



Sandy Lane Primary School **Pupil Premium Strategy Statement**

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Pupil premium strategy statement – Sandy Lane Primary School

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	429 (2024-25) 414 (2025-26) TBC (2026-27)
Proportion (%) of pupil premium eligible pupils	14.2% (2024-25) 20.5% (2025-26) TBC (2026-27)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-27
Date this statement was published	8 November 2024
Date on which it will be reviewed	30 October 2025 Reviewed by K Parkhouse (30/10/25)
Statement authorised by	G Strudley (September 2024) K Parkhouse (October 2025)
Pupil Premium lead	J Waters (2024/25) K Parkhouse (2025/26)
Governor / Trustee lead	M Breidenstein (2024/25) TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,444 (2024/25) £103,818 (2025/26)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0

Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£93,444 (2024/25) £103,818 (2025/26)

Part A: Pupil premium strategy plan

Statement of intent

We understand educational disadvantage to mean those pupils whose achievement is at risk because of the impact of their social and economic circumstances. This might include home environment, word and world knowledge, as well as health and welfare considerations like social and emotional development. Educational disadvantage incorporates all children who are vulnerable, whether or not they are in receipt of the Pupil Premium, and whether or not they are high or low prior attaining. This is not about deficit: we celebrate all our children and see everything they bring as a strength.

A key principle for us is that all staff understand these challenges and recognise their role and responsibility in mitigating them for our pupils. This shared responsibility is captured in the activities laid out below, but it also exists in the thousands of tiny interactions all our staff have with our pupils each day, where we relentlessly seek to challenge the impact of disadvantage on our pupils' ability to achieve. Seeing things through the lens of disadvantage in this way helps us to be clear about the impact of our words and actions on all our pupils, but particularly our most vulnerable.

Our philosophy is to direct our limited resources to where they can make the biggest difference. Research and experience tell us this is in the classroom, where through high quality teaching and strong relationships with our pupils we have the most control over their development. We can significantly improve all pupils' learning and sense of belonging at school if we focus tirelessly on anticipating where they might struggle and thinking carefully and deliberately about what we say and do each day.

A significant focus this year is in the improvement of teaching quality through Instructional Coaching (SDP Priority 2); evidence indicates that changes in teacher-student interaction qualities targeted by such interventions lead to substantial gains in student achievement. By systematically improving teaching quality, we expect progress in direct academic gains, addressing motivational and behaviour barriers, sustainability and impact.

Challenges

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

Challenge number	Detail of challenge
1 Learning attitude and skills	Data analysis shows that PP children (a) make slower progress than their peers and (b) fewer are working at the Expected Standard (EXS+) for their year group in reading, writing and mathematics. Those who are working at EXS+ are also more likely to be insecurely at that standard and prone to a 'dip' after the summer break. PP children are less likely to: <ul style="list-style-type: none">● Ask and answer questions in class;● Be able to pay attention or concentrate for long periods;● Work independently;● Respond to feedback and learn from mistakes;● Be prepared to take risks;● To shows resilience;
2 Attendance	Attendance for PP children in the 2024-25 academic year was 91.2% and was 2.5% lower than for children who are not PP. Persistent absence (PA) for this group was 24.7%, which was 5.5% higher than for non-PP children.
3 Behaviour and relationships	Our logged behaviour incidents show a disproportionate representation of disadvantaged pupils. Observations and data suggest these pupils are low-attaining pupils and many lack self-regulation strategies to cope with challenging tasks and situations, which has a negative

