



# Sandal Magna Community Academy Primary Academy

## Pupil Premium Strategy

**2023 – 2024 Reviewed**

*Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

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.

SCHOOL OVERVIEW	
DETAIL	DATA
NUMBER OF PUPILS IN SCHOOL	206
PROPORTION (%) OF PUPIL PREMIUM ELIGIBLE PUPILS	33%
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	2021 -2024
DATE THIS STATEMENT WAS PUBLISHED	September 2021
DATE ON WHICH IT WILL BE REVIEWED	July 2023
STATEMENT AUTHORISED BY	C Elliott (Headteacher) D Johnson (CofG)
PUPIL PREMIUM LEAD	C Elliott
GOVERNOR / TRUSTEE LEAD	D Johnson

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£78,010
RECOVERY PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£12,403
PUPIL PREMIUM (AND RECOVERY PREMIUM*) FUNDING CARRIED FORWARD FROM PREVIOUS YEARS (ENTER £0 IF NOT APPLICABLE)	£0
<p><i>*RECOVERY PREMIUM RECEIVED IN ACADEMIC YEAR 2021 TO 2022 CAN BE CARRIED FORWARD TO ACADEMIC YEAR 2022 TO 2023. RECOVERY PREMIUM RECEIVED IN ACADEMIC YEAR 2022 TO 2023 CANNOT BE CARRIED FORWARD TO 2023 TO 2024.</i></p>	
TOTAL BUDGET FOR THIS ACADEMIC YEAR	£90,413

## PART A: PUPIL PREMIUM STRATEGY PLAN

### STATEMENT OF INTENT

The ultimate objective for disadvantaged pupils at Sandal Magna Community Academy is to use the funding available to make a difference to the overall outcomes when they leave our setting. This includes their academic achievements being the same as non-disadvantaged pupils and being ready for their next stage of education.

Due to the context and community in which the school serves, there are a variety of other 'challenges' which can hinder the achievements of disadvantaged pupils. These include EAL, SEN, attendance and low expectations from home. We aim to ensure that once specific challenges are identified for each pupil, the funding is used to help overcome these.

Additionally, as a whole school approach, the improvement in reading and oracy will allow our pupils to access the rest of curriculum better and to succeed.

Our expectation at Sandal Magna is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens.

The key principles of our approach are:

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### CHALLENGES

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

Challenge Number	Detail of Challenge
1	<p>Disadvantaged children do not score as highly in the phonics screening check than other children in Y1 in our setting (screening check at beginning of Y2).</p> <p><i>87% of children (23) who were not disadvantaged in 2021 passed the PSC, compare to 43% (7) of disadvantaged.</i></p> <p><i>This was a decrease on 2020 where 86% (6) of disadvantaged children passed the PSC compared to 83% (23) of non-disadvantaged children passed.</i></p>
2	<p>Disadvantaged children have poorer oral language and vocabulary range than other children. This is more apparent in younger year groups leading to a widening gap in KS2.</p>

	<i>Early assessment in EYFS baseline and historical GLD information suggests that disadvantaged pupils have lower starting points than other children in their use of vocabulary and oral skills</i>
3	<p>Disadvantaged pupils' outcomes at KS2 are broadly lower than other children at individual subject progress.</p> <p><i>In 2019, progress figures at KS2 showed that; disadvantaged children (10) progress was lower in reading (-3.1) than none disadvantaged (17) children (-2.8).</i></p> <p><i>In 2019, progress figures at KS2 showed that; disadvantaged children (10) progress was lower in writing (-1.0) than none disadvantaged (17) children (0.5).</i></p> <p><i>In 2019, progress figures at KS2 showed that; disadvantaged children (10) progress was lower in maths (-1.2) than none disadvantaged (17) children (-0.7).</i></p>
4	<p>Disadvantaged pupils' attendance is below that of other children.</p> <p><i>Our in-school attendance gap for our Pupil Premium pupils was 3% for the 2020/2021 academic year.</i></p>

### 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 Outcomes	Success Criteria
Improved Phonics Screening Check pass rate for disadvantaged children in comparison to others in Y1	The gap between disadvantaged children and other children will reduced from 44% and will be no more than 10%
Improved vocabulary and oral skills for disadvantaged children in EYFS and across school	Using a standardised vocabulary test, ensure that the gap between disadvantaged children and other children will be no more than 5%
Disadvantaged children to significantly close the gap in comparison to other children in their KS2 outcomes	Disadvantaged children's outcomes improve significantly from previous years' attainment figures and the gap narrows to their peers
Attendance for disadvantaged children to improve	The attendance for disadvantaged children will improve from an historical 90.5% to be closer to 95%

