

Pupil premium strategy statement – Sandgate Primary School 2023-2026

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year. To see the Intended Outcomes and Evaluations for previous years please refer to Pupil Premium Strategy Statement 2021-2023.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	15.1%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	November 2023 Updated September 2024
Date on which it will be reviewed	Feb 2025 July 2025
Statement authorised by	Matthew Green – Headteacher
Pupil premium lead	Lianne Jones – Deputy Headteacher
Governor / Trustee lead	Sinead Critchley

Funding overview 2023-2024 (2024-2025 to be published in October)

Detail	Amount
Pupil premium funding allocation this academic year	£82,909
Recovery premium funding/Catch up premium allocation this academic year	£12,088
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£94, 997

Part A: Pupil premium strategy plan

Statement of intent

At Sandgate Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve that goal too. Those who already attain at a high standard will also make excellent progress to reach their full potential.

We will consider the challenges faced by all of our vulnerable pupils, not just those who receive the pupil premium funding, such as young carers and those affected by the cost of living crisis. The challenges, intended outcomes and activities in this statement is intended to support their needs as well as those pupils eligible for the funding.

High-quality teaching is at the heart of our whole school approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap, as well as benefiting and improving the outcomes of non-disadvantaged pupils in our school.

Our approach is responsive to common challenges and individual needs which are identified by continuous assessment. This robust approach to assessments means that assumptions are not made about the impact of disadvantage. The approaches we have adopted through high-quality teaching, targeted interventions and wider strategies are specifically chosen to ensure all pupils reach their full potential during their time at Sandgate Primary School.

To ensure our approaches are successful we:

- Ensure disadvantaged pupils are challenged in their learning across all subjects.
- Act early and identify any challenges so that intervention is timely.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our whole school objectives are:

- To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing (when working closely with families) to enable them to access learning at an appropriate level. This will include ensuring there is no attendance gap between disadvantaged and non-disadvantaged pupils.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils. Identification and analysis of gaps in learning ensure that they are acted upon immediately through high quality teaching, targeted interventions and wider strategies. This ensures that disadvantaged and non-disadvantaged pupils' attainment will be sustained and improved.

- Ensuring that appropriate provision is made for pupils: this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. Our carefully sequenced assessment tasks in all subjects ensure that specific knowledge is taught in a clear and consistent way.
- Recognising that not all pupils who receive free school meals will be socially disadvantaged.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating pupil premium funding following a needs analysis which will identify priority classes, groups or individuals. This will be clear in our strategy and via the intended outcomes.

Glossary of Terms for Parents and Carers from Pages 2 and 3:

Statement of Intent – an outline of what we want to achieve for our pupils including the approaches, objectives and aims.

Attainment – the academic standard that a pupil can reach.

Disadvantaged pupil – a pupil who is currently eligible for free school meals, a pupil who has been eligible for free school means in the last 6 years, a pupils who’s parent/carers are in the forces, a pupil who is or has been looked after by the Local Authority.

Non-disadvantaged pupil – a pupil who is not eligible for any of the above.

Continuous Assessment – ways of checking what a child has learned. This includes regular evaluation of what the child has learned and the progress made.

Targeted Intervention – individual or small group support in a particular subject or area.

Intended Outcome – the aim that wants to be achieved.

