



Sandal Magna Community Academy Primary Academy Pupil Premium Strategy

2024 -2027

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	214
PROPORTION (%) OF PUPIL PREMIUM ELIGIBLE PUPILS	29%
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	2024 - 2027
DATE THIS STATEMENT WAS PUBLISHED	Full Strategy September 2024 (Reviewed September 2025)
DATE ON WHICH IT WILL BE REVIEWED	Full Strategy July 2027 (Reviewed July 2026)
STATEMENT AUTHORISED BY	C Elliott (Headteacher) H Smale (CofG)
PUPIL PREMIUM LEAD	K Shepherd (Deputy Headteacher)
GOVERNOR / TRUSTEE LEAD	H Smale

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£107,565
RECOVERY PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£0
PUPIL PREMIUM FUNDING CARRIED FORWARD FROM PREVIOUS	£0
TOTAL BUDGET FOR THIS ACADEMIC YEAR	£107,565

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	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).

2	Disadvantaged children have poorer oral language and vocabulary range than other children. We aim to tackle this in the earliest years so more pupils are able to enter KS1 with the skills they need to develop their communicative fluency in both speaking, reading and writing.
3	Disadvantaged pupils' outcomes at KS2 are broadly lower than other children at individual subject progress.
4	Disadvantaged pupils' attendance is below that of other children.

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 in 2023 – 2024 had been closed for the first time ever. The Academy's original target was to have the gap less than 10%. Our pupil premium children statistically outperformed our non-pupil premium children as 8/10 passed. Our target now is to have at least 90% of our pupil premium children pass their PSC.
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, in particular maths and reading.
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: £54,000

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>	https://educationendowmentfoundation.org.uk/news/eef-blog-moving-forwards-making-a-difference	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>	https://educationendowmentfoundation.org.uk/news/eef-blog-moving-forwards-making-a-difference https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years	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>	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
<i>CPD for staff to improve the teaching of foundation subjects</i>	https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway	3,2
<i>Employment of Nursery Nurse and Manager EYFS to increase quality and capacity for improvements in oracy</i>	https://educationendowmentfoundation.org.uk/supp-ort-for-schools/school-improvement-planning/1high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communicationand-language-approaches	2
<i>DHT and HT visit existing Pre-3 provision in our local area to investigate their provision with the</i>	https://educationendowmentfoundation.org.uk/supp-ort-for-schools/school-improvement-planning/1high-quality-teaching	1/2/3

<i>intention to begin Pre-3 FEET group in 2025 to aid the develop of oracy in our community</i>	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communicationand-language-approaches	
<i>CPD and purchasing of resources for new handwriting scheme to ensure automaticity in writing</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	3
<i>Purchasing of a new phonics scheme to further develop phonics teaching</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

TARGETED ACADEMIC SUPPORT (for example, tutoring, one-to-one support, structured interventions)		
Budgeted cost:	£27,000	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase a scheme to develop oracy and vocabulary in EYFS	https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language	2

WIDER STRATEGIES

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

Budgeted cost:	£27,000	
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free breakfast club for disadvantaged children</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4
<i>Subsidised KS2 residential visit for disadvantaged children</i>	https://learningaway.org.uk/2015/05/funding-brilliant-residentials-use-of-the-pupil-premium/	4
<i>Attendance incentives</i>	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#actions-for-school-staff-and-local-authorities-to-improve-attendance	4
<i>Behaviour reward system</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	4
<i>Subsidised curriculum trips, visits and experiences</i>	https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-months	4
TOTAL BUDGETED COST:	£ 108,000	

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																																																											
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, compared 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>2024-2025</p> <p>In 2024, we had our best ever phonics results, however our aim is for disadvantaged pupils to have a pass rate of at least 90%. We want all children in our school to be able to read. The DFE Reading Framework states, ‘Pupils who fail to learn to read early on start to dislike reading. The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy.’ Our phonics results in 2024/2025 was 67%. Yet, 62% of our DA children passed the phonics screening in Y1. 5 children (15%) did not achieve the screen target due to need or language. They had made significant progress towards the goal because of accelerated progress made in interventions and expert teaching. They are likely to achieve PSC in Year 2.</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> <p>2024- 2025</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. Our last cohort in Reception, the DA children made good progress in oral language. This needs further development within our setting and is aligned with the academies improvement plan.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10">Early Years Foundation Stage</th> </tr> <tr> <th rowspan="2">Statistic</th> <th colspan="2">2018-2019</th> <th colspan="2">2021-2022</th> <th colspan="2">2022-2023</th> <th colspan="3">2023-2024</th> </tr> <tr> <th>School</th> <th>National</th> <th>School</th> <th>National</th> <th>School</th> <th>National</th> <th>Cohort</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>% of pupils achieving a Good Level of Development</td> <td>-</td> <td>72%</td> <td>61% </td> <td>65%</td> <td>69% </td> <td>67%</td> <td>30</td> <td>60% </td> <td>~ 68%</td> </tr> <tr> <td>% of pupils at the expected level across all early learning goals</td> <td>-</td> <td>71%</td> <td>61% </td> <td>63%</td> <td>69% </td> <td>66%</td> <td>30</td> <td>60% </td> <td>~ 67%</td> </tr> <tr> <td>Average number of early learning goals at the expected level per pupil</td> <td>-</td> <td>-</td> <td>12.6 </td> <td>14.1</td> <td>12.8 </td> <td>14.1</td> <td>30</td> <td>12.6 </td> <td>~ 14.2</td> </tr> </tbody> </table>	Early Years Foundation Stage										Statistic	2018-2019		2021-2022		2022-2023		2023-2024			School	National	School	National	School	National	Cohort	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
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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).

2024 – 2025

Over the last three years, the gap has been closing between our DA children and non-DA children but we still need to work in this in reading (-9%), writing (-7%) and in maths (-20%) at the end of KS2.

In 24/25, our Disadvantaged pupils performed equally as well or outperformed our non-disadvantage pupils in their end of Key Stage 2 tests. We have met our target of closing the gap between disadvantaged and non-disadvantaged learners.

	Disadvantaged
Reading	69%
Writing	85%
Maths	85%

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%)

2024-2025

Attendance in our school is on our Academy Improvement Plan. Throughout the last academic year, there was a difference between non-disadvantaged and disadvantaged children. This target needs to continue.

National Attendance figures	Local Attendance figures	Pupil premium (School)	Non- Pupil Premium (School)
94.8	94.6	92.3	93.3

The percentage of pupils who are persistently absent and pupil premium was 25.9% whereas their non-pupil premium peers was 23%. As you can see, there has been a reduction from the initial 3% difference between pupil premium and non-pupil premium children. Attendance overall is higher but still just below national average.

Last year, 49.4% of our children had 'good' attendance. Of our disadvantaged learners, 48.7% had 'good' attendance of over 96% attendance. Overall, our pupil premium pupils attendance in 2024-2025 was 92.5% (national 94.8%) whereas non-pupil premium is 94%. There has been an increase in attendance over the year and this is to be further improved with the attendance team and the Headteacher's approaches of continuing with first day responses, SLT home visits, our new pupil passports and considering the placement of INSET days to align with Eid.

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
WellComm	GL Assessment
Little Wandle	Letters and Sounds
Kinetic Letters	Kinetic Letters

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