

Pupil premium strategy statement – Sandringham School

This statement details our school’s use of pupil 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	1817 (Y7-13) 1208 (Y7-11)
Proportion (%) of pupil premium eligible pupils	9.27% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 to 2026-27
Date this statement was published	Autumn term 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Alan Gray, Executive Headteacher
Pupil premium lead	Kate Mouncey, Acting Deputy Headteacher Gemma Lovett, Pupil Premium Coordinator
Governor / Trustee lead	Lucy O’Neill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,000
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£144,000



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that **all** students, irrespective of their background or the challenges they face, make outstanding academic progress and achieve successful academic outcomes across a broad and balanced curriculum. We are also committed to providing world class opportunities beyond the curriculum to enrich a young person’s educational experience and develop their cultural capital and personal development so that they are prepared for all aspects of their future.

In our school we leave nothing to chance, having high aspirations for all students. We believe in equity, offering support and scaffolds to all students who experience differences in opportunities compared to their peers. We recognise the challenges faced by some students, and seek to understand these for individual students so that we can offer tailored support for them to thrive. The challenges, such as literacy, attendance, access to opportunities and wellbeing will be further explored in this document and contribute to the development of our Pupil Premium strategic plan. Some of these challenges are related to students who are currently experiencing financial hardship, but it also includes a consideration of many other aspects of educational disadvantage. Our core values of Respect, Responsibility and Relationships are at the heart of all of our strategies.

High quality first teaching is at the heart of our approach. We aim to recruit, retain and upskill teachers who are subject experts and also have a deep understanding of how to deliver teaching and learning to support the needs of all learners, particularly those with additional needs or who are experiencing disadvantage. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs. As such, you will see in our strategy that we recognise the broader needs of young people. This includes the additional challenges disadvantaged students may face in relation to meeting students’ material needs (such as equipment for school, opportunities to engage in the co-curriculum, etc), awareness of future pathways and careers and strengthening of parental engagement. We intend to address potential barriers as early as possible to ensure that all students have high aspirations and a strong sense of school belonging. This in turn is likely to lead to excellent outcomes as we seek to prepare all students for their future as successfully as possible.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment gap at GCSE</p> <p>There remains a stubborn attainment gap at GCSE, with students eligible for PP performing lower than their non-disadvantaged peers. We are pleased to have</p>



Challenge number	Detail of challenge
	<p>seen this gap close in the last two years following intensive work through previous strategies, but continue to strive to fully close the gap. Provisional data for 2024 KS4 outcomes; A8 for PP v non-PP: 5.23 / 6.57. P8: 0.56 / 1.16. Basics 4+: 68% / 94%. Basics 5+: 57% / 84%.</p> <p>We are most concerned about students achieving grade 4+ and 5+ in both English and Maths as these qualifications are the most important for securing future pathways.</p>
2	<p>Literacy: Fluency and comprehension in reading</p> <p>Data from multiple sources in Year 6 and 7 (KS2 SATs, GL literacy assessment scores and CATs scores) indicates that there is a higher proportion of PP eligible students with below standardised scores than the average for the year group. It is likely that PP eligible students will need extra support to increase their reading fluency and comprehension in order to access the full curriculum and make excellent progress. There is continuing support needed at both KS3 and KS4 as the Covid impact continues for some students who faced challenges with literacy at KS1 and 2.</p>
3	<p>Cultivating a sense of 'belonging': Resilience and motivation</p> <p>Observations, student and teacher voice suggest that some students, particularly those with lower prior attainment lack the metacognitive/self-regulation strategies when faced with challenging tasks. This is partly responsible for PP eligible students receiving a disproportionately higher number of consequences than other groups. Student voice from PP groups also suggests that some lack a sense of 'belonging' and agency within the school community.</p>
4	<p>Lower attendance</p> <p>In 2023-24 the attendance for students eligible for the Pupil premium was 89% compared to 95% for the whole school. Whilst both figures are significantly higher than the respective national averages, the in-school variation is a concern. This is having a direct impact upon attainment and final outcomes for a small number of students where persistent absenteeism is a concern.</p>
5	<p>Mental wellbeing concerns</p> <p>Our pastoral data (counselling/mentoring with EMC, CAMHS, student wellbeing survey) indicates that some disadvantaged students struggle with social and emotional issues such as anxiety, depression and low self-esteem. This can impact their attendance to lessons. Some face one or more significant challenges in their home or personal lives which requires school or external agency support in order to enable them to participate in effective learning.</p>
6	<p>Lower parental engagement</p> <p>Our internal monitoring data shows that families of disadvantaged students are less likely to attend significant events such as PTCs, options evenings, and information evenings. With the engagement of the PP Lead, PP Champions and the wider pastoral team, we have seen a large impact on increasing attendance at PTCs. We now need to continue this work to foster very strong relationships through regular contact with families to celebrate success and offer further bespoke support.</p>



