

## 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	Sandcross Primary
Number of pupils in school	669
Proportion (%) of pupil premium eligible pupils	15.8% (106)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mark Richards
Pupil premium lead	Sian McConnell
Governor / Trustee lead	Abi Marsh

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,295

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	£190,295

## Part A: Pupil premium strategy plan

### Statement of intent

At Sandcross Primary, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our long term vision is to:

- Ensure the right provision is wrapped around every child
- High expectations for all children, including those who are disadvantaged.
- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their counterparts
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop excellent communication skills
- Design a curriculum to build memorable learning experiences
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve this staff and pupils have been involved in creating this strategy and staff, parents and pupils will be involved in implementing this strategy.

Regular half termly monitoring and reviewing will take place with the leaders of disadvantaged children to ensure effectiveness and that any follow on adaptations will be put in place where needed.

To achieve this strategy, staff development in holding coaching conversations, specific mastery approaches and approved mental health strategies will be put in place.

Safeguarding will be kept to the forefront for all providers for teaching, intervention, clubs and trips and risk assessments will be in place to give children the best quality provision.

This document will be communicated on the website and shared with parents and the Local Governing Body to ensure transparency.

## Challenges

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

Challenge number	Detail of challenge
1	Adaptations for disadvantaged children to enable them to start their school day in a way that enables them to succeed.
2	To give wider access to clubs and trips and to give cultural experiences within the curriculum for our disadvantaged learners in order to enable knowledge and skills to become 'sticky'.
3	To identify gaps in learning with our disadvantaged children and provide timely intervention to allow accelerated progress and grow the potential for greater depth attainment.
4	To provide appropriately timed Wellbeing intervention to address the rise in mental and physical health needs in disadvantaged families.
5	To ensure Pupil Premium families have well supported attendance.
6	Staff to have a greater awareness and understanding of who the disadvantaged children are within their year group and how to support their learning through 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
<p><b>Soft Start</b></p> <p>Children will feel comfortable coming into school. Teachers will feel secure in the adaptations needed to support the children. Children will be ready and able to learn as they are secure on their entry into school. Families as well as children feel part of the school and supported by the process.</p>	<p>Disadvantaged children identified who struggle on entry to school in the morning</p> <p>Staff trained on how best to support the children</p> <p>Families connected with on how best to support these children.</p> <p>children coming into school confidently</p> <p>Adults in school confident at how best to meet their needs</p> <p>children secure in their learning throughout the day based on secure school entry</p>
<p><b>Attending clubs and trips</b></p> <p>Through attending clubs and trips the children will gain a wider experience of life activities which will foster a sense of belonging within a group and also enhance vocabulary, knowledge and skills.</p>	<p>100% disadvantaged children will have the opportunity to attend a club</p> <p>More than 65% of PP children will attend a club</p> <p>100% of children will have the opportunity to participate in trips</p> <p>Half termly memorable learning experiences will be available for 50% of the cost for all PP pupils</p> <p>Teachers will be intentional in having conversations with disadvantaged children and those with an EHCP about their experiences</p>
<p><b>To continue to identify gaps and provide timely intervention allowing for a 'no ceilings approach' across the school for our PP children.</b></p> <p>Gaps will be identified across all PP children and strategies put in place in a timely manner.</p> <p>Potential greater depth pupils will be identified in each year group.</p> <p>These children's progress and attainment will be tracked.</p> <p>Opportunities for development will be made available.</p> <p>Small group tutoring will be made available for identified pupils.</p>	<p>Good Quality First Teaching will be seen for all pupils including those who are PP in learning walks and spotlights</p> <p>Staff will be coached in having aspirational targets for PP pupils (PAMs/LPs &amp; AHT)</p> <p>Termly Pupil Achievement Meetings to identify potential PP greater depth pupils across the school</p> <p>LP to discuss PP children within PPA meetings to review interventions and strategies</p> <p>More than 5% of pupils in each year group will attain greater depth in reading, maths and writing.</p> <p>PP pupils will have the opportunity to receive reduced fees or free musical instrument tuition in school</p> <p>Targeted tutoring will be available for UKS2 pupils who have the potential to make accelerated progress.</p>