Challenges

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

Challenge number	Detail of challenge 2024-2025
1	<p>Assessments, observations, and discussions with pupils indicate under- developed oral language skills and vocabulary gaps among many disadvantaged pupils on entry to Sandgate Primary School.</p> <p>Assessments, such as Language Link, show lower language skills for 70% of children eligible for funding in the reception class. In EYFS, 50% of disadvantaged attained a Good level of Development. This is 5 of the 10 children. 5 of the children who did not reach a Good Level of Development, have made rapid progress in the Prime Areas of the curriculum. These children also have identified Special Educational Needs. 60% of the disadvantaged children reached the expected standard in the Prime Areas. These are Listening, Attention and Understanding, Speaking, Self-Regulation, Managing Self, Building Relationships, Gross Motor Skills, Fine Motor Skills. 50% of the disadvantaged children reached the expected standard in the specific areas of the curriculum. These are comprehension, Word Reading, Writing, Number and Numerical Patterns.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers throughout Reception through to the end of KS2.</p> <p>This negatively impacts their development as readers as they develop fluency and comprehension skills at a later point. These difficulties can be seen at entry in Reception this academic year with 50% of disadvantaged children being below expected standard in reading. This gap does close by the end of year 6 but remains in every year group until then.</p>
3	<p>Assessments and observations show that disadvantaged pupils have greater difficulties reaching the expected year group standard in writing.</p> <p>At the end of the reception year 50% of disadvantaged children reach the expected standard in writing compared to 85% of non-disadvantaged children. This gap widened and peaked last year in year 4 (current year 5) children with 40% of disadvantaged children reaching the expected standard compared to 78% of non-disadvantaged children.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>These findings are supported by national studies (EEF Evidence review on the impact of Covid 19) This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in non - core subjects such as History, RE, Geography and so on. For the academic year 2024-2025, Science will be a focus for disadvantaged children to ensure they are meeting the expected standard.</p>
5	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 3-4% lower than for non-disadvantaged pupils. Whilst this has slightly closed, a gap is still there with attendance of all children for last academic year at 96.4% compare with disadvantaged children at 94.5%. This is a gap of 1.9%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. This has improved from 2023-2024 due to the significant support in place for certain families.</p>

Glossary of Terms for Parents and Carers from page 4:

Ongoing Formative Assessment –

Good Level of Development - A 'good level of development' or GLD is defined as reaching the expected level in the prime areas of learning (along with specific aspects of mathematics and literacy). This indicates a child is ready for the learning in Year 1.

Self-Regulation - the ability to understand and manage behaviour and reactions to feelings and things happening around you.

Fluency – being able to accurately and automatically decode words.

Comprehension – the ability to understand what is being read.

Transcriptional – where the main focus in writing is correct spellings, use of punctuation, grammar and handwriting.

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>Improved oral language skills and vocabulary, reading and phonics and ability to self-regulate emotions among disadvantaged pupils. Children achieving the expected standard in Maths will also increase.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • Language Link data will show that the oral language skills of specific disadvantaged pupils has improved. • The number of children achieving the expected standard in Communication and Language, Personal, Social and Emotional Development, Maths and Literacy will improve so that the gap between disadvantaged and non-disadvantaged continue to close. • Those children who did not attend pre-school will make rapid progress in the areas above from their starting points.
<p>Improved phonics screening passes for disadvantaged pupils at the end of year 1 and children reaching the expected standard at the end of year 2. This will then continue to impact across Key Stage 2.</p>	<ul style="list-style-type: none"> • There will be no significant gap in the National phonics screening scores for disadvantaged pupils with at least 8 of the 10 children reaching a score of at least 32 and passing the threshold. • Significant progress from year 1 baseline to end of year 1 will be seen from regular assessments. • At the end of year 2, a significant majority will reach the expected standard in reading so that the difference between disadvantaged pupils and non-disadvantaged pupils is no more than 10% (reaching the expected standard) • Across Key Stage 2, the difference in children reaching the expected standard in reading will be no more than 10% between disadvantaged and non-disadvantaged pupils. • End of year 6 standards in reading, for disadvantaged children, will be above National standards.
<p>Improved writing standards for disadvantaged children across all year groups with a particular focus on Spelling, Punctuation and Grammar. Maths standards will improve across every year group as adaptive teaching methods are used.</p>	<ul style="list-style-type: none"> • Writing standards for non-disadvantaged pupils and disadvantaged pupils need to improve. • Through high-quality teaching and targeted intervention, the gap between non-disadvantaged children and disadvantaged reaching the expected standard in writing will close as children progress through the school so that, by the end of year 6, there is no significant difference. • Focus on year 5 will ensure that this increases before moving to year 6 to at least 60%. Throughout year 5, this will continue to increase so that by the end of Year 6, it is above National writing standards for disadvantaged children. • Standards in Spelling, Punctuation and Grammar will be above National standards at the end of year 6 for disadvantaged children. • Daily SPaG lessons in each class focus on spelling, punctuation and transcription. • Adaptive teaching methods in mathematics, will mean that 90% of all pupils will reach the expected standard in maths at the end of term 6. This will also apply to disadvantaged children too.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To ensure that the benefits of cultural capital are prioritised and improved standards in non-core subjects for disadvantaged children particularly in History, Science (core) and RE.</p>	<p>There will be sustained high levels of wellbeing evidenced by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice and surveys, parent voice and teacher observation. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils including after school clubs to ensure opportunities are provided for cultural capital to be prioritized. All disadvantaged children will have first access to all after school clubs. • Standards in History, Science and RE will improve for disadvantaged children so that there is no significant gap at the expected standard compared to non-disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Attendance will improve for disadvantaged children so that the gap is no more than 2% compared to all other pupils. This will be sustained for 2024-2025. • Persistent absenteeism (below 90%) for disadvantaged pupils will be no more than 10%. • Persistent absenteeism for all pupils will be no more than 7%. This will be sustained in 2024-2025

