

Pupil premium strategy statement – Sandgate Primary School 2023-2026 – updated September 2025

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	16.9%
Academic year/years that our current pupil premium strategy plan covers	2023-2026 Updated July 2025
Date this statement was published	November 2023 Updated September 2025
Date on which it will be reviewed	Dec 2025 Feb 2026 July 2026
Statement authorised by	Matthew Green – Headteacher
Pupil premium lead	Lianne Jones – Deputy Headteacher
Governor / Trustee lead	Lisa Welsh Smith

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

Detail	Amount
Pupil premium funding allocation this academic year	£104, 141
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£104, 141

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 – updated July 2025
1	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. Often disadvantaged children have difficulties in self - regulation and demonstrating readiness for learning.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers in Reception to the end of Year 2.
3	Assessments and observations show that disadvantaged pupils have greater difficulties reaching the expected year group standard in reading, writing and maths in Years 3 to 6. This is due to SEN or AEN. Adaptations within quality first teaching will be needed for these children.
4	Assessments, observations and discussions with pupils suggest that disadvantaged pupils have greater difficulties reaching the expected standards in non-core subjects. This is often due to a lack of real life experiences but also there is a strong correlation between attainment in Reading and non-core subjects.
5	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%.

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.⁷

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 oral language skills and vocabulary, reading and phonics and ability to self-regulate emotions among disadvantaged pupils.	<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. There will be no significant gap in the attainment of a Good Level of Development. • Those children who did not attend pre-school will make rapid progress in the areas above from their starting points.
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.	<ul style="list-style-type: none"> • Children eligible for the funding in year 1 will pass the phonics screen. • In the phonics rescreen in year 2, all children below threshold in year 1, will pass. This is 8 out of 14 children. • Standards in reading will show that there is significant gap between disadvantaged children and all others.
Improved reading, writing and maths standards for disadvantaged children across years 3 to 6 with a particular focus on Spelling, Punctuation and Grammar in writing. Adaptive teaching methods in all core subjects will support children with SEND and AEN.	<ul style="list-style-type: none"> • Writing standards for non-disadvantaged pupils and disadvantaged pupils need to improve across years 3 to 6. • Currently in writing 62.5% of all pupils are at expected. For those eligible for funding, 52% are at expected. There will be no significant gap. • At the end of year 6, there will be no significant attainment gap in writing for eligible and all other pupils. • Standards in Spelling, Punctuation and Grammar will be above National standards at the end of year 6 for disadvantaged children. 50% compared to 75% of all pupils attained the expected standard. • Daily SPaG lessons in each class focus on spelling, punctuation and transcription will accelerate the progress of eligible children. • Adaptive teaching methods will accelerate the progress of eligible children so that there is no gap between them and all others in reading, writing and maths.
To achieve and sustain improved outcomes in all non-core subjects for pupils who are eligible for funding.	<ul style="list-style-type: none"> • Pupil conferencing demonstrates that eligible children engage with and enjoy non core subjects. • Pupil conferencing and working alongside parents will ensure that the school has a detailed understanding of prior experiences. • Eligible children will reach expected standards in non-core subjects so there is no gap in attainment when comparing them to all other children.

	<ul style="list-style-type: none"> • A particular focus on Science and Art will result in more children reaching expected standards when eligible for funding.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<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. • Persistent absenteeism (below 90%) for disadvantaged pupils will be no more than 10%. • Persistent absenteeism for all pupils will be no more than 7%.

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: £65,893

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Flooding Strategy' Teaching Assistants supporting in specific year groups for Writing and Maths.</p>	<p>Education Endowment Fund: Small Group Tuition (low cost, moderate impact)/Smaller class sizes. (+2 months) Feedback (low cost, high impact) (+6 months)</p> <p>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.</p>	2, 3
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Purchase of Sonar Juniper assessment tracking system.</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 https://junipereducation.org/customer-login</p>	2, 3 and 4
<p>Year 6 – Deputy Headteacher teaches maths and English once a week. EYFS – Deputy Headteacher teaches one morning a week. New phonics programme purchased and embedded across whole school. This will include purchasing of more Animaphonics books.</p>	<p>Education Endowment Fund: Small Group Tuition (low cost, moderate impact)/Smaller class sizes. (+2 months) Feedback (low cost, high impact) (+6 months)</p> <p>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</p>	1, 2, 3

	<p>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.</p> <p>Education Endowment Fund: Phonics (very low cost, very high impact) (+5 months)</p>	
<p>Additional support staff in key year groups: Year 6 – 2x full time TAs Year 1 – HLTA and additional qualified teacher to focus on phonics and language intervention. EYFS – 2x full time TAs</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/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 3
<p>Curriculum Development Team created to rewrite whole school curriculum with assessment reviews throughout every subject. Maths curriculum is currently being rewritten.</p> <p>Senior leaders lead subject hubs and are responsible for the strategic direction of that subject. A clear, defined focus on disadvantaged children is included in all hub action plans</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 EEF Embedding Formative Assessment (+2 months) Ofsted Curriculum Subject Reviews https://www.gov.uk/government/collections/curriculum-research-reviews All children will access outdoor learning within the wider curriculum: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	4
<p>Short burst teaching sessions in every class for Spelling, Punctuation and Grammar. This is daily</p>	<p>• EEF T& L toolkit, teacher subject knowledge • Closing the writing gap, Alex Quigley https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 DfE The Writing Framework 2025: https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbeeb/The_writing_framework.pdf</p>	2, 3

<p>Termly review of writing books for all disadvantaged children by Deputy Headteacher with feedback to children and teachers.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>DfE The Writing Framework 2025: https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbeeb/The_writing_framework.pdf</p>	<p>2, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 19, 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Nurture provision in small groups by SEND practitioner. ELSA sessions for those identified including speech and language support.</p>	<p>EEF (+6) 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. SEND practitioner trained in ELSA, Makaton, and nurture provision.</p>	<p>1, 5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will take in place years 2 and 3.</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>4, 5</p>

	EEF (+6) A range of 1:1 and small group interventions	
<p>Reading profiles completed for all children not at expected in Reading. These children will partake in a daily 1-1 reading intervention. This is for Years 1 through to 6. Clear targets will be set by the class teacher for each year group.</p> <p>In EYFS, Years 1 and 2 focused language intervention groups.</p> <p>Phonological awareness group to run three times a week in EYFS for those identified early as having persistent literacy difficulties</p>	<p>Education Endowment Fund: Small Group Tuition (low cost, moderate impact) (+4 months) EEF (+6) A range of 1:1 and small group interventions.</p>	1, 2, 3
<p>After school tutoring with deputy heads in maths in Reading for 12 weeks for year 6.</p>	<p>Education Endowment Fund: Small Group Tuition (low cost, moderate impact) (+4 months) EEF (+6) A range of 1:1 and small group interventions.</p>	3
<p>Daily structured arithmetic intervention in years 3 to 6 lead by teaching assistants.</p>	<p>Education Endowment Fund: Small Group Tuition (low cost, moderate impact) (+4 months) EEF (+6) A range of 1:1 and small group interventions.</p>	3

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

Budgeted cost: £18, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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
FLO working with vulnerable families and improve parental engagement e.g. termly training/support sessions for parents and signposting to support available. Attendance officer to analyse attendance and contact low attenders.	EEF (+3 months) We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes: <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; and <ul style="list-style-type: none"> • more intensive programmes for families in crisis. DfE attendance: Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	4, 5

Total budgeted cost: £104,293 (overspend £152)

High Quality Teaching	£65, 893
Targeted Intervention	£19, 900
Wider Strategies	£18, 500