

# Pupil premium strategy statement 2022 - 2025

This statement details our school's use of pupil premium and recovery funding for the academic years 2022-23 to 2024-25, 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Sandy Hill Academy
Number of pupils in school	446
Proportion (%) of pupil premium eligible pupils	22% (96/446 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2025
Statement authorised by	Bridget Rundle
Pupil premium lead	Jack Walker
Governor / Trustee lead	Aspire Trust Board

## Funding overview – leave last years

Academic Year 2024-2025	
Detail	Amount
Pupil premium funding allocation this academic year	£145,440
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£145,440</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Sandy Hill Academy our aim is for all pupils to have equal opportunities to succeed. Our intent is for the teaching and learning at Sandy Hill to support all children to reach their full potential, regardless of socio-economic background. Our pupil premium strategy plan outlines how we aim to support children's communication and language development and social and emotional well-being to enable children to learn more and remember more, aspiring to achieve, determined to succeed. Furthermore, our strategy highlights how we plan for children to meet age related expectations across reading, writing and maths through a tiered approach. We focus on teaching, targeted academic support and wider strategies with an aim to support our children and the community, enriching cultural capital experiences and developing career aspirations, making learning real.

As a school we strive for all children to have enriched learning opportunities across a broad and balanced curriculum. As a result of high-quality teaching, we aim for our children to know more and remember more, altering long-term memory. We intend all pupils, irrespective of their background or the challenges they face, to make excellent progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that all pupils' attainment will be sustained and improved, with excellent progress.


Our approach will be reactive to common challenges and individual needs, informed by our assessments. The approaches we have adopted ensure children thrive in order to reach their full potential. To ensure they are effective we will:

- Ensure all children are experiencing high-quality teaching across the curriculum.
- Ensure all pupils, including pupil premium, are challenged and supported holistically within the school.

- Ensure all children are given rich opportunities to develop early language and communication skills through the use of a systematic phonics programme, identified by the DfE, alongside high-quality teaching.
- Build key skills through ‘the place value of punctuation and grammar’ (Grammar-saurus) and build stamina for writing. It will be planned for, discussed, developed and built upon.
- Develop mental arithmetic and recall to build mathematical confidence and in turn a deeper understanding with using and applying mathematical strategies.
- Work together with pupils and families to increase attendance and decrease persistent absence / lates.

## Challenges

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

Challenge number	Detail of challenge
1.	<p>Communication and Language Development</p> <p>Based on entry data, children enter the setting working below age related expectations. Ensuring children are targeted through high-quality wave one teaching, targeted interventions and speech and language therapy is key to enable all children to make progress.</p> <p><a href="https://www.gov.uk/government/news/education-recovery-in-early-years-providers-spring-2022">Education recovery in early years providers: spring 2022 - GOV.UK (www.gov.uk)</a></p> 
2.	<p>Reading development</p> <p>Across the school, reading is a priority, with the successful implementation of the Little Wandle DfE validated systematic synthetic phonics programme over the last two academic years with newly released rapid catch up for Key Stage 2, fluency for Year 2 and SEND programmes enhancing current provision. Assessments, observations, and discussions</p>