<p><b>To continue to cater for the mental health, social and emotional needs of Pupil Premium children</b></p> <p>disadvantaged children will have access to timely mental health support where needed.</p>	<p>All staff to continue using Zones of Regulation for all pupils - new staff to have training</p> <p>The Inclusion team will use animals to support the mental health of designated PP children.</p> <p>Pupils will be referred on triage forms to the weekly Care Committee where timely evidence-based approaches will be used to create an informed pathway.</p> <p>Pupils will receive support 'wobble' slots, ELSA intervention or Play Therapy as appropriate.</p> <p>All PP children will state in the termly survey that 1) the school encourages them to look after their mental health 2) that they know who to talk to in school if they are worried.</p> <p>Parents will have sign posted mental health support for children on the Website and on the newsletters.</p> <p>The Inclusion team will make timely referrals to external agencies for more significant mental health needs.</p> <p>Staff will feel confident in how to support the mental health needs of our disadvantaged children.</p> <p>90% of pupils and parents will report feeling their mental health is supported via surveys</p> <p>100% of disadvantaged children referred for mental health support will report feeling their child's mental health is supported via surveys</p> <p>All disadvantaged children referred for mental health interventions will receive timely support, with measurable improvements in emotional regulation or attendance recorded by the end of the intervention.</p>
<p><b>Pupil Premium Pupil attendance to rise to above national figures.</b></p> <p>The number of Persistent Absentee Pupil Premium children will decrease.</p> <p>The % attendance of PP children will rise.</p>	<p>Beginning of the year positive conversations/ contact between class teacher and all disadvantaged families</p> <p>Soft start embedded within year groups - dedicated staff allocated to this</p> <p>The office lead will have daily conversations with families of absent children</p> <p>The attendance lead will complete fortnightly tracking of PP Persistent Absentee families alongside follow up conversations with families, staff and children</p> <p>Termly reporting of PP attendance figures to Head teacher and to the Local Governing Body</p> <p>PP attendance will be 92.5% at the end of the year</p> <p>There will be fewer than 40 PP Persistent absentees at the end of the year</p>
<p><b>Staff to have a greater awareness and understanding of who the disadvantaged children are within their year group and how to support their</b></p>	<p>80% of KS1 disadvantaged children will reach age related expectations by end of 2024/25</p> <p>Staff will have good understanding and be able to talk about how to best support their disadvantaged children.</p>

<p><b>learning through Quality First Teaching.</b></p> <p>Progress of disadvantaged children will increase through Quality First Teaching</p> <p>Staff will feel greater level of knowledge around these children</p> <p>Gaps will close</p>	<p><b>Staff Awareness and Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 100% of teaching staff can identify the disadvantaged children in their year group and articulate their specific barriers to learning during pupil progress meetings.</li> <li>• Staff surveys will show at least a 90% confidence rate in their ability to support disadvantaged children effectively.</li> </ul> <p><b>Impact on Learning Progress:</b></p> <ul style="list-style-type: none"> <li>• At least 80% of disadvantaged children will demonstrate expected or accelerated progress in reading, writing, and mathematics by the end of the academic year.</li> <li>• A measurable reduction in the attainment gap between disadvantaged children and their peers will be recorded across all year groups to ensure the data is in line or above National expectations</li> </ul> <p><b>Closing Gaps:</b></p> <ul style="list-style-type: none"> <li>• Teachers will consistently identify and address gaps in learning through Quality First Teaching and targeted interventions, evidenced by termly assessments and moderation.</li> </ul> <p><b>Improved Outcomes for Pupils:</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged children will achieve national % or above for age-related expectations in core subjects by the end of the academic year.</li> <li>• Qualitative evidence (e.g., learning walks, lesson observations) will highlight increased engagement and participation of disadvantaged pupils in classroom activities.</li> </ul>
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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: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff awareness</p> <p><i>Whole school CPD to raise awareness and then strategies to allow staff to support disadvantaged children in the appropriate way. To follow with tailored CPD across phases. Focus on ensuring all staff know what Quality First Teaching looks like.</i></p>	<p><i>Teacher Development Trust evidence based research says "We can see that the average student makes significantly greater progress as we improve the quality of teaching, but that this effect is magnified for pupils from disadvantaged backgrounds"</i></p>	6
<p>Soft start</p>	<p><i>Nobody seems to know where soft starts came from—but the name makes sense. Not rigid, but gentle, individualised, and peaceful beginnings, driven by personal choice, not ordained by someone else's agenda or requirements. If children begin the day gradually and on their own recognisance, they will feel safe and in control, and can later glide into challenging enquiry work more smoothly and with more genuine</i></p>	1



