



## Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 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	Sandlings Primary School
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	5.6% in Oct 22 census 4.7% September 23
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Patricia Toal Head teacher
Pupil premium lead	Patricia Toal
Governor lead	Kathy Garnett Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£5820</b>
Recovery premium funding allocation this academic year	£2000
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	<b>£7820</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We have high aspirations and ambitions for all our children and we believe that no child should be left behind irrespective of their background or the challenges they face; We are determined to ensure that all our children are given every chance to realise their full potential and thrive; making good progress and achieving high attainment across the curriculum. The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve this goal.

Quality first teaching is at the heart of our approach benefiting disadvantaged and non-disadvantaged children. Learning is planned to be progressive but also to address identified gaps in knowledge and skills for individuals and groups of pupils. We use diagnostic assessments to support this work.

To ensure this work is effective we will ensure disadvantaged pupils are challenged in their work and adapt a whole school approach in which all of the Sandlings team have high aspirations for the outcomes of disadvantaged pupils and are aware of their responsibility to achieve this.

Challenge number	Detail of challenge
1	Reading progress and attainment in lower KS2
2	Maths and writing progress and attainment in Lower KS2
3	Reading writing and maths progress and attainment out comes at the end of year 6
4	Attendance in upper KS2
5	Pupils' Oracy skills: -the ability to communicate verbally and in writing, their ideas in a range of situations with appropriate voice, stance and vocabulary - the ability to use Oracy skills across the curriculum to enhance learning

### 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
Lower KS2 disadvantaged pupils make accelerated progress from their starting points in reading at the end of the summer term 20 24	Internal phonics/spelling and reading data demonstrates pupils are making good progress and the gap is closing
Lower KS2 disadvantaged pupils make accelerated progress from their starting points in writing and maths at the end of the summer term 2024	Internal phonics/spelling and reading data demonstrates pupils making good progress

KS2 disadvantaged pupils achieve good outcomes from their starting points in reading, writing and maths at the end of year 6 2024	Progress is evident through teacher assessments; taking into account: big write assessments, 3 PIRA (reading) and 3 PUMA (maths) assessments and year 6 SATS outcomes.
KS2 disadvantaged pupils' attendance improves	Attendance data shows improvement in attendance and moving towards at least 95%
All Pupils are developing a range of skills to communicate their ideas confidently and effectively	Using the Voice 21 assessment and progress criteria

### 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: £1560

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 teachers Little Wandle phonics training	A DFE approved scheme and evidence based research that all staff should be phonics trained.	1 and 2
Voice 21 Oracy CPD including local schools conference	Proven through research and outcomes and is now a recognised pedagogy. Suffolk LA is supporting the approach to improving outcomes.	5

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

Budgeted cost: £6260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lower KS2 reading support	Little Wandle is a DFE approved phonics scheme	1 £2004
Lower KS2 maths support	Power of maths DFE approved scheme teaching in age range group	2 £3200
Maths and literacy support in year 6	individual reading session developing fluency and comprehension Pre teaching units from DFE approved maths scheme recognised intervention approach Developing maths fluency	3 £1056

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
termly attendance letters for attendance below 95%	Latest DFE attendance guidance and information from Education Welfare Officer	4

**Total budgeted cost: £7820**

## Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes in order to maintain confidentiality as numbers are small statements are broad however governors have looked at the impact on individual pupils.

Target 1: All KS1 disadvantaged pupils passed the phonics retakes

Target 2: KS1 disadvantaged pupils achieved good outcomes from their starting points in reading, writing and maths at end of year 2 by achieving WTS. One child made better than expected by achieving exs in maths.

Target 3: KS2 disadvantaged pupils achieve good outcomes from their starting points in reading, writing and maths at end of their academic years.

Target 4: Attendance for KS2 will continue to be a target in the next academic year

### 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
Voice 21	Voice 21

### Service pupil premium funding

*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?	We use the premium to support learning in the curriculum and pastoral support to improve the wellbeing and sense of belonging for service children through: <ul style="list-style-type: none"><li>• Creating calm nurturing environments using the Reggio Emilia principles of design.</li><li>• Providing a variety of nurturing programmes to support children's needs on a daily basis, so that children have a sense of belonging and feel supported and are able to be successful learners.</li><li>• A specifically designed life skills aspect to our curriculum which includes forest schools</li></ul>
What was the impact of that spending on service pupil premium eligible pupils?	Induction procedures insured that 12 pupils who arrived over the course of the year were welcomed into our school and settled well, ensuring they were successful in continuing their

learning journey making expected progress or better progress

18 children left the school and transition work ensured they were confident to start at new schools and maintain the momentum of learning in the transition period

Thrive sessions supported 14 children with a range of social and emotional needs enabling children to

Data demonstrates that learning support has ensured that there are no significant differences between service and non-service children making good progress.

**Whole School Data**

expected progress	Mod	Non MOD
writing	94%	100%
reading	94%	100%
maths	86%	81%