

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 | 171 |
| Proportion (%) of pupil premium eligible pupils | 9.4% (16 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 2025 |
| Dates on which it was reviewed | N/A |
| Date on which it will next be reviewed | December 2026 |
| Statement authorised by Executive Head Teacher | Sam Armstrong |
| Pupil premium lead | Ali Stone |
| Governor / Trustee lead | Robbie Ridgway |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £24,240 |
| 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 | £24,240 |

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>Reading: Areas requiring focus include phonological awareness, phonics knowledge, word recognition, text comprehension, and broad exposure to diverse texts.</p> <p>Writing: Challenges include transcription difficulties, which involve both fine and gross motor skills, as well as language use and composition.</p> <p>Mathematics: 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> |
|---|---|

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"> qualitative data from pupil voice, pupil and parent surveys and teacher observations a significant reduction in unacceptable behaviour incidents a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| 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: **£11,140**

| 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). | | |
|---|--|--|

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

Budgeted cost: **£3,900**

| 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</i> <i>(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: **£9200**

| 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"> - Social behaviour and friendships - Self esteem and feelings - Social and emotional confidence - Behaviour - Learning and concentration | 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"> - Social behaviour and friendships - Self esteem and feelings - Social and emotional confidence - Behaviour | 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: £24,240

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

Whole-school attendance for 2024–2025 was **94.6%**. We continue to prioritise the importance of strong attendance and are committed to working closely with families to achieve our goal of reaching **at least 96% attendance** in 2025–26. Our approach remains supportive, proactive and centred on early intervention.

Participation in Enrichment

All of our Pupil Premium pupils attended every school trip this year. Where needed, families received financial support to ensure that cost was never a barrier to participation. As a result, every disadvantaged pupil accessed the full breadth of our enrichment offer.

Parental Engagement

Engagement from families of Pupil Premium pupils has been exceptionally positive. **100%** of parents/carers attended parent–teacher meetings in both October 2024 and February 2025, demonstrating strong home–school partnerships and a shared commitment to supporting children’s progress.

Phonics, Reading and Statutory Assessments

Our targeted focus on high-quality phonics and early reading interventions resulted in strong outcomes:

- **67%** of PPG children achieved a **Good Level of Development (GLD)** at the end of Reception.
- **75%** of PPG pupils passed the **Year 1 Phonics Screening Check**.
- **75%** of PPG pupils achieved the expected standard in the **Year 2 Phonics Screening Check**.

These results reflect the impact of early intervention, strong teaching, and consistent home–school collaboration.

High-Quality Professional Development

Across the year, staff engaged in a comprehensive programme of high-quality CPD designed to enhance teaching and provision for all pupils, including those who are disadvantaged. Training included:

- Phonics CPD, peer support and coaching

- Writing development
- Live feedback strategies
- Phonics and early reading
- In-the-moment intervention strategies
- Ordinarily Available Provision
- Dual Coding
- SMART target setting
- Understanding dysregulation
- Spelling and handwriting development
- Language development
- Error tracking strategies
- Building belonging & unconscious bias
- Engagement and participation strategies
- *Connect Before Correct* behaviour approaches

This investment has strengthened classroom practice and ensured consistent, evidence-informed support for Pupil Premium pupils.

Curriculum and Outcomes

The Kite Curriculum remains an ambitious and inclusive curriculum designed for all learners. It is grounded in up-to-date research on pedagogy and cognitive science, ensuring that teaching is both challenging and accessible. Through careful design and thoughtful implementation, barriers to learning have been reduced, enabling every pupil to feel successful and to progress well.

Behaviour, Wellbeing and Mental Health

Our assessments and observations continue to highlight the ongoing importance of supporting children's behaviour, wellbeing and mental health. We have provided a wide range of nurture, pastoral and early intervention approaches to support these needs, and this remains a key focus for the year ahead

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 |
|------------------|------------------------------|
| ELS | Essential Letters and Sounds |
| Mastry Number | Maths Hub |

Service pupil premium funding (optional)

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | 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. |
| What was the impact of that spending on service pupil premium eligible pupils? | 100% of Service Pupils passed the phonics screening. |