

**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	208
Proportion (%) of pupil premium eligible pupils	10.1% (21 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Dates on which it was reviewed	N/A
Date on which it will next be reviewed	December 2025
Statement authorised by Executive Head Teacher	Dee Hughes
Pupil premium lead	Ali Stone
Governor / Trustee lead	Robbie Ridgway

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,720
Recovery premium funding allocation this academic year	£0
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	£20,720

# 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 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.

We are mindful of the challenges faced by vulnerable pupils, such as young carers and those with a social worker, and the activities outlined in this statement are designed to support their needs, whether or not they are classified as disadvantaged.

At the core of our approach is high-quality teaching, with an emphasis on areas where disadvantaged pupils require the most support. Research shows this is the most effective way to close the attainment gap, while simultaneously benefiting non-disadvantaged pupils. Our goal is to ensure that all pupils' attainment, including that of non-disadvantaged pupils, is sustained and improved as disadvantaged pupils make progress.

Our approach is responsive to common challenges and individual needs, guided by robust diagnostic assessments rather than assumptions about disadvantage. To ensure its effectiveness, we will:

- Challenge disadvantaged pupils through the work they are set.
- Intervene early to address needs as soon as they are identified.
- Foster a whole-school approach, with all staff taking responsibility for the outcomes of disadvantaged pupils and maintaining high expectations for their achievements.

## Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with pupils reveal that social and emotional resilience challenges impact some pupils' learning, relationships, and overall wellbeing.
2	Observations and discussions with pupils suggest that readiness for learning in the morning may be affected by late arrivals and attitudes (see external barriers). Attendance data from the past 12 months shows that some pupils fall short of our 97% attendance target, with contributing factors including late arrivals, periods of illness, and unauthorised absences.

3	<p>Assessments, observations, and discussions with pupils indicate a need for further development in core skills, including word reading, reading comprehension, writing, maths.</p> <p><b>Reading:</b> Areas requiring focus include phonological awareness, phonics knowledge, word recognition, text comprehension, and broad exposure to diverse texts.</p> <p><b>Writing:</b> Challenges include transcription difficulties, which involve both fine and gross motor skills, as well as language use and composition.</p> <p><b>Mathematics:</b> Pupils require support with basic number recognition, simple operations, understanding quantity, and conservation of number. Additionally, there is a need to provide opportunities for greater depth and mastery of mathematical concepts.</p>
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## 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 social and emotional resilience	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in unacceptable behaviour incidents</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
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.	<p>Discounts and subsidies will be made available for pupil premium families for all school trips and resources.</p> <p>All pupil premium children will be offered a free place at breakfast and after school club.</p>
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: **£7,023**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase appropriate resources/training for DfE approved SSP programme (ELS phonics) 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, ordinarily available provision, and supporting children's emotional regulation. HT and SENCO will identify additional 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>	1,2,3
Implement curriculum development and teaching and learning team. Director of Education to oversee curriculum development including key priorities within writing.	Curriculum intent, implementation and impact. <i>Ofsted Inspection Framework</i>	2, 3
CPD ensures all staff have received continual training on 1. Ordinarily available provision 2. Evidence based intervention programmes	In line with EEF findings, good quality teaching is the most important lever schools have to improve outcomes for children deemed 'disadvantaged'.	1,2,3

3. Personalising/ scaffolding adapting the curriculum for children with SEND and EAL (if required).		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£3,571**

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>	2,3

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

Budgeted cost: **£10,126**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training for support staff member.	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
ELSA interventions led by support staff member. Children will be identified by class teachers, in liaison with SENCO and parents/carers.	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> </ul>	1

	Learning and concentration	
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.	1
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.	2
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

**Total budgeted cost: £20,720**

## 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 2023-24 academic year.

Attendance for 2023-2024 was above the national average of 94.3% at 95.41%. We remain committed to promoting the importance of attendance and providing support to families to ensure that our whole-school attendance figure for 2024-25 is at least 97%.

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/carers of Pupil Premium pupils attended parents' evenings with class teachers in October 2023 and February 2024.

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

Our focus on phonics and reading support and interventions led to the following outcomes for statutory assessments:

- At the end of Reception, 33% of pupil premium pupils were assessed as expected in the comprehension and word reading Early Learning Goals.
- At the end of year 1, 56% of pupil premium pupils passed the phonics screening check.
- At the end of year 2, 67% of pupil premium pupils passed the phonics screening check.

High quality CPD for all staff included:

- ELS phonics and whole-class reading
- Mastery approach to mathematics
- Bluehills training
- Spaced retrieval
- Inclusive classrooms
- Colourful semantics
- Social stories
- Attention Autism Bucket
- Ordinarily Available Provision

- Team Teach
- Dual coding
- Dysregulation
- Anxiety
- Making learning memorable in science and the foundation subjects
- Effective gymnastics teaching in PE
- Effective characteristics of learning

Curriculum and outcomes: The Kite Curriculum is an ambitious, but inclusive curriculum which has been designed for all Kite pupils. It is based upon the most up-to-date research and evidence about how pupils learn. In both its design and implementation, we have removed barriers to learning so that every pupil can learn and feel successful.

Our assessments and observations have highlighted that there continues to be an impact around pupil behaviour, wellbeing and mental health following COVID-19-related issues.

## 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