	<p>impact upon their learning. In addition, around one third of the PP children are also on the SEND Register with a significant proportion identified as having a Communication & Interaction (C&I) or Social, Emotional & Mental Health (SEMH) need. Overall, this group:</p> <ul style="list-style-type: none"> ● Struggle to build and maintain relationships with peers and adults; ● Do not always work or play well with others; ● Are less likely to volunteer for roles; ● Are not always kind or respectful to others; ● Do not always act responsibly;
4 Belonging	<p>While pupils report feeling safe, they do not perceive the school as a place of true acceptance and belonging, evidenced by only 60% recommending it to a friend moving to the area and 80% enjoying school most of the time, with just 12% enjoying it all the time, as per the March 2025 pupil survey.</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 outcome	Success criteria
1. A greater proportion of children in receipt of the Pupil Premium Grant (PPG) attain the Expected Standard (EXS) each year in reading, writing and maths and RWM combined.	<ul style="list-style-type: none"> ● A greater proportion of children in receipt of the Pupil Premium Grant (PPG) are at EXS+ in reading, writing and maths year on year. ● A greater proportion are at EXS+ in RWM Combined year on year ● At the end of Year 6, a greater proportion are at EXS+ in reading, writing and maths and RWM Combined year on year ● A greater proportion are passing the Phonics Screening Check (PSC) and achieving 20/25 in the Multiplication Tables Check (MTC) each year.
2. A greater proportion of children in receipt of the Pupil Premium Grant (PPG) achieve the Early Learning Goals (ELG) in the prime areas of learning and reading by the end of Reception each year.	<ul style="list-style-type: none"> ● A greater proportion of children in receipt of the Pupil Premium Grant (PPG) achieve the Early Learning Goals (ELG) in the prime areas of learning each year ● A greater proportion achieve the Early Learning Goals (ELG) in word reading and comprehension each year ● A greater proportion achieve a Good Level of Development (GLD) each year
3. Attendance of children in receipt of PPG is in-line with or better than for 'all' children and their persistent absence (PA) is in-line with all children.	<ul style="list-style-type: none"> ● Attendance of children in receipt of PPG is in-line with or better than 'all' children in the school. ● Attendance is in-line with or better than the national average for 'all' children ● Persistent absence (PA) is in-line with 'all' children in the school ● PA is in-line with or better than 'all' children nationally.
4. Developing foundational learning skills, wellbeing & belonging	<ul style="list-style-type: none"> ● Children develop strong learning attitudes, improved self-regulation, and a secure sense of belonging, resulting in positive relationships and responsible behaviour. ● The percentage of children in receipt of PPG logged for behaviour incidents or given a fixed-term suspension is proportional to the size of the group within the school ● Teacher observations and data confirm improved use of metacognitive and self-regulation strategies by PPG pupils, translating to greater resilience and willingness to take risks ● PPG children report improved peer relationships and a secure understanding of the school's values and expectations

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: £58,138.08

Activity	Evidence that supports this approach	Challenge addressed
<p>Develop Instructional Coaching (IC) as one method of teaching improvement (SDP Priority 2):</p> <ul style="list-style-type: none"> Embedding the 'Core 10' routines to improve teaching quality (SDP Priority 2) IC Structure/Mechanisms: Coaching focuses on discrete, high-leverage skills (T) such as Modelling ('Model 'live') and 'I do, we do, you do'. Coaches ensure Rehearsal (P) of techniques, provide Feedback (T), and set Action Planning goals (P). IC explicitly promotes desired learning behaviours 	<p>Investing in high quality teaching is the top priority for Pupil Premium spending (EEF/DfE Guidance). IC is listed on the DfE Menu of Approaches. IC has large positive effects on instruction (0.49 SD) and achievement (0.18 SD) (Kraft, Blazar, & Hogan, 2018). The approach aligns with effective professional development which must target four components: Insight, Goals, Techniques, and Practice (Sims et al., 2022). Coaching programs focusing on teacher-student interactions can produce student achievement gains equivalent to moving the average student from the 50th to the 59th percentile in achievement test scores (Allen et al., 2011).</p>	<p>1, 3</p>
<p>Enable environments that support inclusive practice (SDP Priority 3):</p> <ul style="list-style-type: none"> Utilise IC to drive strong adaptive teaching (SPD Priority 2), ensuring teachers consistently deploy high-quality teaching practices that are vital for all - particularly those with education needs. Strategic deployment of teaching assistants to complement high quality teaching Implement targeted interventions and resources designed to meet the specific needs of disadvantaged pupils Maintain teacher-student interactions ensuring that interactions build a positive emotional climate and demonstrate sensitivity to pupil needs. Development of Character Curriculum to facilitate sense of PRIDE and belonging (SDP priority 1) 	<p>The EEF Making the Best Use of Teaching Assistants (2011: p3) report recommends:</p> <ul style="list-style-type: none"> “Use TAs to add value to what teachers do, not replace them; Use TAs to help pupils develop independent learning skills and manage their own learning; Ensure TAs are fully prepared for their role in the classroom; Use TAs to deliver high quality one-to-one and small group support using structured interventions; Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction; Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.” <p>The SEN in Mainstream Schools (2021: p9) guidance report recommends:</p> <p>“Complement high quality teaching with carefully selected small-group and one-to-one interventions.”</p>	<p>1,2,3,4</p>
<p>Strategic assessment use (SDP Priority 4):</p>	<p>Education Endowment Foundation (EEF) "Diagnostic assessment is a powerful tool for</p>	<p>1</p>

<ul style="list-style-type: none"> • Embed use of annual summative tests in conjunction with PiXL to support teachers as one way of identifying gaps in learning and addressing needs of all learners • Use of Question Level Analysis (QLAs) to support the identification of targets • Targets are regularly reviewed following PiXL assessments through Pupil Progress Meetings 	<p>identifying gaps in knowledge and skills, particularly for disadvantaged pupils who may not benefit equally from a standard curriculum." (EEF Toolkit: Assessment and Feedback. Available at educationendowmentfoundation.org.uk)</p> <p>EEF Toolkit "High quality assessment is essential to great teaching. It can help to monitor pupil progress, particularly as they re-establish classroom routines and recover any learning loss." EEF July 2020</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: 21,801,78