Glossary of Terms for Parents and Carers from page 6 and 7:

Underdeveloped oral language skills – a delay in using spoken words to express knowledge, ideas and feelings. There is a delay in developing the skills and knowledge that go into listening and speaking which impacts on reading comprehension and writing.

Good Level of Development - A 'good level of development' or GLD is defined as reaching the expected level in the prime areas of learning (along with specific aspects of mathematics and literacy). This indicates a child is ready for the learning in Year 1.

Self-Regulation - the ability to understand and manage behaviour and reactions to feelings and things happening around you.

Fluency – being able to accurately and automatically decode words.

Comprehension – the ability to understand what is being read.

Transcriptional – where the main focus in writing is correct spellings, use of punctuation, grammar and handwriting.

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.

High – Quality Teaching

Budgeted cost: £60,893

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support staff and SEND practitioner recruited to provide specialised nurture provision and speech and language support.</p>	<p>Nurture UK/Education Endowment Fund (EEF) ELSA programme Behaviour Intervention (moderate impact, low cost) (+3 months) NHS – Speech and Language There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 4</p>
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2</p>
<p>Additional teaching staff deployed to specific year groups: Year 5 – Deputy Headteacher to team teach maths with arithmetic focus. Year 6 – Deputy Headteacher team teaches English and Maths x 2 a week EYFS – Team Teaching Deputy Headteacher English, Maths and Phonics. New phonics programme purchased and embedded across whole school.</p>	<p>Education Endowment Fund: Small Group Tuition (low cost, moderate impact)/Smaller class sizes. (+2 months) Feedback (low cost, high impact) (+6 months) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our Year 5 cohorts and have identified that 3 smaller classes between the sizes of 16-22 pupils would allow teachers to increase the amount of attention and feedback each child will receive for 2 days a week. This also applies to Year 6 too where the lowest attaining children work predominately with the Deputy Headteacher. Education Endowment Fund: Phonics (very low cost, very high impact) (+5 months)</p>	<p>1, 2, 3</p>

<p>Additional support staff in key year groups: Year 4 – 2x full time TAs Year 1 – HLTA and additional qualified teacher to focus on phonics and language intervention. EYFS – additional TA for language intervention, oracy and vocabulary. Focused Language Link groups across all year groups – 32 session programme.</p>	<p>Education Endowment Fund: Small Group Tuition (low cost, moderate impact) (+4 months)</p> <p>Education Endowment Fund: Oral language interventions (low cost, very high impact) (+6 months)</p> <p>Education Endowment Fund: Phonics (very low cost, very high impact) (+4 months)</p> <p>Language Link programme will be used for this: https://speechandlanguage.info/</p>	<p>1, 2, 3</p>
<p>Curriculum Development Team created to rewrite whole school curriculum with assessment reviews throughout every subject.</p> <p>Subject leaders working alongside curriculum development team to ensure learning builds on cultural capital.</p>	<p>EEF T& L toolkit, teacher subject knowledge, Improving Science Science (Report on EEF) https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-science-ks1-ks2/improving-primary-science-guidance-report-ks1-ks2.pdf?v=1708576749</p> <p>EEF Embedding Formative Assessment (+2 months)</p> <p>Ofsted Curriculum Subject Reviews https://www.gov.uk/government/collections/curriculum-research-reviews</p> <p>All children will access outdoor learning within the wider curriculum: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>4</p>
<p>Short burst teaching sessions in every class for Spelling, Punctuation and Grammar</p>	<ul style="list-style-type: none"> • EEF T& L toolkit, teacher subject knowledge • Closing the writing gap, Alex Quigley 	<p>2, 3</p>

