



Sandal Magna Community Academy Primary Academy

Pupil Premium Strategy

2024 -2027

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	236
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 2026)
DATE ON WHICH IT WILL BE REVIEWED	Full Strategy July 2027
STATEMENT AUTHORISED BY	C Elliott (Headteacher) H Smale (CofG)
PUPIL PREMIUM LEAD	A Firth (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 who are not disadvantaged. Disadvantaged pupils have a higher PA rate than their peers.

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 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. Three year average of performance across subjects and combined attainment is higher than national disadvantaged outcomes and against like schools
Attendance for disadvantaged children to improve	The attendance for disadvantaged children will improve from an historical 90.5% to be closer to 95% and will be higher than disadvantaged attendance and PA rates

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
Whole-school oracy and vocabulary strategy including explicit teaching of Tier 2 and Tier 3 vocabulary through Vocabulary and Definitions Curriculum	EEF Oral Language Interventions show an average of +6 months additional progress. Approaches that explicitly develop vocabulary, speaking and listening have particularly strong impact for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions [education...ion.org.uk]	2, 3
Bell Foundation EAL assessment and training programme	EEF evidence highlights the importance of oral language development and targeted vocabulary teaching to improve attainment and close gaps for disadvantaged learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions [education...ion.org.uk]	2, 3
High-quality systematic synthetic phonics teaching and ongoing staff CPD	EEF rates phonics as a high-impact approach (+5 months) and notes it is particularly beneficial for disadvantaged pupils learning to read. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics [education...ion.org.uk]	1, 2
Reading fluency and reading comprehension professional development	EEF Reading and Oral Language research demonstrates that fluency and comprehension strategies improve reading attainment and wider curriculum access. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions [education...ion.org.uk]	2, 3
Embedding metacognition and self-regulation strategies across the curriculum	EEF identifies metacognition and self-regulation as one of the highest-impact, lowest-cost strategies available (+8 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation [education...ion.org.uk]	3

Release time for subject leaders and PP Lead to monitor disadvantaged outcomes and drive improvement	EEF implementation guidance highlights effective leadership, monitoring and evaluation as crucial to successful school improvement. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition[education...ion.org.uk]	1, 2, 3, 4
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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
Daily phonics catch-up interventions for disadvantaged pupils at risk of not meeting expected standard	EEF identifies targeted phonics interventions delivered in small groups or one-to-one as highly effective in securing reading success. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics [education...ion.org.uk]	1
Structured reading fluency intervention programmes through Rapid Catch Up	EEF evidence demonstrates strong gains from targeted reading support and oral language approaches. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions [education...ion.org.uk]	1, 2, 3
Targeted EAL intervention using Bell Foundation resources and assessment materials	Evidence supports structured language interventions for pupils requiring additional language support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions [education...ion.org.uk]	2, 3
Trained Teaching Assistants delivering structured interventions	EEF reports that trained TAs delivering structured interventions can secure approximately +4 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions [education...ion.org.uk]	1, 2, 3

WIDER STRATEGIES

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

Budgeted cost:	£27,000	
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
First-day response, attendance tracking and persistent absence support plans	DfE attendance guidance highlights robust monitoring and targeted intervention as key to reducing persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance [gov.uk]	4
Parent workshops on early reading, phonics and language development	EEF Parental Engagement Toolkit identifies parental engagement as a low-cost, high-impact strategy (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement [educatione...ion.org.uk]	1, 2
Subsidies for curriculum visits, residential and enrichment activities to ensure equitable access	EEF recognises that enrichment opportunities can improve engagement, motivation and aspirations when linked to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit [educatione...ion.org.uk]	2, 3, 4
First-day response, attendance tracking and persistent absence support plans	DfE attendance guidance highlights robust monitoring and targeted intervention as key to reducing persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance [gov.uk]	4
Attendance officer time, attendance mentoring, home visits and attendance panels	EEF's attendance guidance recommends building strong relationships with families, targeted support and early intervention to improve attendance. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance [educatione...ion.org.uk]	4

TOTAL BUDGETED COST:	£ 108,000
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PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

