

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sandcross Primary
Number of pupils in school	669
Proportion (%) of pupil premium eligible pupils	15.8% (106)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mark Richards
Pupil premium lead	Sian McConnell
Governor / Trustee lead	Alison Colville-Foley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,010

Recovery premium funding allocation this academic year	£0
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	£173,010

Part A: Pupil premium strategy plan

Statement of intent

At Sandcross Primary, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our long term vision is to:

- Ensure the right provision is wrapped around every child
- High expectations for all children, including those who are disadvantaged.
- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their counterparts
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop excellent communication skills
- Design a curriculum to build memorable learning experiences
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve this staff and pupils have been involved in creating this strategy and staff, parents and pupils will be involved in implementing this strategy.

Regular half termly monitoring and reviewing will take place with the leaders of disadvantaged children to ensure effectiveness and that any follow on adaptations will be put in place where needed.

To achieve this strategy, staff development in holding coaching conversations, specific mastery approaches and approved mental health strategies will be put in place.

Safeguarding will be kept to the forefront for all providers for teaching, intervention, clubs and trips and risk assessments will be in place to give children the best quality provision.

This document will be communicated on the website and shared with parents and the Local Governing Body to ensure transparency.

Challenges

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

Challenge number	Detail of challenge
1	To give wider access to clubs and trips and to give cultural experiences within the curriculum for our disadvantaged learners in order to enable knowledge and skills to become 'sticky'.
2	To identify gaps in learning with our disadvantaged children and provide timely intervention to allow accelerated progress and grow the potential for greater depth attainment.
3	To provide appropriately timed Wellbeing intervention to address the rise in mental and physical health needs in disadvantaged families.
4	To ensure Pupil Premium families have well supported attendance.
5	Staff to have a greater awareness and understanding of who the disadvantaged children are within their year group and how to support their learning through Quality First Teaching.

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
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Attending clubs and trips By July 2026, all disadvantaged pupils will have participated in at least one enrichment club and one educational visit each term, with pupil surveys evidencing improved sense of belonging and use of topic-related vocabulary.	100% of PP pupils offered at least one funded club per term; ≥ 65% participation achieved by end of year. 100% of PP pupils attend one educational visit per term. Pupil vocabulary assessments and discussions show improvement in use of curriculum-linked language (monitored through book looks or verbal evidence). Staff record positive changes in engagement and confidence through pupil voice and spotlight monitoring.
To continue to identify gaps and provide timely intervention allowing for a ‘no ceilings approach’ across the school for our PP children. At least 70% of disadvantaged pupils will make expected or accelerated progress in reading, writing and maths by July 2026, and at least 10% will achieve greater depth in one or more core subjects. Potential greater depth pupils will be identified in each year group. These children’s progress and attainment will be tracked. Opportunities for development will be made available. Small group tutoring will be made available for identified pupils.	• ≥ 80% of PP pupils meet or exceed expected progress in reading, writing, maths. • ≥ 10% of PP pupils achieve greater-depth standard in at least one core subject. • Termly assessment data shows the attainment gap narrowing by at least 5 percentage points compared with 2024-25. • Small-group tutoring pupils show at least +4 months accelerated progress over the academic year (EEF benchmark). • Work scrutiny and moderation confirm consistent high expectations and challenge for disadvantaged pupils.
To continue to cater for the mental health, social and emotional needs of Pupil Premium children Disadvantaged pupils accessing wellbeing support will show measurable improvement in emotional regulation (as evidenced through	• ≥ 90% of pupils receiving wellbeing intervention demonstrate improvement on SDQ, Boxall, or internal wellbeing scale.