Challenge number	Detail of challenge
7	<p>Lack of resources for learning</p> <p>Our behaviour data indicates that disadvantaged students are more likely to receive consequences linked to organisation. Discussions with students and families identified that some disadvantaged students lack appropriate space and resources (internet and device) at home. Some families cannot afford to send children on whole year group residential trips in Year 7 and 8 which we would identify as key school experiences for personal development.</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
The gap in GCSE attainment is reduced	<p>All students achieve at or above their target grades, particularly in English and maths.</p> <p>The gap in A8 and P8 between disadvantaged and non-disadvantaged students has closed further.</p>
Literacy is supported intensively at KS3 with targeted students so that students can access the full curriculum	<p>GL Assessment reading scores improve for students in intervention programmes between the beginning and end of Yr7 and then again at the end of Yr9.</p> <p>Teachers, parents and students can see a sustained improvement in reading comprehension and fluency after interventions.</p>
All students feel a sense of belonging so that they are motivated and ready to learn in every lesson	<p>Improved resilience and motivation for disadvantaged pupils during challenging tasks.</p> <p>A larger percentage of disadvantaged students receive effort letters, house points and postcards home.</p> <p>Learning walks and lesson observations show improved attitudes to learning and increased lesson participation from target students.</p> <p>A lower number of consequences are issued for being off task and for a lack of work completion.</p>
All students are supported to attend school every day.	<p>The average % attendance between students eligible for PP and the overall % attendance will be reduced. Persistent absenteeism has reduced significantly.</p>
Support is in place for students with mental health or wellbeing concerns	<p>All students with wellbeing concerns are logged and appropriate support and provision is in place.</p> <p>Improved attendance, wellbeing and happiness of students with concerns.</p> <p>Student, parent and teacher voice will demonstrate high levels of wellbeing in all cohorts.</p>

Intended outcome	Success criteria
Parental/ carer engagement is high for all students	100% attendance at all PTCs. High level of attendance at other events for families. Hard to reach families will engage with the school frequently and feel that they have a positive relationship with the school.
All students have the resources necessary for school, including a device and access to core residential trips	Students eligible for PP have minimal consequences for lack of equipment. PP coordinator will be proactive in ordering resources prior to the need. Detailed and sensitive audit of families to be undertaken to assess financial need and offer the right level of contribution to residential trips and other opportunities.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £76,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school CPD</p> <p>Continue to raise the profile of students and their needs amongst all staff. Ensure departments regularly consider any gaps between PP and non-PP students. Ensure the use of evidence to inform best teaching and support of PP students is prioritised across the school.</p>	<p>The school's teaching and learning framework, 'The Great Teaching and Learning Framework', evidences developments in education research. There are four sections: curriculum, relationships, opportunities and long term learning. It draws heavily on EBE's Great Teaching Toolkit evidence and the EEF Teaching and Learning Toolkit and a range of EEF guidance reports. All new staff will receive training in the Framework.</p>	1,2,3
<p>Additional CPD programme</p> <p>Further bespoke options to suit the wide range of staff experience. All threads will be based upon</p>	<p>CPD Toolkits will all have a lens on supporting students in disadvantaged circumstances to support teachers in prioritising the most effective strategies.</p>	1,2,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
evidence-based strategies with the core aim of reducing the impacts of disadvantage.	All CPD offered will follow the principles of the EEF Effective Professional Development guidance report.	
<p>CPD for Literacy</p> <p>Continued CPD for a team of staff involved in leading and delivering literacy interventions.</p> <p>Including Fresh Start Phonics, HfL KS3 Reading Fluency and the first training in the HfL KS4 Reading Fluency programme</p>	<p>The EEF T&L Toolkit states that small group tuition can have 4 months impact on progress with promising literacy interventions including reading (6 months progress), oracy (5 months) and phonics (4 months).</p> <p>The HfL reading fluency programme has an effect size of 0.38 for comprehension and 0.64 for reading accuracy.</p> <p>There is a need to ensure that all staff involved are fully trained so that we can ensure fidelity to the interventions.</p>	1,2
<p>Recruitment and retention</p> <p>Constant and proactive strategy for recruiting teachers in English, Maths and Science. Working with the AET Trust to develop a strategy for recruitment of high quality teachers across the trust.</p> <p>Recruit staff internally with expert subject knowledge to the PLT (Professional Learning Team) who are motivated and supported to remain highly informed about evidence based teaching and learning to reduce the attainment gap.</p>	<p>It is critically important that we recruit high quality teachers and support staff to ensure that we adapt and differentiate for all individual student needs.</p> <p>Teacher recruitment and retention strategy - DfE</p> <p>We can benefit from working within our MAT to draw on expertise in this area and retain staff within the MAT.</p> <p>The Alban TSH including the Alban Federation ITT will be utilised fully to support staff and retain them at all career stages.</p>	1,2
<p>Additional teaching support for English and Maths</p> <p>Use of qualified teachers to offer support in English and Maths classes to provide specific support to</p>	<p>A small but growing number of students need additional 1-2-1 tuition or small group tuition to enable them to make progress in English, literacy and maths so that they can make the progress expected.</p>	1,2