### 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: £50,000		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A coaching approach to be continue to help improve teaching in an individualised way using metacognition and the 5 a day approach</i>	<a href="https://educationendowmentfoundation.org.uk/news/eef-blog-moving-forwards-making-a-difference">https://educationendowmentfoundation.org.uk/news/eef-blog-moving-forwards-making-a-difference</a>	3,2
<i>Senior Leaders and teaching staff to undertake two action research projects based upon the school development plan and the pupil premium plan.</i>	<a href="https://educationendowmentfoundation.org.uk/news/eef-blog-moving-forwards-making-a-difference">https://educationendowmentfoundation.org.uk/news/eef-blog-moving-forwards-making-a-difference</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>  <a href="https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years">https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years</a>	1,2,3
<i>Employment of higher qualified Teaching Assistant in KS1 and EYFS to increase quality and capacity for improvements in Early Reading</i>	<a href="https://www.gov.uk/government/speeches/nickgibb-reading-is-the-key-to-unlocking-humanpotential">https://www.gov.uk/government/speeches/nickgibb-reading-is-the-key-to-unlocking-humanpotential</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
<i>CPD for staff to improve the teaching of foundation subjects</i>	<a href="https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway">https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway</a>	3,2
<i>Further embedding of teaching across EYFS and KS1 of synthetic phonics scheme with support from English Hub</i>	<a href="https://www.gov.uk/government/speeches/nickgibb-reading-is-the-key-to-unlocking-humanpotential">https://www.gov.uk/government/speeches/nickgibb-reading-is-the-key-to-unlocking-humanpotential</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
<i>Employment of higher qualified Nursery Nurse in EYFS to increase quality and capacity for improvements in oracy</i>	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communicationand-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communicationand-language-approaches</a>	2

TARGETED ACADEMIC SUPPORT (for example, tutoring, one-to-one support, structured interventions)		
<b>Budgeted cost:</b>	<b>£30,000</b>	
Activity	Evidence that supports this approach	Challenge number(s) ) addresse d
<i>National Tutoring Programme – small group reading tuition</i>	<a href="https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/national-tutoring-programme">https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/national-tutoring-programme</a>  <a href="https://connex-education.com/Connex-EducationImpact%20Report-July%202021.pdf">https://connex-education.com/Connex-EducationImpact%20Report-July%202021.pdf</a>	3
<i>Nuffield Early Language Intervention</i>	<a href="https://www.teachneli.org/what-is-neli/evidence-andprogramme-development/">https://www.teachneli.org/what-is-neli/evidence-andprogramme-development/</a>	2
<i>Well Comm</i>	<a href="https://www.gl-assessment.co.uk/assessments/products/wellcomm/">https://www.gl-assessment.co.uk/assessments/products/wellcomm/</a>	2
<i>Additional Phonics Booster Groups – partnership with English Hub</i>	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://www.englishhub.outwood.com/">https://www.englishhub.outwood.com/</a>	1

WIDER STRATEGIES (for example, related to attendance, behaviour, wellbeing)		
<b>Budgeted cost:</b>	<b>£15,000</b>	
Activity	Evidence that supports this approach	Challenge number(s) ) addresse d
<i>Free breakfast club for disadvantaged children</i>	<a href="https://educationendowmentfoundation.org.uk/projects -and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects -and-evaluation/projects/magic-breakfast</a>	4
<i>Subsidised KS2 residential visit for disadvantaged children</i>	<a href="https://learningaway.org.uk/2015/05/funding-brilliantresidential-use-of-the-pupil-premium/">https://learningaway.org.uk/2015/05/funding-brilliantresidential-use-of-the-pupil-premium/</a>	4

<i>Attendance incentives</i>	<a href="https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities#actions-for-school-staff-and-local-authorities-to-improveattendance">https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities#actions-for-school-staff-and-local-authorities-to-improveattendance</a>	4
<i>Behaviour reward system</i>	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a>	4
<i>Subsidised curriculum trips, visits and experiences</i>	<a href="https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boostswriting-skills-by-nine-mo">https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boostswriting-skills-by-nine-mo</a>	4

<b>TOTAL BUDGETED COST:</b>	<b>£ 95,000</b>
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## PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

### OUTCOMES FOR DISADVANTAGED PUPILS

#### CHALLENGES

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

Challenge Number	Detail of Challenge
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1 Disadvantaged children do not score as highly in the phonics screening check than other children in Y1 in our setting (screening check at beginning of Y2).

*87% of children (23) who were not disadvantaged in 2021 passed the PSC, compared to 43% (7) of disadvantaged.*

*This was a decrease on 2020 where 86% (6) of disadvantaged children passed the PSC compared to 83% (23) of non-disadvantaged children passed*

#### 2023 -2024

*In 2023/2024 there has been a decrease in children who did not pass the PSC to 4. There was an equal split of disadvantaged and non-disadvantaged. All other DA children 8/10 passed the assessment.*

Phonics Screening Check									
Statistic	2018-2019		2021-2022		2022-2023		Cohort	2023-2024	
	School	National	School	National	School	National		School	National
% of pupils passing in Year 1	65%	82%	86%	75%	80%	79%	30	87%	~ 80%
% of pupils passing check by end of Year 2	80%	91%	87%	87%	90%	89%	31	94%	~ 91%

2 Disadvantaged children have poorer oral language and vocabulary range than other children. This is more apparent in younger year groups leading to a widening gap in KS2.