OUTCOMES FOR DISADVANTAGED PUPILS

CHALLENGES

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

Challenge Number	Detail of Challenge																																																											
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). <i>87% of children (23) who were not disadvantaged in 2021 passed the PSC, compared to 43% (7) of disadvantaged.</i> <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> 2025-2026 Of the Y1 children who received Pupil Premium funding (9 children) all 9 – 100% passed the Phonics Screening Check in 2025/2026																																																											
2	Disadvantaged children have poorer oral language and vocabulary range than other children. This is more apparent in younger year groups leading to a widening gap in KS2. <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> 2025- 2026 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. Of the 2025/2026 Pupil Premium children (5 children) in Reception, 4 (80%) achieved GLD at the end of year assessments <table><tr><th colspan="10">Early Years Foundation Stage</th></tr><tr><th rowspan="2">Statistic</th><th colspan="2">2022-2023</th><th colspan="2">2023-2024</th><th colspan="2">2024-2025</th><th colspan="3">2025-2026</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><tr><td>% achieving a Good Level of Development</td><td>50% </td><td>-</td><td>83% </td><td>-</td><td>63% </td><td>-</td><td>5</td><td>80% </td><td>-</td></tr><tr><td>% at the expected level across all early learning goals</td><td>50% </td><td>-</td><td>83% </td><td>-</td><td>63% </td><td>-</td><td>5</td><td>80% </td><td>-</td></tr><tr><td>Average number of early learning goals at the expected level per pupil</td><td>11.0 </td><td>-</td><td>15.3 </td><td>-</td><td>11.9 </td><td>-</td><td>5</td><td>13.6 </td><td>-</td></tr></table>	Early Years Foundation Stage										Statistic	2022-2023		2023-2024		2024-2025		2025-2026			School ▾	National	School ▾	National	School ▾	National	Cohort ▾	School ▾	National	% achieving a Good Level of Development	50%	-	83%	-	63%	-	5	80%	-	% at the expected level across all early learning goals	50%	-	83%	-	63%	-	5	80%	-	Average number of early learning goals at the expected level per pupil	11.0	-	15.3	-	11.9	-	5	13.6	-
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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).

2025 2026

Disadvantaged pupils continue to achieve well overall, particularly in writing and mathematics. Over the three-year period (2024-2026), disadvantaged attainment at the expected standard has been significantly above both national averages and similar schools in writing and mathematics. Combined attainment in reading, writing and maths (RWM) is also above national and similar school averages across the three-year trend. Whilst 2026 outcomes show some variation, particularly in reading and RWM, the longer-term picture demonstrates that disadvantaged pupils achieve strongly and that the impact of school improvement strategies has secured outcomes that compare favourably with national and comparable school benchmarks.

	Versus national average				Versus similar school average ⁷			
	2024	2025	2026	3-year average	2024	2025	2026	3-year average
RWM expected standard	Above (non-sig)	Above (sig+)	Below (non-sig)	Above (non-sig)	Above (non-sig)	Above (sig+)	Below (non-sig)	Above (non-sig)
Reading expected standard	Close to av. (non-sig)	Above (non-sig)	Below (non-sig)	Close to av. (non-sig)		Above (non-sig)	Below (non-sig)	
Writing expected standard	Above (non-sig)	Above (sig+)	Close to av. (non-sig)	Above (sig+)	Above (non-sig)	Above (sig+)	Above (non-sig)	Above (sig+)
Maths expected standard	Close to av. (non-sig)	Above (sig+)	Above (non-sig)	Above (sig+)		Above (sig+)	Above (non-sig)	Above (sig+)
EGPS expected standard	Close to av. (non-sig)	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)		Above (non-sig)		Above (non-sig)

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%)***

2025 2026

Disadvantaged pupils' attendance has improved significantly over time and is now a strength of the school. Following attendance rates of 91.2% in 2023/24 and 91.9% in 2024/25, disadvantaged attendance currently stands at 94.5% in 2025/26, exceeding the national figure of 92.4%. This places the school above national distribution averages and demonstrates a positive trend of improvement relative to national patterns. The sustained focus on attendance has resulted in disadvantaged pupils attending school more regularly and accessing learning more consistently than their peers nationally.

Persistent absence among disadvantaged pupils has reduced considerably over time. Rates have fallen from 28.6% in 2023/24 and 26.5% in 2024/25 to 13.9% in 2025/26, significantly below the current national figure of 25.3%. This places the school significantly better than national averages and reflects the strong impact of the school's attendance strategy, targeted support and robust monitoring processes. As a result, disadvantaged pupils are increasingly able to benefit from high levels of attendance and engagement in learning.

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (1 term)	72	94.5%	92.4%	Above	Relative improvement	-
2024/25 (3 term)	68	91.9%	92.3%	Close to average	Relative improvement	-
2023/24 (3 term)	56	91.2%	92.0%	Close to average	Relative improvement	-

Year	Cohort	School	National	National distribution banding	Trend	School context
2025/26 (1 term)	72	13.9%	25.3%	Below (sig-)	No sig change	-
2024/25 (3 term)	68	26.5%	24.9%	Close to average (non-sig)	No sig change	-
2023/24 (3 term)	56	28.6%	27.1%	Close to average (non-sig)	No sig change	-

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
EAL Assessment Framework	The Bell Foundation

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