Activity	Evidence that supports this approach	Challenge number(s) addressed
students struggling to make sufficient progress.	1-2-1 tutoring and small group tuition has a large evidence base to suggest that this is an effective strategy. We have 3 x specialist intervention teachers to lead in this area (KS3 & KS4)	
Enhanced and focused pastoral leadership Leadership structure changed to place DHT i/c PP and 3 x AHTs as key pastoral leaders, one for each key stage.	With a growing school population and a desire to further support all students, we are restructuring pastoral leadership to bring in more senior leadership support. This will aim to further enhance behaviour support and develop strategies to support students with self-regulation.	4,5,6

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

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 Literacy intervention Yr7 Reading buddies Yr7 and Yr8 Reading Fluency	EEF Improving literacy in secondary schools offers core principles for supporting literacy which is the basis of our whole school literacy support, across all subject areas. The EEF T&L Toolkit states that small group tuition can have 4 months impact on progress with promising literacy interventions including reading (6 months progress), oracy (5 months) and phonics (4 months). Students will be assessed and complete programs of intervention based on their needs. The reading fluency programme has an effect size of 0.38 for comprehension and 0.64 for reading accuracy. A phonics programme will be in place for a small number of EAL students after full data analysis in Autumn Yr7. The EEF Toolkit suggests that this is an effective strategy (+5 months).	2



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Booster teaching KS4 English and Maths</p> <p>Small group booster classes offered to PP students for both English and Maths in a 7 week block.</p> <p>Planned and delivered by highly experienced subject teachers.</p>	<p>We will put into place more intensive tutoring with expert teachers in English and Maths over a series of after school booster sessions throughout the year, specifically targeting small groups of students to help accelerate their progress. This will reach more PP students, at all levels of prior attainment.</p> <p>The programme will follow the principles of the EEF Guide 'Making a difference with effective tutoring'.</p>	1
<p>Diagnostic literacy tests (GL Assessment) for all students at the start of Yr7 and the end of Yr9, as well as any new starters and for students at the end of Yr7 where they have received literacy intervention.</p>	<p>The rigorous diagnosis of literacy challenges faced by individual students is necessary to put in place specific evidence based interventions. The GL assessment tests are proving very useful in identifying students in need of further support, and in monitoring progress of the intervention in place. All teachers have access and support in interpreting the data to inform planning for needs.</p>	2

