



Strategy for Service Pupil Premium Grant Expenditure (PPG) 2023/2024

*We have high aspirations and ambitions for all our children and we believe that no child should be left behind; we are determined to ensure that all our children are given every chance to realise their full potential and **thrive**.*

Sandlings is Unique because:

- We are a smaller than the average primary school, located on a Ministry of Defense base surrounded by outstanding natural beauty
- Most pupils (on average 70%) come from the base with the remainder drawn from the surrounding rural area.
- A high proportion of pupils join or leave the school other than at the usual times of admission or leaving and are vulnerable to under achieving because of this mobility
- A high proportion of pupils attract the Service Pupil Premium(SPP)
- A small percentage of children attract a Free School Meals (FSM)

Barriers to Achievement and Objectives of Pupil Premium Grant Spending

Service Pupils

For our service pupils a known barrier to achievement is the emotional and social needs of children greatly affected by high mobility, parent deployment and friendship groups ever changing. This funding is received by the school annually. Following guidance from the [DFE Best Practice Guidance](#), the funding is used mainly for pastoral support to improve the well being and sense of belonging for service children through:

- Creating calm **nurturing** environments using the Reggio Emilio principles of design
- Providing a variety of nurturing programmes through our Thrive approach lead by a trained practitioner
- Supporting children's needs on a daily basis, so that children have a sense of belonging.

- A specifically designed life skills aspect to our curriculum
- A range of intervention programmes and additional class support

In line with the DFE guidance the premium examples of what the funding is not used for include: funding trips and visits, school uniform, music lessons and medical and educational assessments such as dyslexic tests.

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“Leaders provide very well for pupils’ personal development. They recognise that pupils bring a rich set of experiences with them to the school. Pupils celebrate their differences and say this is part of the uniqueness of their school. Life skill lessons help pupils make connections with the subjects they are learning through practical experiences. For example, pupils who are learning about the Great Fire of London made seventeenth century muffins in their ‘life skills cooking session.’”

“Pupils are proud to be members of a school that is ‘unique and nurturing’. They say they feel part of the school from the moment they join. They feel they are listened to and their voice is heard.”

“Pupils appreciate having someone to talk to in school if they are sad or worried. They say bullying is rare and that adults help them sort out any disagreements.”

“Leaders have created a culture of high expectations for pupils. This is helping pupils achieve well .The school’s curriculum is ambitious and well thought through. It helps pupils build on what they know and can already do.”

This year we aim to: -

- Continue to ensure that children starting school (at any time) make rapid progress in order to reach, sustain or exceed age related expectations as they move through quality first teaching, intervention time and classroom support
- Continue to develop children’s sense of belonging
- Support children through a range of mental health and Wellbeing provision including Thrive.

Pupil numbers and Funding	
Total number of pupils on role October 22	71
Total number of pupils eligible for PPG MOD January 23	49
Total MOD PPG (Jan 21 census)	£17,520
Nature Of Support Service pupil premium	
Learning in the curriculum	70%
Well Being and developing sense of belonging	30%

Service Pupil Premium Grant

	Action/ intervention/ approach <div style="background-color: red; color: white; padding: 2px;">High Cost</div> <div style="background-color: yellow; padding: 2px;">Medium Cost</div> <div style="background-color: lightgreen; padding: 2px;">Low Cost</div>	Evidence /Rational as to why this intervention used	Desired Outcome and Measure	Impact end of Summer 24 <div style="background-color: lightgreen; padding: 2px;">High Impact</div> <div style="background-color: yellow; padding: 2px;">Medium Impact</div> <div style="background-color: red; padding: 2px;">Low impact</div>
Quality of teaching for all	Additional Maths Support in class Power of maths sessions (5/6 ¾) total £6414 5/6 4 x maths sessions = £3207 ½ 4 x maths session= 3207 (fifth funded through school budget) ¾ funded through FSM budget	MOD premium good practice document focus on pupil wellbeing so an important part of additional support role is to nurture confidence in children particularly new starters and those that have missed maths units and keeping those who are leaving on track. Additional support enables small group work and to teach year groups separately as advocated by the scheme including a separated Year 3 / 4 class for Maths.	Improved attainment and progress in maths in line with reading and writing results for all children as seen in national and Internal data.	Whole School = Total number accessing Total number MOD Total number of non MOD Total number of FSM
	Additional literacy support in class ½ and £5985 1.5 hours per day	An intervention to support children in class MOD premium good practice document focus on pupil wellbeing so an important part of additional support role is to nurture confidence in children particularly new starters those who are leaving on track. Additional support enables small group work		Whole School = Total number accessing Total number MOD Total number of non MOD Total number of FSM
Social Emotional Behaviour Low self-esteem, Behaviour Difficulty settling in Missing family members Not feeling as belonging to school community	Wellbeing THRIVE and 1:1 sessions and World club if necessary £1804 2.25 hours per week	Emotional wellbeing of pupil as advocated in MOD premium good practice document	Support children with emotional and behaviour difficulties that may be due in part to transition, postings, tours of family members as well as other circumstances that effect emotional wellbeing. This additional support will ensure children can access the curriculum in	

(detachment)			class. Impact can be monitored using the Boxhall Profiles. Will be monitored by SENCO ½ termly.	
	Life Skills £569 6 pm sessions per year	To promote children's sense of wellbeing and sense of Belonging as advocated in MOD premium good practice document. Part of our unique curriculum design to support MOD children. Children are able to access a variety of additional activities in small groups	Promote children sense of wellbeing and sense of belonging in order for children to settle quickly and engage with school and learning ensuring high attendance by all. Impact will be monitored through pupil voice, observation and work by Class teacher and SLT termly	
	Forest Schools Forest leader cover £1630.60 Forest support £1118	To promote children's sense of wellbeing and sense of Belonging as advocated in MOD premium good practice document. Part of our unique curriculum design to support children. 2 ½ terms in the forest	wellbeing and sense of belonging in order for children to settle quickly and engage with school and learning ensuring high attendance by all. Impact will be monitored through pupil voice, observation and work by Class teacher and SLT termly	
	Pupil induction and transition and well being embedded in all TA support £0	Support Staff follow a protocol of induction and transition arrangements	Children are settled within the first week. Teachers are aware of pupils current attainment and gaps, interventions if required accessed in short space of time	