	<p>with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>We aim to continually review and develop our phonics teaching, including the monitoring of new interventions to ensure we are in-line or above national age-related expectations for phonics.</p>
3.	<p>Writing development, including key skills and stamina for writing.</p> <p>Supporting recovery as a result of school closures, including writing, and stamina for writing.</p> <p>In line with ongoing national trend, following Covid-19, we have seen a reduction in children’s writing attainment across the school. Children’s progress and attainment, as well as stamina for writing, has been affected as a result of the pandemic.</p> <p>To support recovery, vocabulary and feedback strategies will be used to support high-quality wave one teaching and to close the gap.</p> <p>To support the effective application of key writing skills, similar to mental arithmetic in mathematics, the place value of punctuation and grammar will form the fluency (concrete/pictorial to abstract) for writing across the school with opportunities for reasoning, building depth of understanding.</p> <p>These findings are supported by national research undertaken by: DfE, Rising Stars, National Literacy Trust, NFER and FFT state that the impact of COVID 19 means that that the gap is widening.</p> <p><a href="https://www.eef.org.uk/eef-summative-report-2020">Best evidence on impact of Covid-19 on pupil attainment   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.nlitetrust.org.uk/news/new-research-reveals-only-1-in-3-children-enjoy-writing-in-their-free-time">New research reveals only 1 in 3 children enjoy writing in their free time   National Literacy Trust</a></p>
4.	<p>Mathematical development, in particular mental arithmetic and recall.</p> <p>To support and maintain confidence with fundamentals within mathematics with specific focus and drive of mental arithmetic.</p> <p>We have identified through our assessment last year that mental arithmetic was effective in raising pupil confidence. Building on this, we aim to develop mental arithmetic further to increase the positive impact on attainment of both expected and greater depth standards, supporting recall of facts and relieving cognitive load to delve deeper into mathematical problems. Mental arithmetic will be a focal point of all mathematics lessons and strategies will be used to support high-quality wave one teaching and to close the gap.</p> <p>These findings are supported by national research undertaken by: DfE, Rising Stars, OFSTED, NFER and FFT state that the impact of COVID 19 means that that the gap is widening.</p> <p><a href="https://www.eef.org.uk/eef-summative-report-2020">Best evidence on impact of Covid-19 on pupil attainment   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/government/research-data-and-analysis/subject-report-series-maths">Subject report series: maths - GOV.UK (www.gov.uk)</a></p>

5.	<p>Attendance</p> <p>Our attendance data historically has been positive for pupils, including disadvantaged, however, we recognise during and since the pandemic, mirroring the national picture, our attendance has been inconsistent. Furthermore, the gap between attendance figures for disadvantaged and non-disadvantaged has widened.</p> <p>Our assessments and observations indicate that lower attendance and persistent absence is negatively impacting disadvantaged pupils' progress.</p> <p><a href="https://www.gov.uk/government/consultations/securing-good-attendance-and-tackling-persistent-absence">Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</a></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
To sustain high levels of wellbeing for all pupils in our school.	<p>Sustained high levels of wellbeing from 2025/2026 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant engagement in participation in enrichment activities, from all pupils, including pupil premium.</li> <li>• Use of TIS approach to support children across school.</li> </ul>
<p>Improved oral language skills and vocabulary.</p> <p>Children will be able to communicate verbally and non-verbally confidently.</p> <p>Children will be able to express their wants and needs in an appropriate way.</p> <p>Children will show secure understanding of language and</p>	<p>Sustained attainment from 2025/2026 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> <li>• children leaving EYFS will meet age-related expectations for Communication and Language. Outcomes for children across all of the curriculum will reflect high quality wave one teaching that enables pupils to develop valuable language and communication skills.</li> <li>• at the end of Reception, the percentage of children at the expected level for Personal, Social and Emotional Development, communicating and managing emotions well, will be in line with the national average or higher.</li> <li>• We have an increased focus on vocabulary interest and engagement across the curriculum, including 'Never heard the word' and 'EYFS Vocabulary triangles'. We aim for this strategy to support children to achieve in line with national averages for writing.</li> </ul>

<p>communication and will be able to work in collaborative groups supporting each other making their thinking explicit through discussion.</p>	<ul style="list-style-type: none"> <li>Assessments and observations across the whole school will indicate significantly improved oral language. This will be evident through WellComm planning and assessments, including given examples. Further evidence will be clear when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
<p>Frequent reading of all children working below the expected level will help support and underpin their learning. This will enable them to access quality wave one teaching and learning materials more effectively and with confidence.</p> <p>Pupils will be able to apply their reading learning and strategies within and across lessons.</p>	<p>Sustained progress and attainment from 2025/26 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> <li>the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for reading.</li> <li>the percentage of children passing the phonics screening test will be in line with national average or higher.</li> <li>Little Wandle Phonics data will show that children are meeting their target group at the expected time to ensure that they are keeping up with the phonics programme.</li> <li>data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment.</li> </ul>
<p>Improved key writing skills, stamina and attainment for pupils at the end of KS2.</p>	<p>Sustained progress and attainment from 2025/26 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> <li>the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for writing.</li> <li>data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment.</li> </ul>
<p>Improved maths attainment, with a particular focus on mental arithmetic, for pupils at the end of KS2.</p>	<p>Sustained progress and attainment from 2025/26 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> <li>the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for maths.</li> <li>the percentage of children's score in the Year 4 multiplication check will be in line with, or exceed, national average.</li> <li>KS2 mental arithmetic data will show that children are meeting their target group at the planned time to ensure that they are progressing and attaining well with mental arithmetic.</li> </ul>

