

**Sandringham Infant and Nursery Academy  
Pupil premium strategy statement**



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Sandringham Infant and Nursery Academy
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	4.76% (8 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
Date on which it will be reviewed	October 2022
Statement authorised by	Katherine Money
Pupil premium lead	Judith Kelly
Governor / Trustee lead	Shane Barclay

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 9415
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 11,415

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is for all pupils, regardless of their socioeconomic background, to achieve academically, socially and emotionally. We aim to overcome any barriers to learning and to provide support to enable disadvantaged pupils to make accelerated progress, thereby closing the gap between them and their peers. Our aim is for disadvantaged pupils to have experiences in line with their peers and to fully access all aspects of school life. We actively encourage our disadvantaged pupils to demonstrate our school values and to develop the skills to become confident learners.

To achieve this, we aim to improve Quality First Teaching across school through training and CPD which will be evidenced in regular monitoring. We place a strong emphasis on providing emotional support for our pupils and families, actively engaging with families who are harder to reach. 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	Low aspirations / low family expectations impact on outcomes
2	A number of pupil premium children have emotional needs and lack of resilience which become barriers to learning
3	Some children have limited life and first-hand experiences of the world and lack engagement in extracurricular activities
4	Gaps in vocabulary impacting on reading/writing
5	Many eligible pupils also have fit into other vulnerable groups eg; SEN / family safeguarding

## 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>Pupils make expected or greater than expected progress in their learning</p>	<p>Pupils will be discussed at regular pupil progress meeting to identify gaps in learning and plan for interventions to accelerate progress.</p> <p>Pupil premium children will be identified by staff to enable targeted support during lessons</p> <p>This will be measured by pupil progress data and regular assessments.</p>
<p>Pupils' emotional needs are supported so they are able to access the curriculum and engage in learning</p>	<p>ELSA support in each year group to support children's regulation and emotional needs.</p> <p>"Every adult an ELSA" ethos across the school to ensure that timely emotional support is provided for all pupils.</p> <p>PSHE curriculum will incorporate learning strategies for regulating and managing emotions.</p> <p>This will be measured by monitoring evidence showing a high level of engagement with learning.</p>
<p>Pupils engage with and enjoy the enrichment opportunities available</p>	<p>Discounts and subsidies will be made available for pupil premium families for all school trips and resources</p> <p>Funded music lessons will be offered to all KS1 pupil premium children.</p> <p>All pupil premium children will be offered a free place at breakfast and after school club</p> <p>This will be measured by monitoring attendance in enrichment activities.</p>
<p>Pupils develop their vocabulary and grow in confidence to communicate effectively</p>	<p>Language rich classroom environments eg topic vocabulary, key words clearly visible and role play opportunities to develop contextual language.</p> <p>This will be evidenced in learning walks and lesson observations</p>

Pupil premium children who fit into other vulnerable groups will access the curriculum and their needs will be supported.	<p>Pupil premium children will be identified by staff to enable targeted support during lessons</p> <p>Pupils will be discussed at regular pupil progress meeting to identify gaps in learning and plan for interventions to accelerate progress.</p>
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## 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: £ 1900

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff to support whole school phonics, reading, writing and maths strategies	EEF – good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils	1,4,5
Training for all staff on maths mastery programme	DFE approved approach to mastery maths been delivered through the Maths hub	1,4,5
Support staff will have regular training. 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	1,2,4,5
Training for all staff on reading and phonics schemes and resources as part of shared initiative across the trust	Validated phonics and reading programme raises standards of literacy in disadvantaged pupils	1,2,4,5

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

Budgeted cost: £ 4928

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tuition in small groups led by a member of staff who know the curriculum and children well	EEF evidence high quality teaching improves pupil outcomes. Small group interventions that are planned and delivered can improve progress and close gaps in learning	1,2,4,5
Targeted additional 1:1 or small group support for reading and phonics delivered by Inclusion Lead	EEF evidence high quality teaching improves pupil outcomes. Small group interventions that are planned and delivered can improve progress and close gaps in learning	1,2,4,5