	<p>engagement. Looked at over a whole day of school, a fifteen-minute soft start is an investment in the overall seven-hour outcome. children will accomplish more “net learning” if they start that day in the driver’s seat. Soft starts allow children to work alone, join in deep partnerships, or involve the whole class, and can be implemented at any time during the school year.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 120,500 + £3,295 = £123,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group teaching for focus core subject learning using mastery based approaches alongside teacher taught intervention.</i>	<p>EEF research suggests that small group tutoring allows +4 months accelerated progress over an academic year</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	3
<i>Small group intervention for focus core subject learning</i>	<p>EEF research suggests that small group tutoring allows +4 months accelerated progress over an academic year</p> <p>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has the highest impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/edu">https://educationendowmentfoundation.org.uk/edu</a></p>	3

	cation-evidence/teaching-learningtoolkit/ teaching-assistant-interventions	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance lead building relationship with disadvantaged families. Teachers understanding reasons for absence and creating a sense of belonging.</i>	Welsh Assembly doc "Strategies to manage school attendance and lateness" EEF 2022 evidence of how to improve attendance and absenteeism.	5
<i>ELSAs, Play Therapist and Animal therapy supporting children with anxiety and mental health needs</i>	Research: Programmes that focus on enhancing emotional literacy improve academic performance and behaviour (Carnwell & Baker, 2007) Investigation into the effectiveness of ELSAs in schools (May 2015 Dodds and Blake) PTUK analysis of 25,000 cases show 73% of positive change post therapy. This rises to 83% in children with severe issues.	4
<i>Disadvantage lead creating strategic</i>		1,2,3,4,5,6

<i>approaches across the curriculum and school</i>		
<i>Funding available for each disadvantaged child to attend one club per week per term. Funding to attend trips where voluntary contributions are not possible</i>	Funding to enhance cultural capital for disadvantaged pupils: EEF Teaching and learning toolkit - to reduce the attainment gap for core subjects; New Direction research 2017 eg building on arts impact for disadvantaged children	2

**Total budgeted cost: £ 190,295**

## **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 to 2024 academic year.

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### **2023-2024 Pupil Premium strategy**

#### **Coaching for success**

The Disadvantage Lead had short weekly meetings with small groups of children from Y5 and 6 to discuss where they thought they were with their learning and how they could make changes to improve this. The children were initially quite reluctant to discuss their learning in such a way, but after a couple of sessions they were more open. They said “ We like it when we can work together to help each other and not on our own. We like to be able to work in lots of different ways, not always writing or drawing” When asked to elaborate, they said they liked to create models and use computing to show their learning. The aim was for them to talk with Y3 and 4

children to share their thoughts and see how they could coach them. This could happen in the Autumn term 2024. The Y5s previously worked with will be Y6 and therefore will be able to coach Y3 and 4.