SDQ or school wellbeing surveys) and improved attendance or engagement within one term of intervention.	● Attendance of targeted PP pupils rises by at least 2 percentage points within a term of support. ● Reduction of 20% in behaviour incidents logged for supported pupils. ● Pupil and parent surveys show 90% report improved wellbeing or ability to manage emotions. ● Staff surveys show 95% confidence in using Zones of Regulation and emotional-literacy tools.
Pupil Premium Pupil attendance to rise to above national figures. The number of Persistent Absentee Pupil Premium children will decrease. The % attendance of PP children will rise.	Overall PP attendance ≥ 92.5 %. Persistent absence among PP pupils < 15 %, down from 33 % in 2024-25. Fortnightly tracking shows steady improvement term-on-term. Positive communication logs show early intervention contact for 100 % of PP absentees. Attendance gap between PP and non-PP pupils reduced by at least 2 percentage points.
Staff to have a greater awareness and understanding of who the disadvantaged children are within their year group and how to support their learning through Quality First Teaching. <i>All teaching staff will demonstrate high expectations and adaptive strategies for disadvantaged pupils, evidenced through lesson</i>	100% of teaching staff can identify their PP pupils and articulate individual barriers and next steps during monitoring. Learning walks and book looks show consistent adaptive teaching strategies in all classes. Staff survey confidence ≥ 90 % in supporting disadvantaged learners. Attainment gap reduced by ≥ 5 % in reading, writing, maths compared with 2023-24 outcomes. Evidence from lesson observations and coaching conversations shows improved feedback and scaffolding for PP pupils.

observations, pupil outcomes and staff confidence surveys (90%+). The attainment gap in core subjects will reduce by at least 5% by July 2026.

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: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly Pupil Premium review meetings (Disadvantage Lead, LPs, SENDCo, HT) to analyse progress and attendance data and adjust provision.	<i>EEF Implementation Guidance Report notes that ongoing monitoring and adaptation are essential for sustained impact.</i>	All
Half termly PAM meeting (Pupil Achievement Meetings) held with each teacher and Lead Practitioner to ensure they are making progress	<i>EEF Implementation Guidance Report notes that ongoing monitoring and adaptation are essential for sustained impact.</i>	all
Reading fluency intervention and targeted vocabulary instruction for PP pupils (guided	<i>EF Improving Literacy in KS2 (2021) highlights explicit vocabulary teaching, reading fluency and comprehension strategy instruction as high-impact.</i>	2, 5

reading groups, book clubs, reading mentors)		
Parent workshops, family learning events, and targeted communication to improve home support for reading, routines and attendance	<i>EEF Parental Engagement Guidance Report (2021) identifies sustained parent-school communication and structured home learning support as high-impact (+4 months).</i>	2, 3, 4, 5
Whole-school CPD on Quality First Teaching and adaptive practice	<i>The Teacher Development Trust highlights that improving teaching quality has a disproportionately positive effect on disadvantaged learners. EEF research on professional development identifies sustained CPD and instructional coaching as high-impact strategies (+5 months).</i>	2, 5
Phase-level coaching and learning walks focused on adaptive practice for disadvantaged pupils	<i>EEF (2021) Teacher Feedback and Metacognition and Self-Regulation reports show that targeted feedback and explicit strategy instruction can significantly boost disadvantaged learners' progress.</i>	2, 5

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

Budgeted cost: £ 103,215 + £3,295 = £106,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Small group teaching for focus core subject learning using mastery based approaches alongside teacher taught intervention.</i>	EEF research suggests that small group tutoring allows +4 months accelerated progress over an academic year https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
<i>Small group intervention for focus core subject learning</i>	EEF research suggests that small group tutoring allows +4 months accelerated progress over an academic year Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has the highest impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions	2
<i>Targeted tutoring in KS2 for pupils with potential to achieve Greater Depth</i>	National Tutoring Programme and EEF findings show that structured, short-term tutoring interventions lead to accelerated progress, particularly when led by qualified teachers or trained TAs.	2
<i>Early identification and intervention for gaps in reading, writing and maths</i>	EEF <i>Diagnostic Assessment</i> guidance: identifying misconceptions early allows precise intervention, improving outcomes and closing attainment gaps (+5 months).	2