*Early assessment in EYFS baseline and historical GLD information suggests that disadvantaged pupils have lower starting points than other children in their use of vocabulary and oral skills*

#### 2023 -2024

*Overall, our GLD results have dipped slightly when in comparison to the national average. The development of our EYFS setting is on our Academy Improvement Plan as this is an area we still need to develop. However, when looking at the data for Pupil premium children, out of the 13 children we have within our Reception class, all children except 2 received GLD for speaking and the listening, attention and understanding statements.*

Early Years Foundation Stage									
Statistic	2018-2019		2021-2022		2022-2023		Cohort	2023-2024	
	School	National	School	National	School	National		School	National
% of pupils achieving a Good Level of Development	-	72%	61%	65%	69%	67%	30	60%	~ 68%
% of pupils at the expected level across all early learning goals	-	71%	61%	63%	69%	66%	30	60%	~ 67%
Average number of early learning goals at the expected level per pupil	-	-	12.6	14.1	12.8	14.1	30	12.6	~ 14.2



3

Disadvantaged pupils' outcomes at KS2 are broadly lower than other children at individual subject progress.

*In 2019, progress figures at KS2 showed that; disadvantaged children (10) progress was lower in reading (-3.1) than none disadvantaged (17) children (-2.8).*

*In 2019, progress figures at KS2 showed that; disadvantaged children (10) progress was lower in writing (-1.0) than none disadvantaged (17) children (0.5).*

*In 2019, progress figures at KS2 showed that; disadvantaged children (10) progress was lower in maths (-1.2) than none disadvantaged (17) children (-0.7).*

### 2023 -2024

*Over the last three years, there has been a year-on-year improvement in the academy's results in all subject areas.*

Key Stage 2										
Subject	Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	65%	53%	59%	58%	60%	30	60%	61%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	-	11%	3%	7%	0%	8%	30	3%	~ 7%
Reading	% of pupils achieving the expected standard	-	73%	67%	74%	68%	73%	30	63%	74%
Reading	% of pupils achieving the higher standard	-	27%	13%	26%	10%	29%	30	23%	~ 28%
Reading	Average scaled score	-	104.0	102.0	105.0	101.9	105.0	28	103.9	105.0
Writing	% of pupils achieving the expected standard	-	76%	67%	69%	68%	71%	30	70%	72%
Writing	% of pupils working at greater depth	-	20%	7%	13%	3%	13%	30	13%	~ 12%
Maths	% of pupils achieving the expected standard	-	79%	57%	71%	65%	73%	30	77%	73%
Maths	% of pupils achieving the higher standard	-	27%	17%	22%	6%	24%	30	17%	~ 23%
Maths	Average scaled score	-	105.0	101.6	104.0	101.3	104.0	29	103.9	104.0
GPS	% of pupils achieving the expected standard	-	78%	70%	72%	77%	72%	30	77%	72%
GPS	% of pupils achieving the higher standard	-	36%	20%	28%	19%	30%	30	23%	~ 31%
GPS	Average scaled score	-	106.0	102.8	105.0	103.3	105.0	29	105.3	105.0
Science	% of pupils achieving the expected standard	-	83%	73%	79%	74%	80%	30	77%	81%

*In Year 6, there were 9 children who were disadvantaged. The 2/4 children who did not meet the standard both achieved 99 in maths and early 90s in reading.*

*Reading – 5/9 children met the standard and 2 were the higher standard.*

*Maths – 5/9 children did meet the standard and 1 met the higher standard.*

*Writing – 6/9 disadvantage children met the standard and 1 achieved GDS.*

	2022		2023		2024	
	PP	Non-PP	PP (10)	Non-PP (20)	PP (9)	Non-PP (21)
Reading	45%	79%	54%	75%	56%	67%
Writing	45%	79%	55%	75%	67%	71%
Maths	45%	63%	45%	75%	56%	76%

*More of our disadvantaged pupils have achieved the standard over the last three years. The gap between our PP and non- PP children has decreased yet the biggest gap is still maths. This will need to be focus for our maths leader and in our next pupil premium report.*

4

Disadvantaged pupils' attendance is below that of other children.

*Our in-school attendance gap for our Pupil Premium pupils was 3% for the 2020/2021 academic year. The attendance for disadvantaged children will improve from a historical 90.5% to be closer to 95% (In 2022, DA attendance – 90% and Non-DA – 93%)*

2022/23 whole year Attendance Y1-6	Number of children	Attendance	Difference
PP	52	90.5%	Gap -1.6%
Non-PP	178	92.1%	

*We found as a school attendance was down this year due to Eid being twice in term time and families taking children on extended leave. To have additional support with this, we have signed up to a DFE Attendance Hub.*

2023 -2024

2023/24 whole year Attendance Y1-6	Number of children	Attendance	Difference
PP	62	91.1%	Gap -0.8%
Non-PP	115	91.9%	

*Attendance has improved but is still lower than national. The gap between PP and non-PP is closing.*

#### EXTERNALLY PROVIDED PROGRAMMES

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NELI	Elklan
Floppy Phonics	Oxford Owl

#### 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