	<ul style="list-style-type: none"> <li>• data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils, and pupil groups, being no more than national averages.</li> <li>• the percentage of all pupils who are persistently absent being below national averages, with support in place to reduce this for all pupils.</li> <li>• attendance data comparisons between disadvantaged pupils and their non-disadvantaged peers show the same progress and high attainment.</li> </ul>

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: **£77, 440**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous Professional Development to improve high quality first wave teaching and support from all staff. Fund ongoing teacher training release time/overtime for support staff</p>	<p>The evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/high-quality-teaching">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/blog/2019/05/21/five-a-day-to-improve-send-outcomes">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>All</p>
<p>Training and purchase of vocabulary resources.</p> <p>Reviewing curriculum to ensure that it is vocabulary rich.</p> <p>Using the EEF's oral language interventions to support the school's curriculum.</p>	<p><i>"By 3 years of age, there is a 30-million-word gap between children from the wealthiest and poorest families."</i> (The National Association for the Education of Young Children, NAEYC, 2014)</p> <p>Waldfoegel and Washford identified in 2010, a 27% word gap between disadvantaged and non-disadvantaged.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> EEF toolkit +6months</p>	<p>1, 2, 3</p>
<p>Embedding dialogic activities across the school curriculum, particularly from the foundations in EYFS. These can support pupils to articulate key ideas, consolidate</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are</p>	<p>2, 3</p>



<p>understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Purchase additional resources to enrich <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure strong phonics teaching for all pupils.</p> <p>We will purchase phonics decodable reading books, linked to new phonics scheme, resources and fund ongoing teacher training and release time for all staff.</p> <p>Pupil Premium individual provision and progress matrices identifying barriers early and progress is maximised.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><i>‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.’ (Education, Endowment Fund, EEF, 2018)</i></p>	3
<p>Purchase additional resources to develop key skills and stamina for writing, building ‘the place value of punctuation and grammar’ (Grammarsaurus)</p> <p>Pupil Premium individual provision and progress matrices identifying barriers early and progress is maximised.</p>	<p>Children’s stamina for writing is enhanced through extensive practice of transcription and sentence construction (including punctuation and grammar) - critical components of the writing process.</p> <p><a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Enhancement of our mathematics teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	4

<p>of guidance in school, in particular mental arithmetic strategies, and to access Maths Hub resources and CPD.</p> <p>Enhance, refine and enrich consistent approach to mental arithmetic teaching developed over the last two academic years e.g. times tables songs/raps, precision teaching and use of technology etc.</p> <p>Implement newly updated calculation policy</p> <p>Pupil Premium individual provision and progress matrices identifying barriers early and progress is maximised.</p>	<p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: **£34,000**

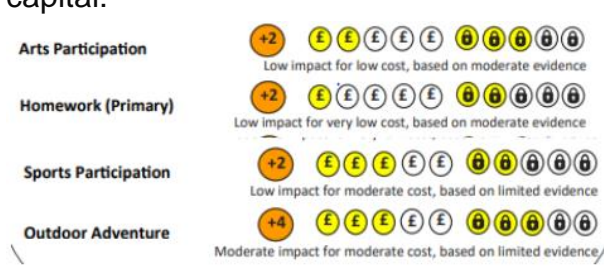
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Where appropriate, 1:1, 1:2 and small group structured interventions to discuss their next steps in learning, make links to previous learning and promote independence. Focused</p>	<p>Research (EEF) evidence high quality one to one support that is purposeful and focused has a high impact on raising attainment (+5 months).</p> <p>See EEF COVID-19 Documents.</p>	All