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

Budgeted cost: £ 15,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Nurture provision in small groups by SEND practitioner.</p> <p>ELSA sessions for those identified including speech and language support.</p>	<p>EEF (+6)</p> <p>A range of 1:1 and small group interventions carried out which include: A SEND practitioner, qualified teacher, dedicated to providing speech and language support.</p> <p>SEND practitioner trained in ELSA, Makaton, and nurture provision.</p>	<p>1, 2, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Animaphonics embedded across the whole school with all children of a reading age below 8, assessed and intervention provided in small groups.</p>	<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. 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. EEF (+5)</p>	<p>2, 3</p>
<p>Lowest 20% in each class including disadvantaged children to have a personalised case study which identifies, analyses, prioritises actions and evaluates barriers to learning in reading, writing and maths.</p>	<p>Education Endowment Fund: Small Group Tuition (low cost, moderate impact) (+4 months)</p>	<p>1, 2, 3</p>
<p>Catch up lessons for absenteeism in foundations subjects especially when not at the expected standard.</p>	<p>Education Endowment Fund: Small Group Tuition (low cost, moderate impact) (+4 months)</p> <p>EEF (+6)</p> <p>A range of 1:1 and small group interventions</p>	<p>4, 5</p>
<p>Intervention groups focusing on spelling and handwriting across all year groups. Reading focus and Reading Profiles in place.</p> <p>In EYFS, Years 1 and 2 focused language intervention groups.</p>	<p>Education Endowment Fund: Small Group Tuition (low cost, moderate impact) (+4 months)</p> <p>EEF (+6)</p> <p>A range of 1:1 and small group interventions.</p>	<p>2, 3</p>

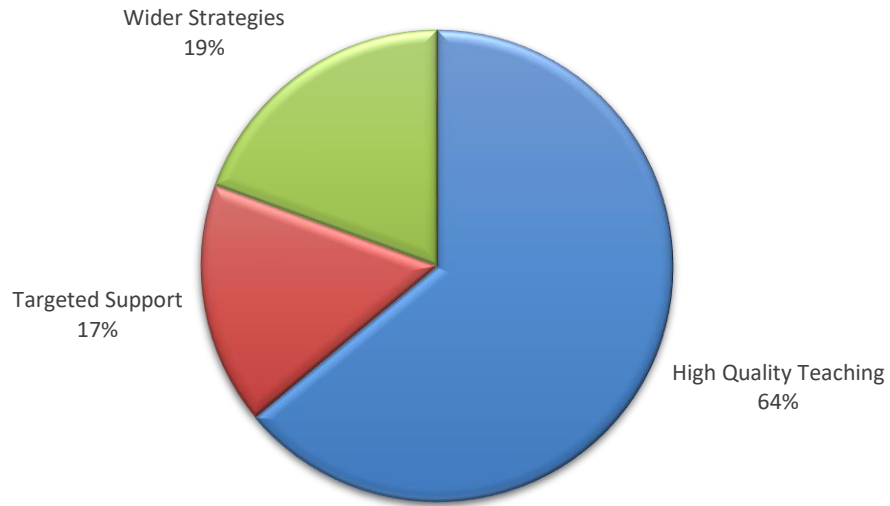
Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for attendance at curriculum clubs	Education Endowment Fund: Arts participation (very low cost, moderate impact). (+3 months)	4, 5
Funding for attendance at breakfast and after school clubs.	Education Endowment Fund: Breakfast Club (low cost, moderate impact – 2017 research).	4
Funding towards school residential in years 5 and 6	Education Endowment Fund: Arts participation (very low cost, moderate impact). (+3 months)	4
Introduction of nurture provision to support emotional, social and well-being of pupils.	Nurture provision implemented to support emotional, social and well-being of pupils enabling school to break down barriers and impact attainment and attendance EEF (+4 months)	4
<p>FLO working with vulnerable families and improve parental engagement e.g. termly training/support sessions for parents and signposting to support available.</p> <p>Attendance officer to analyse attendance and contact low attenders.</p>	<p>EEF (+3 months) We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; <p>and</p> <ul style="list-style-type: none"> • more intensive programmes for families in crisis. <p>DfE attendance: Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	4, 5