When discussing trips and clubs with them, they were unanimous in saying they loved school trips especially the residential trips. They were a little more hesitant about clubs - some said they preferred to go home after a long day at school, but those who had joined clubs (gardening and choir were mentioned), said they were glad they had the chance.

During learning walks, all rooms had Zones of Regulation on their walls. Most children were able to talk about the Zones and how this has helped them during their school day. In one particular Y5 class where there had been a significant number of mental health issues, the children said the zones helped them, in particular the suggestions for what they could do if they felt they were coming out of the calm zone feelings. The younger children showed me colour fans that they could use to represent their feelings as well as charts with cartoon faces on. Many Y5 and 6 children commented that they liked having a worry book to record their feelings throughout the day and they knew if they wanted to share this with their trusted adult, they could leave it on their desk. This has been powerful in Year 5 and 6. Adults are then asked to talk with individuals or small groups to resolve minor concerns and worries. This again has worked particularly well where there was an adult available after lunch for half an hour.

### **Attending clubs and trips**

We continued to offer 100% of disadvantaged children the opportunity to attend a club. Last year we had 50% of PP children attend a club. Parents and children gave a variety of reasons for it not being something they wanted to participate in. However, we challenged ourselves to push for 60% of children to attend at least one club during the year. This year 58.4% of PP children have attended at least one club. This could be because we have widened our clubs offer even further and there is a wider variety of clubs to choose from.

Memorable experiences (including trips and visitors) were placed into every learning unit. 100% of PP children have had the opportunity to participate in trips and experience days. disadvantaged children can get a 50% discount in the payment for trips. This has enabled all to participate.

### **To continue to cater for the mental health, social and emotional needs of Pupil Premium children**

Timely intervention for disadvantaged children was put into place. 19 PP pupils received blocks of intervention from ELSA or Play Therapy this year which, due to adding the 'soft start' intervention to the beginning of the day, has increased the number of pupils having specific support.

Sandcross has continued to build on the Bronze award for mental health and a number of secondary schools in transition talks have taken our ideas for use in their school next year for reluctant attenders.

**To continue to grow and consolidate the 'no ceilings' approach to Greater Depth for PP pupils across all years and to grow cultural capital through a knowledge rich curriculum.**

CPD has continued for class teachers and support staff and subject leaders have taken the opportunity to enable staff to hone their skills. The subject leaders have looked in detail at the content of the curriculum across the ages and stages to ensure cumulative knowledge acquisition. Good Quality First Teaching was seen where focus groups (incl PP) within the classroom were seen on learning walks and in Spotlights. Last year 5% of PP pupils attained Greater Depth. This year we have grown this potential:

Across KS2 Greater Depth has averaged 11.2% Reading; 6.1% Writing and 11.2% Maths. (In year 5 there was a higher % of disadvantaged pupils attaining Greater Depth 18.5% in reading and 14.8% in Maths.)

In KS1 the numbers were lower: 0% in Reading; 7.7% in Writing and 7.7% in Maths. There was a year 2 pupil who attained Greater Depth. However, in year 1 from the 4 PP pupils, 2 of them passed their phonics screener, one with 39/ 40.

PP children accessing intervention made good progress in their skills especially with consistent intervention in year 6. End of year %s are not yet known but PP children in KS2 averaged 60% in Reading; 54% in Writing and 62% in Maths.

Children can articulate their learning across all subject areas. disadvantaged children have shown that they are able to link concepts and participate in challenging learning. This has been monitored through random group children conversations with their books and in the monitoring of teaching and learning.

**Pupil Premium Pupil attendance to rise to above national figures.**

Teachers continued to make contact with disadvantaged families early on in the year.

School attendance is 94.3% with PP at 89.8%. The national average is 94.2% with PP being 92%. 44 of PP pupils are Persistent Absentees 33%. (There were 43 PP PAs at the end of the last academic year.) These families are an area of focus for the school.

Parent survey shows 96.8 % of parents 'agree' or 'strongly agree' with the statement 'My child is happy at this school'.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*