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

Budgeted cost: £ 4587

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA interventions led by support staff across Reception and Keystage 1. Children will be identified in pupil progress meetings and through conversations with staff and parents. (£858)	ELSA sessions evidence positive impact in the development of; <ul style="list-style-type: none"> <li>- Social behaviour and friendships</li> <li>- Self esteem and feelings</li> <li>- Social and emotional confidence</li> <li>- Behaviour</li> <li>- Learning and concentration</li> </ul>	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. (£941.50)	This work will have a positive impact on the social and emotional well-being of children and families.  The EEF toolkit shows that Parental engagement has a positive impact on average of 4 months' additional progress.	1
Phone calls home to each pupil premium family develop positive relationships with families and increase	100% attendance at parent's evenings with teachers and also Inclusion leader Attendance of pupil premium children is higher than peers	1,2,3,5

engagement with school.	Support provided for families individual needs surrounding parenting and signposting to other agencies	
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 DFEs Improving School Attendance advice	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	1,2,5
Financial support to enable all children to participate in all school trips.	Children who experience these visits have an enhanced knowledge and understanding of the world	1,2,3,4,5
All pupil premium pupils in KS1 offered a free place at breakfast /after school club	Children who attend breakfast club will have a consistent start to the school day impacting their attitude, behaviour, emotions and engagement in learning.	1,2,3,4,5
All pupil premium pupils in KS1 offered a free place at IRock (£450 school/£1350 bursary)	Children's engagement and confidence will increase and social and emotional needs will be supported through enjoyable activities	1,2,3,5

**Total budgeted cost: £ 11,415**

## 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 2020 to 2021 academic year.

We received an unexpected donation of 6 laptops, which were used by our Pupil Premium children to access support from outside agencies during lockdown.

4 Pupil Premium pupils accessed SALT sessions remotely and all of them achieved their SALT targets. Once pupils had all returned to school, the laptops were used regularly to support learning in the classroom. Because of the donation, we decided to use this part of the funding to support pupils' transition back to school.

We provided:

- 1:1 talk time and ELS support
- Extra reading sessions
- Assessments and interventions in phonics and reading

We liaised with families to understand if any support was required at home and signposted to appropriate agencies if necessary. As a result, pupils settled back into school well and support was quickly put in place to address any gaps in learning.

The average attendance for pupils entitled to free school meals is 96.9 which is above the school attendance target of 96%.

100% of Pupil Premium pupils attended school trips.

100% parental attendance at parents evening/meeting with class teachers or Inclusion Manager.

Four families have been directly supported by the FSW and six families have accessed support through one of the "Come and Ask" sessions held every alternate Thursday during term time.

Monitoring evidences that sensory circuits are in use throughout the school day and are being accessed by Pupil Premium children. Monitoring also shows that using the sensory circuits helps children to integrate in and out of the classrooms and engage successfully with their learning. Outside agencies eg OT, SALT have validated the effectiveness and positive impact of sensory circuits.



<p>Behaviour logs show that the frequency of children having dysregulated incidents at lunchtime has reduced and that Pupil Premium children are more settled at lunchtime.</p>
<p>Monitoring shows that pupils are enthusiastic about reading and confident to talk about their strengths.</p> <p>All Pupil Premium pupils, apart from those with identified SEN, achieved ARE in reading. Tracking data evidences that they made more rapid progress in reading than their peers, thereby closing the gap between them and their peers.</p> <p>Pupil Premium pupils with identified SEN made good progress from lower individual starting points in reading. They also made good progress against individual SEN targets, validated by outside agencies eg SALT.</p>
<p>All Pupil Premium pupils, apart from those with identified SEN, achieved ARE in writing. Tracking data evidences that they made more rapid progress in writing than their peers, thereby closing the gap between them and their peers.</p> <p>Pupil Premium pupils with identified SEN made good progress against individual SEN targets, validated by outside agencies eg SALT.</p>
<p>All Pupil Premium pupils, apart from those with identified SEN passed the phonics screening. Pupil Premium pupils with identified SEN made good progress against individual SEN targets, validated by outside agencies eg SALT. Targeted interventions have been put in place to continue supporting these pupils with phonics, so that the gap between them and their peers closes.</p>
<p>All Pupil Premium pupils apart from those with identified SEN achieved GLD</p> <p>Pupil Premium pupils with identified SEN made good progress against individual SEN targets, validated by outside agencies eg SALT. Where necessary, additional support has been sought from outside agencies to ensure that the rate of progress is maintained.</p>

## 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
Jigsaw	Jan Lever group

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA support for transition to new school and during periods of parental absence 1:1 interventions to support reading, writing and phonics Regular individual reads increased to daily during periods of parental exercise/absence from home
What was the impact of that spending on service pupil premium eligible pupils?	Children remained settled emotionally during parental postings/absence. Academic progress was stable throughout the year. Children transitioned smoothly to new schools following new parent postings