Total budgeted cost: £95,193 (overspend £196)

Expenditure Overview



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

September 2024 – February 2025 – in-year evaluation

Intended Outcome

- 1. Improved oral language skills and vocabulary, reading and phonics and ability to self-regulate emotions among disadvantaged pupils. Children achieving the expected standard in Maths will also increase.**

(1 child currently registered for FSM in EYFS)

- 2. Improved phonics screening passes for disadvantaged pupils at the end of year 1 and children reaching the expected standard at the end of year 2. This will then continue to impact across Key Stage 2.**

In year 1, there are 12 children who are pupil premium with 8 children being Free School Meal. 8 children are currently below the expected standard in Reading with 4 children at the expected standard.

In year 2, there are 7 children who are pupil premium with 4 children being Free School Meal. 2 children are currently below the expected standard in Reading with 5 children at expected standard. At the end of term 3, year 1 children sat a national phonics screen.

All pupils scored 30 as an average out of 40. Children eligible for pupil premium funding scored 23 and those who are free school meals (8 children) scored 21.2 on average. A focused intervention programme is in place for the children working below the expected standard in phonics. The lowest 20% of children in each class have a case study in place which identifies their weaknesses, plans, acts and evaluates all provisions in place.

- 3. Improved writing standards for disadvantaged children across all year groups with a particular focus on Spelling, Punctuation and Grammar. Maths standards will improve across every year group as adaptive teaching methods are used.**

Year 1:

Pupil Premium:

		Significantly Below	Below	At
Reading	↔		66.7% (8)	33.3% (4)
Writing	↔		66.7% (8)	33.3% (4)
Mathematics	↔		58.3% (7)	41.7% (5)

All pupils:

		Significantly Below	Below	At
Reading	⊖		30.5% (18)	69.5% (41)
Writing	⊖		35.6% (21)	64.4% (38)
Mathematics	⊖		28.8% (17)	71.2% (42)

Summary – Significant difference in standards between all pupils and those eligible for funding. Actions:

- Pupil Provision Case Studies for 8 children who are eligible for the funding and have SEND
- Wave 2 focused intervention for phonics and simple sentence writing for those not on a case study but not at the expected standard
- Pupil progress meetings to monitor progress of those children not at expected in Reading, Writing and Maths.

Year 2:

Pupil Premium:

		Significantly Below	Below	At
Reading	⊖		28.6% (2)	71.4% (5)
Writing	⊖		57.1% (4)	42.9% (3)
Mathematics	⊖		14.3% (1)	85.7% (6)

All pupils:

		Significantly Below	Below	At
Reading	⊖		20.0% (12)	80.0% (48)
Writing	⊖		46.7% (28)	53.3% (32)
Mathematics	⊖		20.0% (12)	80.0% (48)

Summary: No significant difference between all children and those eligible for funding.

Year 3:

Pupil Premium:

		Significantly Below	Below	At
Reading	⊖		66.7% (8)	33.3% (4)
Writing	⊖		91.7% (11)	8.3% (1)
Mathematics	⊖		41.7% (5)	58.3% (7)

All pupils:

	Significantly Below	Below	At
Reading		28.3% (17)	71.7% (43)
Writing		81.7% (49)	18.3% (11)
Mathematics		20.0% (12)	80.0% (48)

Summary – writing standards for the year group, as a whole, are lower than the rest of the school. Actions:

- Pupil Provision Case Studies for 7 children who are eligible for the funding and have SEND
- Wave 2 focused intervention for phonics and simple sentence writing for those not on a case study but not at the expected standard
- Pupil progress meetings to monitor progress of those children not at expected in Reading, Writing and Maths.

Year 4:

Pupil Premium:

	Significantly Below	Below	At
Reading		23.1% (3)	76.9% (10)
Writing		53.8% (7)	46.2% (6)
Mathematics		7.7% (1)	92.3% (12)

All pupils:

	Significantly Below	Below	At
Reading		14.8% (9)	85.2% (52)
Writing		29.5% (18)	70.5% (43)
Mathematics		6.6% (4)	93.4% (57)

Summary – Significant difference in writing standards between all pupils and those eligible for funding. Actions:

- Pupil Provision Case Studies for 8 children who are eligible for the funding and have SEND
- Wave 2 focused intervention for phonics and simple sentence writing for those not on a case study but not at the expected standard
- Pupil progress meetings to monitor progress of those children not at expected in Reading, Writing and Maths.