Activity	Evidence that supports this approach	Challenge addressed
<p>Provide Targeted Individualised Academic Support (SDP Priority 3,4,5):</p> <ul style="list-style-type: none"> • Using Teaching Assistants (TAs) to deliver targeted 1:1 and / or small group interventions identified through QLAs and PPMs. • Using Teaching Assistants (TAs) as additional scaffolding in class. • Using Teaching Assistants (TAs) to release teachers to (a) deliver targeted 1:1 and / or small group interventions and (b) to provide additional scaffolding in class. • Investing in PiXL resources to support interventions in reading, writing and mathematics. • Investing in new technological resources (e.g. IDL App, Britannica) or using existing technological resources (E.g. Times Table Rock Stars, SumDog, Learning with Parents) to promote independent learning and learning at home. • Working with ABC to Read to provide reading volunteers. 	<p>The EEF's One to One Tuition Toolkit states, "one to one tuition is very effective at improving pupil outcomes [and] is more likely to make an impact if it is additional to and explicitly linked with normal lessons."</p> <p>The EEF's Small Group Tuition Toolkit states, "small group tuition has an average impact of four months' additional progress over the course of a year."</p> <p>The EEF's Making a Difference with Effective Tutoring documents states, "if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one to one tuition and up to four months additional progress with small group tuition."</p> <p>Research by Sharp (2010) found, "technology can help to resolve the problems associated with low achievement and underachievement, but use of technology must be combined with other approaches." See also: Using Digital Technology to Improve Learning.</p>	1,3,4
<p>Develop Children's Attitude to Learning and Key Skills (SDP Priority 1,2):</p> <ul style="list-style-type: none"> • Delivering Indoor and Outdoor Nurture by Teaching Assistants 	<p>Rowland (2021) in his book, 'Addressing Educational Disadvantage in Schools and Colleges: The Essex Way' identifies metacognition and self-regulation as key to tackling disadvantage.</p> <p>Research by Sharp (2010) found, "the concept of readiness for learning is key to many learners' achievement [and] an individual learner's self-efficacy is an essential component of academic achievement."</p>	1,2

	See also: https://www.psychologytoday.com/us/basics/growth-mindset and https://fs.blog/carol-dweck-mindset/	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,878.14

Activity	Evidence that supports this approach	Challenge addressed
<p>Embed Character Curriculum for PRIDE and Belonging (SDP Priority 1):</p> <ul style="list-style-type: none"> Integrate the new Character Curriculum and PRIDE framework into the behaviour curriculum teaching and modelling of school values to support the development of crucial social and emotional skills; this will improve pupils' sense of connectedness and belonging. 	<p>The EEF's guidance, Improving Social and Emotional Learning in Primary Schools, states, "effective SEL can lead to learning gains of +4 months over the course of a year, "being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores and, "schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs."</p>	1, 2, 3, 4
<p>Support Children to Build and Maintain Positive Relationships (SDP Priority 1,4,5):</p> <ul style="list-style-type: none"> Improving our Behaviour Curriculum Specifically teaching and modelling our Behaviour Curriculum and School Values. Continuing to embed the PSHE Curriculum Providing targeted support to specific children. Improving our summer transition programme. 	<p>The EEF's Improving Behaviour in Schools Guidance suggests knowing and understanding the pupils and their influences, teaching learning behaviours alongside managing misbehaviour and using targeted approaches to meet the needs of individuals.</p> <p>See also the EEF's guidance Improving Social and Emotional Learning in Primary Schools.</p>	1,3,4
<p>Support Children to Develop Metacognition and Self-Efficacy (SDP Priority 1,2,3):</p> <ul style="list-style-type: none"> Developing staff's understanding and skills to develop their pupils' metacognitive knowledge. All staff modelling and promoting a growth mindset and metacognitive skills in class, e.g. thinking aloud, reflecting on feedback and facing challenges, being resilient etc. Planning for developing metacognition in lessons, e.g. opportunities for children to plan, monitor, and evaluate their learning. 	<p>The EEF's Metacognition Guidance states, "evidence suggests the use of 'metacognitive strategies' [...] can be worth the equivalent of an additional +7 months' progress when used well" and the, "potential impact of these approaches is very high, particularly for disadvantaged pupils."</p> <p>See also: Psychology Today and Carol Dweck's articles on Growth Mindset.</p>	1,3,4
<p>Increase Levels of Attendance and Reduce Persistent Absence (SDP Priority 1,3)</p> <ul style="list-style-type: none"> Building positive relationships with parents to identify and understand the particular challenges they may be facing. Proactively monitoring attendance and identifying potential concerns early. Putting in additional support quickly, including from the Family Support Adviser (FSA) and signposting parents to external support where appropriate. 	<p>Elliot Major (2018, 2019, 2020) and Rowland (2022) both argue that relationships with pupils and parents – and understanding barriers - are key. See also the EEF's Working with Parents to Support Children's Learning.</p> <p>The EEF's Attendance Interventions: Rapid Evidence Assessment states, "positive impacts were found for both parental communication approaches and targeted parental engagement interventions" and, "responsive</p>	2

