents.	ELSA sessions evidence positive impact in the development of; <ul style="list-style-type: none"> - Social behaviour and friendships - Self esteem and feelings - Social and emotional confidence - Behaviour - Learning and concentration 	1,2,3,4,5
Kite Academy Family Support Workers to work alongside disadvantaged families, providing support where needed and to help engage families with their child's learning journey.	This work will have a positive impact on the social and emotional well-being of children and families. <i>EEF toolkit shows that parental engagement has a positive impact on average of 4 months' additional progress.</i>	5

Phone calls home to each pupil premium family develop positive relationships with families and increase engagement with school.	100% attendance at parents' evenings with teachers and Inclusion Lead. Attendance of pupil premium children is higher than 2022-23. Support provided for families' individual needs surrounding parenting and signposting to other agencies. <i>EEF toolkit on parental engagement (see above)</i>	5
To engage the support of the Kite attendance support officer and the Surrey EWO to embed the principles of good practice set out by the DfE's Improving School Attendance advice	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Funding to enable all children to participate in all school trips.	Economic hardship and difficulties are cited by disadvantaged families as the main barrier to accessing cultural capital opportunities.	4
All pupil premium pupils in KS1 offered a free place at breakfast /after school club	Economic hardship and difficulties are cited by disadvantaged families as the main barrier to accessing cultural capital opportunities.	5
All pupil premium pupils in KS1 offered a free place at iRock partly funded by school and partly by iRock bursary	Economic hardship and difficulties are cited by disadvantaged families as the main barrier to accessing cultural capital opportunities.	4

Total budgeted cost: £15,850

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

All of our Pupil Premium pupils attended all school trips and families were supported financially to pay for the trips if needed.

All of our parents of Pupil Premium pupils attended parents' evenings with class teachers.

Our Kite Family Support Workers have supported three of our families through "Come and Ask" sessions and with more targeted, ongoing support when required.

We have analysed the performance of our school's disadvantaged pupils during the 2022-23 academic year using key stage 1 performance data, phonics check results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022-23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Absence among disadvantaged pupils was higher than their peers in 2022-23 and persistent absence higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

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
-----------	----------

N/A	N/A
-----	-----

Service pupil premium funding (optional)

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