<p>teaching groups within the day are used where appropriate. 1:1 used meticulously for phonics and early reading catch up.</p>	<p>EEF Feedback guidance report 2021</p> <p>EEF toolkit: feedback +8 months</p>	
<p>Teaching of phonics through a systematic phonics program: Little Wandle (LW)</p> <p>Pupil assessment will take place termly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support.</p> <p>The program is overseen by a Phonics Lead who supports staff daily in the delivery as necessary. Regular phonic assessment enables pupils and staff are supported as required.</p> <p>In addition, regular CPDL is delivered with updates to the teaching and delivery of the program.</p>	<p><i>‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.’ (EEF 2018)</i></p> <p>LW is a proven approach and in school evidence of the program has identified that the program is highly effective, any extra intervention needed is a continuation of the LW program.</p> <p>In addition, continual monitoring also enables pupils to be identified immediately, LW teachers can ask for an assessment to be conducted at any point if they feel a child has progressed or dipped. Furthermore, LW trained class TAs’ can deliver ‘keep up’ intervention in class as necessary.</p>	<p>2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with LW training programme and schools.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Use of Master of the Curriculum in Nursery and Numbersense (Rec and KS1) as well as KS2 mental arithmetic strategies focus teaching to</p>	<p>Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics.</p>	<p>4</p>

improve rapid recall of facts and accelerate progress.	<a href="https://www.educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£34,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed																				
<p><b>Cultural Capital</b></p> <p>Whole staff training on cultural capital with the aim of creating opportunities for all children to experience a wide range of activities e.g. Children’s University, Start Small, Dream Big, Primary Futures etc</p> <p>To provide an aspirational curriculum which goes beyond the national curriculum and ensures that all children know more and remember more.</p> <p>A broad and balanced curriculum has been mapped and will be delivered to ensure that children’s learning enables for them to revisit and build upon previously taught knowledge skills in a progressive manner.</p> <p>All children will be provided with equal opportunities to engage in new experiences and enriching activities to support teaching e.g. Poltair Sports Network</p>	<p><i>“The essential knowledge that children need to be educated citizens.”</i> (Ofsted EY Inspection Handbook).</p> <p><i>“Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.”</i> (DfE, Early Years Inspection Handbook)</p> <p>The EEF evaluates the effectiveness of different approaches linked to cultural capital:</p>  <p>The icons show the following data:</p> <table border="1"> <thead> <tr> <th>Activity</th> <th>Impact</th> <th>Cost</th> <th>Evidence</th> </tr> </thead> <tbody> <tr> <td>Arts Participation</td> <td>+2</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Homework (Primary)</td> <td>+2</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Sports Participation</td> <td>+2</td> <td>Moderate</td> <td>Limited</td> </tr> <tr> <td>Outdoor Adventure</td> <td>+4</td> <td>Moderate</td> <td>Limited</td> </tr> </tbody> </table>	Activity	Impact	Cost	Evidence	Arts Participation	+2	Low	Moderate	Homework (Primary)	+2	Very Low	Moderate	Sports Participation	+2	Moderate	Limited	Outdoor Adventure	+4	Moderate	Limited	5
Activity	Impact	Cost	Evidence																			
Arts Participation	+2	Low	Moderate																			
Homework (Primary)	+2	Very Low	Moderate																			
Sports Participation	+2	Moderate	Limited																			
Outdoor Adventure	+4	Moderate	Limited																			

<p>This will include visits, visiting experts and enrichments to teaching.</p>		
<p>Attendance</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to support and action procedures to improve attendance with support from attendance lead, attendance administrator and EWO.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Social and Emotional Support</p> <p>Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners).</p> <p>Pupils will have individual plans in place to support their learning.</p> <p>Pupil Premium individual provision and progress matrices identifying barriers early and progress is maximised.</p> <p>Whole class provision maps will be in place to outline support for all children's social and emotional development.</p> <p>Educational Psychologist, RB, and TIS trained staff will help support pupils and staff individually, as required, to ensure that individual pupil need is met.</p> <p>Pupils will have access to resources and specialised activities to enable them to</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year. (EEF 2020)</p> <p>TIS is recognised as an effective approach supporting emotional resilience.</p> <p>Sutton Trust: Behaviour Interventions +3 months</p> <p>Sutton Trust: Social and emotional learning +4 months</p>	<p>2, 3, 4</p>

access quality wave one teaching.		
<p>Parent support advisor provides and facilitates a range of services to support families.</p> <p>Using a variety of ways to communicate with parents to close the 'gap' between parents and the school. This is a multi-media approach using texts, letters, book creator newsletters, social media and information videos to inform parents about what is happening in school.</p>	<p>The Sutton Trust / Education Endowment Foundation's Teaching and Learning Toolkit finds that parental involvement is consistently associated with pupils' success at school.</p> <p>There has been strong evidence on the importance of the home learning environment in determining educational and social outcomes.</p> <p>Sutton Trust: Parental engagement +3 months</p> <p>Students aspirations, expectations and school achievement</p> <p>Engaging with parents and staff to raise aspirations for all pupils</p> <p>SPACE Training</p>	5

**Total budgeted cost: £145,440**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Academic Year 2023-2024	
Detail	Amount
Pupil premium funding allocation this academic year	<b>£134,665</b>
Recovery premium funding allocation this academic year	<b>£11,455</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£146,120</b>
Desired Outcomes from 2023-2024: <ul style="list-style-type: none"><li>• To close the in-school gap between PP and non-PP attainment in all areas of the curriculum, including both EXS and GDS attainment, sustaining high levels of wellbeing for all pupils in our schools.</li><li>• To close the gap in attendance between PP and non-PP pupils. Whilst attendance has grown since 2022-23 we would like to enhance this further with the gap further decreasing.</li></ul>	

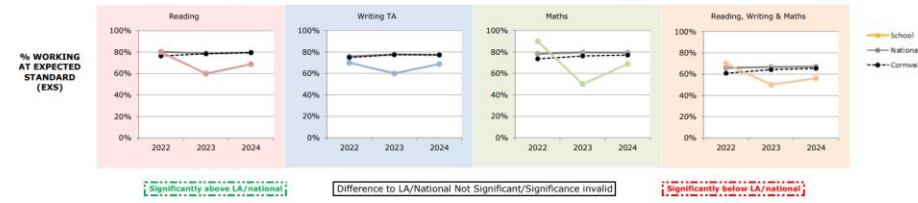


Please use Caution: Small Cohorts (n=11)

**Disadvantaged EXP**

Year	Pupils	Reading				Writing (TA)				Maths				Reading, Writing & Maths			
		School	LA (other)	Nat (other)	Pupil Dif	School	LA (other)	Nat (other)	Pupil Dif	School	LA (other)	Nat (other)	Pupil Dif	School	LA (other)	Nat (other)	Pupil Dif
2022	10	80.0%	76.5%	80.3%	0	70.0%	74.8%	75.8%	0	90.0%	73.6%	78.3%	1	70.0%	60.8%	65.9%	0
2023	10	60.0%	78.4%	78.8%	-1	60.0%	77.4%	77.7%	-1	50.0%	76.3%	79.6%	-2	50.0%	64.2%	66.7%	-1
2024	16	68.8%	79.7%	79.5%	-1	68.8%	77.2%	77.4%	-1	68.8%	77.1%	79.3%	-1	56.3%	65.4%	67.1%	-1
3 Year	36	69.4%	78.2%	79.6%	-3	66.7%	76.5%	77.0%	-3	69.4%	75.6%	79.0%	-3	58.3%	63.5%	66.5%	-2

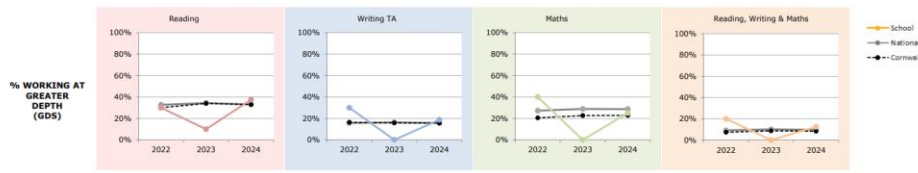
LA and National comparators are for non-disadvantaged pupils