<ul style="list-style-type: none"> ● Referring cases of persistent absence to our bought in Educational Welfare Officer service. ● Promoting and celebrating good attendance in assemblies. ● Promoting a sense of belonging with children and their parents. 	<p>interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective.”</p>	
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Total budgeted cost: £103,818

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of outcomes and expenditure: Academic Year 2024-25				
Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All children receive Quality First Teaching that is good or better and that meets individual needs	Teaching	The adoption of the Trust's Teaching and Learning Principles and CPD (based on Rosenshine's Principles of Instruction) to support this has seen an improvement in the quality of teaching. This has been evidenced by Developmental drop-ins (DDIs) and other monitoring. However, this has yet to significantly affect summative data and more work needs to be done on the quality of instruction and adaptive teaching.	Further CPD, including DDIs, will take place in 2024-25 with a particular focus on models, exemplars and modelling (including metacognitive talk), the use of scaffolds, checking for understanding and adapting 'in the moment'.	£6,193
The attainment gap between PPG and non-PPG pupils is narrowed	Teaching TAS Wellbeing	The overall gap between PPG children and non-PPG children in Y1-6 was narrow in reading, but 16% in writing, 12% in maths and 23% combined.	It is positive that more PPG children are at EXS+ overall and that the gap in reading is narrow.	£43,000
Improved combined attainment among PPG children		This is an improvement compared to the previous year in reading, but the gap has widened in writing, maths and combined. However, more PPG children are attaining at EXS+ compared to the previous year in all subjects and the gap has grown because more non-PPG are also at EXS+. Children in receipt of a FSM in Year 6 were significantly below	It is clear, however, that more work needs to be done to improve attainment in writing and maths and to ensure children in receipt of the PPG leave Year 6 'secondary ready'. In addition, more work needs to be done to embed the new phonics scheme	

		<p>the national average at the end of Year 6 for RWM combined.</p> <p>The percentage of children passing the Phonics Screening Check (PSC) overall was well below the national average and the gap between PPG and non-PPG was 36%.</p>	<p>and to ensure all staff are delivering it with fidelity and have the subject knowledge and pedagogical skills to do so.</p>	
<p>The punctuality of PPG pupils is good and attendance is at least 96%</p>	Wellbeing	<p>Attendance for PPG children improved from 92.2% in 2023-24 to 92.8% in 2024-25. This continued to be below the national average and the gap with non-PPG increased from 2.6% to 2.9%.</p> <p>PA dropped from 33.3% in 2023-24 to 27.3% in 2024-25, but late arrivals (before and after registers closed) increased significantly.</p> <p>It should be noted that around a third of children in receipt of PPG are also on the SEND register and if this group is excluded from the data, the gaps are much narrower.</p>	<p>There will be a continued focus on improving attendance and punctuality for all children, but with a particularly focus on PPG children and those with SEND. This will include using an external EWO service.</p>	£26,000
<p>Vocabulary and oracy skills are prioritised and improve across the school</p>	Teaching TAS	<p>Monitoring has shown increased teaching of 'Tier 2' vocabulary. There is some evidence of this affecting outcomes in reading, but it is not yet being seen in writing (see above data).</p>	<p>Work has begun but we need a more refined approach to oracy</p>	£6,000
<p>Ensure attitudes to learning are strong</p>	TAS	<p>Analysis of behaviour logs show that the vast majority of children at Sandy Lane behave well and have a good attitude to learning. However, there are a significant minority who do not demonstrate the school's values and / or find it hard to self-regulate. This is being addressed through the</p>	<p>We will continue to work on improving behaviour and attitudes to learning in 2024-25 in particular building self-efficacy and metacognitive skills. We will also strengthen Nurture</p>	£7,451
<p>Achieve and sustain improved wellbeing and self-regulation for all pupils in out school, particularly</p>				£12,000

disadvantaged pupils		PSHE and 'behaviour curriculums' and targeted support from the Nurture team and SENCO.	and SEND support for those requiring it.	
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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
PIXL Standardised Tests	PIXL
Phonics (CPD & online resources)	Read, Write Inc.
Curriculum Resource	Times Table Rockstars
Curriculum Resource	SumDog
Curriculum Resource	Learning with Parents
Curriculum Resource	White Rose (Maths & Science)
Curriculum Resource	Jigsaw (PSHE)

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils