

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sandal Magna Community Academy
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 2024
Date on which it will be reviewed	July 2022
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 funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school 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> <p>In 2023,</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> <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></p>
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 non-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 non-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 non-disadvantaged (17) children (-0.7).</i></p> <p>In</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 outcome	Success criteria																								
Improved Phonics Screening Check pass rate for disadvantaged children in comparison to others in Y1	<p>The gap between disadvantaged children and other children will be reduced from 44% and will be no more than 10%</p> <p>(In 2023, out of the 4 children, who were pupil premium 3 of the children passed. The one child who did not initially at the beginning of the year scored 2 and now is scoring within the 20s and retaining sounds. They are on track to achieve the standard in Y2.)</p>																								
Improved vocabulary and oral skills for disadvantaged children in EYFS and across school	<p>Using a standardised vocabulary test, ensure that the gap between disadvantaged children and other children will be no more than 5%</p> <p>In the NELI baseline, 11 of our 2022 reception children were flagged as having serious concerns in language deficiency. We used NELI to implement a program for these children over the academic year. 6 of the 10 moved to the green or amber section of no concern or slight concern, which means they are just underneath age-related expectations for communication. The other 4 children have made progress but slower than their classmates. 3 out of the 4 are on the SEND register. Our DA children in Reception (6) by the end of the year were all in the no concern band (4) or slight concern band (2).</p>																								
Disadvantaged children to significantly close the gap in comparison to other children in their KS2 outcomes	<p>Disadvantaged children's outcomes improve significantly from previous years' attainment figures and the gap narrows to their peers</p> <table border="1" data-bbox="775 1227 1339 1473"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2022</th> <th colspan="2">2023</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP (10)</th> <th>Non-PP (20)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>45%</td> <td>79%</td> <td>54%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>45%</td> <td>79%</td> <td>55%</td> <td>75%</td> </tr> <tr> <td>Maths</td> <td>45%</td> <td>63%</td> <td>45%</td> <td>75%</td> </tr> </tbody> </table>		2022		2023		PP	Non-PP	PP (10)	Non-PP (20)	Reading	45%	79%	54%	75%	Writing	45%	79%	55%	75%	Maths	45%	63%	45%	75%
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Attendance for disadvantaged children to improve	<p>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%)</p> <table border="1" data-bbox="775 1655 1406 1881"> <thead> <tr> <th>2022/23 whole year Attendance Y1-6</th> <th>Number of children</th> <th>Attendance</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>52</td> <td>90.5%</td> <td rowspan="2">Gap -1.6%</td> </tr> <tr> <td>Non-PP</td> <td>178</td> <td>92.1%</td> </tr> </tbody> </table> <p>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.</p>	2022/23 whole year Attendance Y1-6	Number of children	Attendance	Difference	PP	52	90.5%	Gap -1.6%	Non-PP	178	92.1%													
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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)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised testing materials used across school and Trust to identify areas for improvement and to target	https://www.nfer.ac.uk/news-events/pressreleases/eef-publishes-interim-assessment-resultson-primary-age-pupils-in-reading-and-maths/	3
Purchase of iPads in each classroom to be used to support T&L of phonics/reading activities	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791931/DfE-Education_Technology_Strategy.pdf	1, 3
Further embedding of teaching across EYFS and KS1 of synthetic phonics scheme with support from English Hub	https://www.gov.uk/government/speeches/nickgibb-reading-is-the-key-to-unlocking-humanpotential https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Purchase of additional phonically decodable books to match phonic knowledge	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

Engagement between KS2 teachers and Trust Lead Teacher to improve teaching of reading in KS2	https://blog.irisconnect.com/uk/sharing-andcollaboration-in-schools https://evidencebased.education/effective-teachercollaboration/	3
Employment of higher qualified Nursery Nurse in EYFS to increase quality and capacity for improvements in oracy	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communicationand-language-approaches	2

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme – small group reading tuition	https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/national-tutoring-programme https://connex-education.com/Connex-EducationImpact%20Report-July%202021.pdf	3
Nuffield Early Language Intervention	https://www.teachneli.org/what-is-neli/evidence-andprogramme-development/	2
Well Comm	https://www.gla-assessment.co.uk/assessments/products/wellcomm/	2
Additional Phonics Booster Groups – partnership with English Hub	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition https://www.englishhub.outwood.com/	1

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free breakfast club for disadvantaged children	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4
Subsidised KS2 residential visit for disadvantaged children	https://learningaway.org.uk/2015/05/funding-brilliantresidential-use-of-the-pupil-premium/	4
Attendance incentives	https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities#actions-forschool-staff-and-local-authorities-to-improveattendance	4
Behaviour reward system	https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	4
Subsidised curriculum trips, visits and experiences	https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boostswriting-skills-by-nine-mo	4

Total budgeted cost: £ 95,000

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 2022 to 2023 academic year.

See intended outcomes section – notes are in the success criteria box

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

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