**Disadvantaged GDS**

Year	Pupils	Reading				Writing (TA)				Maths				Reading, Writing & Maths			
		School	LA (other)	Nat (other)	Pupil Dif	School	LA (other)	Nat (other)	Pupil Dif	School	LA (other)	Nat (other)	Pupil Dif	School	LA (other)	Nat (other)	Pupil Dif
2022	10	30.0%	30.0%	32.7%	0	30.0%	16.4%	15.7%	1	40.0%	20.5%	27.2%	1	20.0%	7.4%	9.1%	1
2023	10	10.0%	34.0%	34.4%	-2	0.0%	15.8%	16.3%	-1	0.0%	22.7%	28.9%	-2	0.0%	8.7%	10.1%	-1
2024	16	37.5%	32.9%	33.1%	0	18.8%	15.6%	15.7%	0	25.0%	22.8%	28.7%	0	12.5%	8.3%	9.6%	0
3 Year	36	27.8%	32.3%	33.4%	-2	16.7%	16.0%	15.9%	0	22.2%	22.0%	28.3%	-2	11.1%	8.1%	9.6%	0

LA and National comparators are for non-disadvantaged pupils



- During the academic year, all staff again have pupil premium as a focus with clear provision matrices identifying individual barriers, actions and impact for 2023-24. Staff will be actively enriching curriculum opportunities for all children, and continuing CPD to increase both progress and attainment across the curriculum, aiming to diminish any gaps that have developed between PP and non-PP attainment as detailed in this plan.
- Increase pupils' enthusiasm and engagement in learning, particularly following Covid disruption to routines, through implementation of a vocabulary rich curriculum and WellComm programme.
- Language and Communication intervention was delivered in Nursery and Reception Classes. We have used the WellComm programme and progress is evident for children. We will continue to monitor the impact of the program ensuring start and end data. Data assessments and observations indicate there was a higher need for specialist speech and language referrals in recent years. Moving to WellComm last academic year, we recognised a key benefit of this programme being that it is for 6 months to 6 years, supporting both Nursery and Reception pupils. Supporting access to earlier aged SALT strategies with a clear programme of support, intervention and assessments, even when awaiting specialist SALT therapy provision, in line with The SEN Code of Practice (DFE 2014) we note that it is essential that schools are responding to children who are showing signs of emerging difficulties and to act early.
- The earlier starting age proves beneficial to all pupils but particularly, disadvantaged, it enables pupils who may not necessarily have the chance to access a quality learning provision, to do so. In addition, it is also positive in



creating early home school links to help create and build upon positive home school relations. We will continue to promote the Nursery provision to increase the numbers of pupils and disadvantaged pupils starting at the setting.

- Staff in EYFS have received the WellComm training and implemented the program, measuring its effectiveness. During the next academic year, ongoing training and monitoring will continue.
- Vocabulary rich wider curriculum opportunities CPD has been delivered to all teaching staff to support successful implementation and will be a focus in this plan. During the next academic year, ongoing monitoring will continue with further training for staff.
- Ensure all PP children's emotional needs have been supported through targeted interventions – work towards becoming a Trauma Informed School & apply TIS approach consistently.
- Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted following COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.
- Social and emotional impact that the pandemic has had on some children has become more evident, particularly with regards to socialising. Ongoing, motional assessments have been used to support planning for children's social and emotional needs in class, including as a whole class, small groups and individuals, as appropriate.
- Attendance gaps are larger than in previous years, which is why attendance is a focus of our current plan. That said, attendance is higher than the parallel points last academic year. With effective individual / small group intervention as appropriate, alongside clear support for all, the targeted attendance support for pupils and families is starting to show a positive impact. We will measure the whole school effectiveness of this further this academic year.
- Parents' evening take-up was positive with engagement either in line, or better than, last academic year which has supported home – school links and further strengthened parental engagement and relations. This has helped school and families work together to support mentally healthy cultures both at home and school, using the TIS approach. Due to the disrupted and inconsistent times, we have not yet become an accredited Trauma Informed School and will look to

develop this, however, will continue to use TIS practices to support children and families with trained staff in school and build upon this.