Year 5:

Pupil Premium:

	Significantly Below	Below	At
Reading		25.0% (3)	75.0% (9)
Writing		66.7% (8)	33.3% (4)
Mathematics		33.3% (4)	66.7% (8)

All pupils:

	Significantly Below	Below	At
Reading		8.6% (5)	91.4% (53)
Writing		41.4% (24)	58.6% (34)
Mathematics		15.5% (9)	84.5% (49)

Summary – Significant difference in writing standards between all pupils and those eligible for funding.
Actions:

- Pupil Provision Case Studies for 8 children who are eligible for the funding and have SEND
- Wave 2 focused intervention for phonics and simple sentence writing for those not on a case study but not at the expected standard
- Pupil progress meetings to monitor progress of those children not at expected in Reading, Writing and Maths.

Year 6:

Pupil Premium:

	Significantly Below	Below	At
Reading		54.5% (6)	45.5% (5)
Writing		63.6% (7)	36.4% (4)
Mathematics		72.7% (8)	27.3% (3)

All pupil:

	Significantly Below	Below	At
Reading		30.5% (18)	69.5% (41)
Writing		54.2% (32)	45.8% (27)
Mathematics		35.6% (21)	64.4% (38)

Summary – Significant difference in writing standards between all pupils and those eligible for funding.
 Actions:

- Pupil Provision Case Studies for 8 children who are eligible for the funding and have SEND
- Wave 2 focused intervention for phonics and simple sentence writing for those not on a case study but not at the expected standard
- Pupil progress meetings to monitor progress of those children not at expected in Reading, Writing and Maths.
- Classes are split into two sets to support targeted provision and intervention across Reading, writing and mathematics.
- Additional TA support in the mornings in year 6 to work specifically with children eligible for the funding.

4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To ensure that the benefits of cultural capital are prioritised and improved standards in non-core subjects for disadvantaged children particularly in History, Science (core) and RE.

Children at the expected standard in History, Science and RE is as follows for Key Stages 1 and 2.

History

Key Stage 1 – all children

	Significantly Below	Below	At
History		13.4% (16)	86.6% (103)

Key Stage 1 – Pupil Premium

	Significantly Below	Below	At
History		21.1% (4)	78.9% (15)

Key stage 2 – all children

	Significantly Below	Below	At
History		5.9% (14)	94.1% (224)

Key Stage 2 – Pupil Premium

	Significantly Below	Below	At
History		10.4% (5)	89.6% (43)

Summary – no significant difference across Key Stage One in History between all pupils and those eligible for funding demonstrating impact of funding.

Science

Key Stage 1 – all children

	Significantly Below	Below	At
Science		15.8% (3)	84.2% (16)

Key Stage 1 – Pupil Premium

	Significantly Below	Below	At
Science		10.1% (12)	89.9% (107)

Key stage 2 – all children

	Significantly Below	Below	At
Science		9.7% (23)	90.3% (215)

Key Stage 2 – Pupil Premium

	Significantly Below	Below	At
Science		12.5% (6)	87.5% (42)

Summary – no significant difference across Key Stage One in Science between all pupils and those eligible for funding demonstrating impact of funding.

Religious Education

Key Stage 1 – all children

	Significantly Below	Below	At
Religious Education		5.9% (7)	94.1% (112)

Key Stage 1 – Pupil Premium

	Significantly Below	Below	At
Religious Education		21.1% (4)	78.9% (15)

Key stage 2 – all children

	Significantly Below	Below	At
Religious Education		7.1% (17)	92.9% (221)

Key Stage 2 – Pupil Premium

	Significantly Below	Below	At
Religious Education		10.4% (5)	89.6% (43)

Summary – no significant difference across Key Stage Two in RE between all pupils and those eligible for funding demonstrating impact of funding. There is a larger gap in Key Stage One for those not at expected. This will continue to be monitored.