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

Budgeted cost: £41,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitoring</p> <p>Attendance for all students and key groups monitored regularly and relevant intervention put in place.</p>	<p>Dedicated PP reporting in daily attendance to identify and call these families first. This has been led by an attendance officer, supported by a dedicated attendance improvement officer (AET <i>Attendance Lead</i>).</p> <p>Holistic view of student needs and school strategies to further improve attendance using the EEF Supporting school attendance tool.</p> <p>To be monitored weekly by attendance administrator, PP Champions, PP</p>	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Coordinator, Tutors, PDs and monthly by the AET Attendance Lead.	
<p>Support for well-being</p> <p>Sanctuary Club at lunchtime.</p> <p>Homework Club.</p> <p>SLA support.</p>	<p>Interventions which target social and emotional learning are reported by the EEF to improve progress by 4 additional months. Clubs open to students to support learning and pastoral care.</p> <p>Students signposted to relevant opportunities by PP Champions and the PP Lead.</p> <p>Priority for school counselling service and behaviour support from LINKS outreach.</p>	5
<p>Parental engagement</p> <p>Family evenings – all years including KS4 ‘success’ information evenings.</p>	<p>The association between parental involvement and a child’s academic success is well established and according to the EEF toolkit can increase progress by +3 months.</p> <p>Engagement with parents/carers as soon as their child joins the school in year 7 through contact with the PP Lead and other key pastoral team members.</p> <p>Individual invites to all events, early and personal booking for PTC appointments.</p>	6
<p>Social and academic mentoring</p> <p>Pupil Premium Coordinator and Pupil Premium Champions.</p>	<p>According to the EEF’s T&L Toolkit, mentoring can lead to 2 additional month’s additional progress. Five staff members are have been given specific responsibility as a Pupil Premium Champion to mentor and support students and families. The PP Coordinator also offers this role to others, so 32 students are supported closely in this way.</p> <p>Academic mentoring can also support students to build self-regulation /metacognition skills, established in EEF toolkit as having highest gain in learning progress with a strong supporting evidence base (+8 months) .</p>	3,4,5
<p>Resources - Trips and visits</p> <p>Offer funding for families with core</p>	<p>Trips and visits offer great experiences for students across the curriculum and enhance cultural and academic understanding. We want to support all students to attend core learning</p>	7

Activity	Evidence that supports this approach	Challenge number(s) addressed
curriculum day trips and residential trips	experiences like these, so that any type of economic disadvantage is not a barrier.	

Total budgeted cost: £144,300



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2023-24 the attainment for students eligible for the Pupil Premium demonstrated significant progress for our Y11 leavers with an average grade of 5.28 - an increase from 4.32 in 2023. There is still a gap that remains between these students and their non Pupil Premium eligible peers who achieved an average grade of 6.45. 68% of the PP cohort achieved a grade 4 in English and Maths, whilst 58% achieved a 5 in English and Maths. The attendance for this group remains below their non-disadvantaged peers.

We worked closely with Rachel Macfarlane (HfL Lead Consult for Underserved Learners) throughout the year as part of a Trust-wide project to prioritise and further improve our strategies for working with students facing any type of disadvantage. This was particularly effective in challenging our thinking at all levels of the school and in identifying specific issues through student voice.

The purchasing of resources on an individual basis when requested by staff, mentors and at times families continues. The Pupil Premium Coordinator monitors progress, attendance and behaviour across students eligible for the Pupil Premium in all years. Behaviour analysis clearly highlights that consequences and exclusions are high with a specific group of disadvantaged students and that preventative education is important with this group to support behaviour and raise expectations and self efficacy. Disadvantaged students were given priority for targeted academic support with subject leaders identifying underperforming students in reporting cycles and prioritising interventions for these students. We wish to further refine this process going forward.

Our analysis of student destinations evidences that the majority of disadvantaged students stayed on to study at sixth form from our Y11. The guidance that our students receive, and opportunities including university visits and priority careers advice and guidance with a qualified advisor enhance aspiration and support. All Pupil Premium eligible students were closely tracked and advised from the middle of Year 10 to support them with their next steps.

Key to supporting students is the partnership between parents/carers and the school. Internal monitoring of parental engagement at school evenings including PTCs and Information evenings continues and we call all parents in advance to prioritise attendance and support the appointment process for PTCs. Relationships and belonging are at the heart of all of our strategies to support our students and families.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