- In last year's (December 2023) parent questionnaire 93% of parents agreed that the school strongly supports their child's wider personal development. Parent feedback:

"I cannot fault Sandy Hill Academy they have helped my son in so many ways and do the utmost to provide everything he needs"

"Three of my children have attended this school and I have always found it to be amazing. I hope for my fourth child to attend in the future."

"I am so grateful our children have been able to attend Sandy Hill Academy. The children are offered so many opportunities and I have seen my youngest daughter's confidence grow so much."

"Staff go above and beyond for the children"

"The school has been a great support to both myself and my children that attend."

- Frequent reading of all children working below the expected level will help support and underpin their learning.
- Little Wandle phonics DfE validated phonics programme was introduced and implemented during 2022-23, with 83% of Year 1 pupils attaining the phonics screening check pass mark or above. In 2023-24, again 83% attained the pass mark. This includes the phonics teaching, guided reading and keep up interventions which we will enhance further this academic year.
- We recognise there is a gap in attainment between disadvantaged and non-disadvantaged groups and continue to strive to diminish this:
- **Pupils who most need to improve their reading** (lowest 20%) continue to be a priority in every classroom for additional daily reading, with all staff knowing who these pupils are in their classroom and supporting, as appropriate. Some children continue to be targeted for twice daily reading.

Early Years: % GLD (Nat)					
Year	Cohort	Year	Cohort	Year	Cohort
2022	59	2023	61	2024	60
71.2%	(65.2%)	68.9%	(67.2%)	65.0%	(67.7%)

Phonics: % WA in Year 1 (Nat)					
Year	Cohort	Year	Cohort	Year	Cohort
2022	59	2023	60	2024	58
83.1%	(75.4%)	83.3%	(78.9%)	82.8%	(80.2%)

### Key Stage 1 : % EXS+

Year	Cohort	Reading (Nat)	Writing (Nat)	Maths (Nat)	Science (Nat)
2022	60	73.3% (66.9%)	63.3% (57.6%)	71.7% (67.6%)	81.7% (77.1%)
2023	59	72.9% (68.2%)	66.1% (60.1%)	74.6% (70.4%)	89.8% (78.7%)
2024	0	- (71.5%)	- (63.0%)	- (72.2%)	- (80.0%)

- Maintained writing stamina and attainment for pupils at the end of KS2.
- Staff training and professional discussion through staff meetings on promoting independence in the classroom alongside the importance of effective modelling and strategy building, using and signposting key resources to support with this (Ongoing termly CPD)
- Coaching groups re-established with all teaching staff being coached with strategies developing stamina for writing across the school, in the first instance following directed CPD from English Lead.
- During the next academic year staff training and curriculum enrichment will continue to embed aspirations with career links to engage and encourage children to want to become independent and successful in their learning, proactive engagement in aspirational projects (e.g. Start Small, Dream Big) alongside staff CPDL supporting and developing this further to maximise pupil outcomes and opportunities.
- Further CPD and pupil voice, alongside work scrutiny, will support effective CPD, monitoring and further development to build writing stamina, an area recognised that will benefit from further focus.
- End of KS2 data shows a positive impact from the additional mental arithmetic class focus, this is mirrored in internal data across the school for children attaining the expected standard and with increased mental arithmetic intervention for disadvantaged groups children will make accelerated progress in the fundamentals of mathematics.



Please Use Caution: Small Cohorts (11)

Non-Disadvantaged				
Reading	Year	Scaled Score Cohort	Average Scaled Score	Average Progress Score
	2022	26	106.8	1.04
	2023	26	107.2	0.99
	2024	43	106.4	-

3 Year Average	95	106.7
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Disadvantaged			
Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score
10	106.5	10	3.22
9	101.8	10	0.95
14	105.9	0	-

33	105.0
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GAP Disadvantaged/ Non		
Year	Attainment (Scaled Score)	Progress
2022	-0.3	2.2
2023	-5.4	0.3
2024	-0.4	-

3 Year Average	-1.7
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Non-Disadvantaged				
Writing (TA)	Year	Attainment Cohort	% Expected Standard	Average Progress Score
	2022	26	84.6%	1.07
	2023	26	88.5%	1.22
	2024	43	88.4%	-