5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Up until 14th February 2025:

All – 96.3%

Pupil Premium (68 children) – 94.4%

FSM (52 children) – 93.4%

Difference of 2.9% between all pupils and those eligible for free school meals. The school uses a 15 day monitoring approach to absence. Target children below 90% have 'Notice to Improve' meetings with the school and local authority involvement.

Intended outcome

1. Improved oral language skills and vocabulary, reading and phonics and ability to self-regulate emotions among disadvantaged pupils.

- In EYFS, 50% of disadvantaged attained a Good level of Development and 33% of Free School Mean Children. 5 of the children who did not reach a Good Level of Development, have made rapid progress in the Prime Areas of the curriculum. These children also have identified Special Educational Needs.
- Language Link screening for all children has taken place in June. 28 children out of 60 scored below the school threshold of 100. At baseline 7 of the 10 disadvantaged children had a score of less than 100. In June this was 3 and those children have all made progress (child a – 54 to 59, child b – 68 – 72 and child c 75-81). All 3 of these children also have SEND linked to speech and language.

2. Improved phonics screening passes for disadvantaged pupils at the end of year 1 and children reaching the expected standard in reading at the end of year 2. This will then continue to impact across Key Stage 2.

6 of the 7 disadvantaged children in year 1 passed the National phonics screen. This is 86%. Last year's National data for all pupils was 79%. End of KS2 reading data for disadvantaged children is significantly high. Based on last year's National school comparative data, this would place us in the top 1% of 20,517 schools. Combined expected standard in reading, writing and maths is 92%. National for all pupils is 61%. In Reading 100% compared to 74% Nationally, writing 92% compared to 72% Nationally and 100% compared to 73% Nationally for all pupils

Reading, Writing and Mathematics Combined Attainment	Sandgate Primary School 60	Sandgate Pupil Premium 13	Sandgate FSM 10
R, W & M: % of pupils achieving the EXS	95%	92%	90%
R, W & M: % of boys achieving the EXS [33 boys]	94%		
R, W & M: % of girls achieving the EXS [27 girls]	96%		
R, W & M: % of pupils achieving a high score	17%		
R, W & M: % of boys achieving a high score	12%		
R, W & M: % of girls achieving a high score	22%		

Individual Subjects Attainment	Sandgate Primary School 60	Sandgate Pupil Premium 13	Sandgate FSM 10
Reading: % of pupils achieving expected standard	97%	100%	100%
Reading: % of pupils achieving a high standard	53%	31%	30%
Reading: average scaled score	109.9	107	106.5

Individual Subjects Attainment	Sandgate Primary School 60	Sandgate Pupil Premium 13	Sandgate FSM 10
Writing: % of pupils achieving expected standard	98.3%	92%	90%
Writing: % of pupils working at GDS within expected standard	23.3%	31%	20%

Individual Subjects Attainment	Sandgate Primary School 60	Sandgate Pupil Premium 13	Sandgate FSM 10
Mathematics: % of pupils achieving expected standard	98.3%	100%	100%
Mathematics: % of pupils achieving a high standard	43%	31%	30%
Mathematics: average scaled score	109.2	108.2	107.3

3. Improved writing standards for disadvantaged children across all year groups with a particular focus on Spelling, Punctuation and Grammar.

Individual Subjects Attainment	Sandgate Primary School 60	Sandgate Pupil Premium 13	Sandgate FSM 10	National 2024
Writing: % of pupils achieving expected standard	98.3%	92%	90%	72%

Grammar, punctuation & spelling: % of pupils achieving EXS	95%	92%	90%	72%
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Grammar, punctuation & Spelling: average scaled score	110	107.8	106.5	
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Standards in SPaG and writing are significantly higher for disadvantaged compared to National data for all pupils.