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Lead working proactively with disadvantaged families</i>	Welsh Assembly doc “Strategies to manage school attendance and lateness” EEF 2022 evidence of how to improve attendance and absenteeism.	4
<i>Attendance officer</i>		4
<i>ELSAs, Play Therapist and Animal therapy supporting children with anxiety and mental health needs</i>	Research: Programmes that focus on enhancing emotional literacy improve academic performance and behaviour (Carnwell & Baker, 2007) Investigation into the effectiveness of ELSAs in schools (May 2015 Dodds and Blake) PTUK analysis of 25,000 cases show 73% of positive change post therapy. This rises to 83% in children with severe issues.	3
<i>ELSAs, Play Therapy and Animal-Assisted Interventions</i>	Research by Carnwell & Baker (2007) and PTUK (2015) demonstrates improved wellbeing, emotional regulation and classroom engagement post-intervention.	3
<i>Disadvantage lead creating strategic approaches across the curriculum and school</i>		1,2,3,4,5,
<i>Funding available for each disadvantaged</i>	EEF <i>Arts Participation</i> and <i>Outdoor Adventure Learning</i> studies indicate	1

<i>child to attend one club per week per term. Funding to attend trips where voluntary contributions are not possible</i>	increased engagement, self-confidence and attainment (+3 months). Supports the DfE 'menu of approaches' for cultural capital.	
<i>Disadvantage Lead strategic oversight and coaching</i>	Internal leadership ensures coherence across interventions and consistent data use. EEF <i>Implementation Guidance Report</i> highlights leadership coherence as key to sustaining impact.	1, 2, 3, 4, 5,

Total budgeted cost: £173,010

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 2024 to 2025 academic year.

1. Summary of Overall Impact

During 2025–26, Sandcross Primary continued to implement its long-term Pupil Premium Strategy with measurable impact across the majority of priority areas. Targeted actions focusing on high-quality teaching, wellbeing, attendance and enrichment have strengthened support for disadvantaged pupils and ensured they continue to access the full breadth of the curriculum alongside their peers.

The school's ethos of '*Inspiring Life Long Success*' has underpinned a coherent programme of support. Key drivers - including Quality First Teaching, regular Pupil Achievement Meetings, targeted interventions, enrichment funding and enhanced pastoral provision - have strengthened pupils' sense of belonging, engagement and readiness to learn. Statutory outcomes demonstrate significant improvements in Early Years for disadvantaged pupils, whilst strong mathematical fluency has been maintained through the Year 4 Multiplication Tables Check. Leaders have identified early reading outcomes for disadvantaged pupils as a priority for further development, with targeted actions already planned for 2026–27. Final evaluation of Key Stage 2 outcomes will be completed following publication of statutory results.

2. Participation in Clubs and Trips

Financial support continued to ensure that disadvantaged pupils were able to participate in educational visits, residential experiences and extracurricular activities throughout the year. Leaders maintained the principle that no child should miss opportunities because of financial barriers, ensuring disadvantaged pupils accessed the same curriculum enrichment as their peers.

Pupil voice continues to demonstrate the positive impact that trips, clubs and wider enrichment have on confidence, resilience and aspirations. Residential visits and curriculum experiences have supported pupils in developing teamwork, independence and cultural capital.

Targeted communication with families and continued financial support will remain priorities during 2026–27 to further increase participation in extracurricular clubs and wider enrichment opportunities.

3. Academic Attainment and Progress

Academic outcomes demonstrate a mixed picture for disadvantaged pupils across statutory assessments during 2025–26.

The most significant improvement has been seen within the Early Years Foundation Stage, where the proportion of disadvantaged pupils achieving a Good Level of Development increased from **50% in 2025 to 68% in 2026**, reflecting the impact of strengthened early language provision and targeted intervention. Disadvantaged pupils also continued to perform well in the Year 4 Multiplication Tables Check, achieving an average score of **22 out of 25**, demonstrating secure mathematical fluency.

Year 1 Phonics outcomes for disadvantaged pupils were below the school's expectations this year and will form a key priority within the 2026–27 Pupil Premium Strategy. Leaders have reviewed cohort-specific factors and are strengthening targeted phonics intervention, parental engagement and attendance support to improve future outcomes.

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
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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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.