3 Year Average	95	87.4%
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Disadvantaged			
Attainment Cohort	% Expected Standard	Progress Cohort	Average Progress Score
10	70.0%	10	3.11
10	60.0%	10	2.17
16	68.8%	0	-

36	66.7%
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GAP Disadvantaged/ Non		
Year	Attainment (Pupil Gr)	Progress
2022	-1	2.3
2023	-2	0.9
2024	-3	-

3 Year Average	-7
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Non-Disadvantaged				
Maths	Year	Scaled Score Cohort	Average Scaled Score	Average Progress Score
	2022	26	104.9	0.99
	2023	26	108.3	2.96
	2024	43	105.0	-

3 Year Average	95	105.9
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Disadvantaged			
Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score
10	104.8	10	2.44
9	101.3	10	1.18
14	104.5	0	-

33	103.7
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GAP Disadvantaged/ Non		
Year	Attainment (Scaled Score)	Progress
2022	-0.1	2.1
2023	-7.0	-1.5
2024	-0.5	-

3 Year Average	-2.2
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Scaled Score Shading: Below 100 Above 100 Above non-disadvantaged national average

Key Stage 4 Pupil Groups - Girls & Boys

Boys				
Reading	Year	Scaled Score Cohort	Average Scaled Score	Average Progress Score
	2022	15	103.9	0.85
	2023	18	105.9	1.16
	2024	32	104.9	-

3 Year Average	65	105.0
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Girls			
Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score
21	108.7	21	2.89
17	105.7	18	0.96
25	108.0	0	-

63	107.6
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Gap Girls - Boys		
Year	Attainment (Scaled Score)	Progress
2022	4.7	2.0
2023	-0.2	-0.8
2024	3.0	-

3 Year Average	2.6
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Boys				
Writing (TA)	Year	Attainment Cohort	% Expected Standard	Average Progress Score
	2022	15	73.3%	1.15
	2023	18	88.9%	1.87
	2024	33	78.8%	-

3 Year Average	66	80.3%
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Girls			
Attainment Cohort	% Expected Standard	Progress Cohort	Average Progress Score
21	85.7%	21	2.32
18	72.2%	18	1.30
26	88.5%	0	-

65	83.1%
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Gap Girls - Boys		
Year	Attainment (Pupil Gr)	Progress
2022	2	1.0
2023	-3	-0.4
2024	2	-

3 Year Average	1
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Boys				
Maths	Year	Scaled Score Cohort	Average Scaled Score	Average Progress Score
	2022	15	105.2	2.97
	2023	18	107.2	3.34
	2024	32	105.2	-

3 Year Average	65	105.8
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Girls			
Scaled Score Cohort	Average Scaled Score	Progress Cohort	Average Progress Score
21	104.7	21	-0.48
17	105.9	18	1.86
25	104.5	0	-

63	104.9
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Gap Girls - Boys		
Year	Attainment (Scaled Score)	Progress
2022	-0.5	-3.4
2023	-1.3	-2.2
2024	-0.7	-

3 Year Average	-0.8
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Scaled Score Shading: Below 100 Above 100 Above group national average

All groups including disadvantaged pupils includes SEND need (Data taken from Corestats.)

- KS1 data reflects this positive trend also for pupils attaining the expected standard, however, we will be continuing to build upon this next academic year to further recall and deepen strategies to develop deeper understanding and recall with greater depth attainment also across year groups.
- As evidenced in our parent surveys last academic year, alongside parent feedback, we sustain positive relations with parents and support our most vulnerable families. This will continue to be achieved by ensuring open

communication with parents and through the support of Parent Support Advisor, Safeguarding and Welfare Team and Pastoral Lead.

- Meetings with parents take place if their child's attendance is below the level deemed acceptable, which is broadly: 95% (Autumn term), 95% (Spring Term), 95% (Summer term). Expectations for future attendance has been shared during these meetings. This academic year we will continue to follow up with all families where attendance does not meet these figures in order to reduce the likelihood of persistent absenteeism. We follow the national guidelines and Aspire Academy Trust policies to ensure consistency and with a view to continuing to grow attendance.