- 4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To ensure that the benefits of cultural capital are prioritised and improved standards in non-core subjects for disadvantaged children particularly in History, Science (core) and RE.**

	Science		RE		History	
	ALL	Dis	ALL	Dis	ALL	Dis
Year 1	83%	71% (5/7)	80%	71% (5/7)	80%	86% (6/7)
Year 2	93%	67% (8/12)	70%	75% (9/12)	67%	83% (8/12)
Year 3	86%	83% (10/12)	83%	100%	83%	83% (10/12)
Year 4	93%	82% (9/11)	85%	73% (8/11)	93%	73% (8/11)
Year 5	95%	80% (8/10)	95%	80% (8/10)	97%	80% (8/10)
Year 6	85%	92% (12/13)	93%	92% (12/13)	95%	92% (12/13)

- 5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

County comparison for all pupils:

Attendance measure	Percentage	Ranking 
Overall attendance	96.4%	You are ranked 12 out of 431 schools
Overall absence	3.6%	You are ranked 12 out of 431 schools
Authorised absence	3.1%	You are ranked 37 out of 431 schools
Unauthorised absence	0.5%	You are ranked 14 out of 431 schools
Persistently absent	3.0%	You are ranked 3 out of 431 schools
Severely absent	0.0%	You are ranked 1 out of 431 schools

Ranked top 2.7% in the county.

For Free School Meal children within the county:

Attendance measure	Percentage	Ranking ⓘ
Overall attendance	94.5%	You are ranked 25 out of 431 schools
Overall absence	5.5%	You are ranked 25 out of 431 schools
Authorised absence	4.9%	You are ranked 95 out of 431 schools
Unauthorised absence	0.6%	You are ranked 16 out of 431 schools
Persistently absent	11.8%	You are ranked 26 out of 431 schools
Severely absent	0.0%	You are ranked 1 out of 431 schools

Ranked top 5.8% in the county.

Difference of 1.9% between ALL and Free School Meal pupils. Persistently absent at 11.8% for free school meal children so this needs to be closely monitored next academic year with 15 day reviews.

Feb 2024 in-year evaluation

Intended outcome

1. Improved oral language skills and vocabulary, reading and phonics and ability to self-regulate emotions among disadvantaged pupils.

- In EYFS, 60% of disadvantaged children are at the expected standard for Communication and Language and Word Reading. This is lower than all other pupils who are attaining 86% and 78% respectively. There is also a difference in the % of children at expected for Self Regulation with 50% of eligible pupils being at expected compared to 86% of all pupils.
- The Reception cohort are 18 sessions into the 32 session programme. Rescreening takes place in May.

2. Improved phonics screening passes for disadvantaged pupils at the end of year 1 and children reaching the expected standard in reading at the end of year 2. This will then continue to impact across Key Stage 2.

- Of the 2 disadvantaged children who did not pass the screening in Year 1, both have now passed with an average score of 35/40.

- Of the year 1 children, at the end of term 3, 5 have passed the end of year phonics screen. 63%
- Mid Term 3, year 2 have been assessed using the NTS assessment papers. These give a standardised score. 100 is expected. The average score for all pupils in the Reading paper was 114. For disadvantaged pupils this was 108. 60% are at the Expected Standard compared to 84% of the whole year group. It is worth remembering, that 1 child = 10%.
- For the year 6 MOCK sats, 83% of the whole year group scored the expected standard. 82% of disadvantaged children reached the expected standard. (9/11)

3. Improved writing standards for disadvantaged children across all year groups with a particular focus on Spelling, Punctuation and Grammar.

- Writing continues to be a whole school focus.
- Current year 6 – 62% of the year group at expected standard. 82% of disadvantaged pupils are at the expected standard.

4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To ensure that the benefits of cultural capital are prioritised and improved standards in non-core subjects for disadvantaged children particularly in History, Science (core) and RE.

- Tracking at expected standard for disadvantaged pupils is completed termly.
- Examples:

		Year 2	Year 3	Year 4
History	ALL	82%	87%	85%
	DIS	75%	63%	65%
Science	ALL	91%	80%	85%
	DIS	94%	75%	85%
RE	ALL	82%	93%	93%
	DIS	74%	85%	60%

5. To achieve and sustain improved attendance for all pupils, particularly our

disadvantaged pupils.

- Current attendance of all children 96.2% (Overall absence date National 7.3%. Sandgate 3.8%)
- Current attendance of disadvantaged children 94.8%
- Current attendance of free school meal disadvantaged children 94.8%
- Percentage of whole school persistent absenteeism (below 90%) 5.7%. National 22.1%
- Percentage of disadvantaged pupils who are below 90% - 37% (9 of the 24)