

Pupil Premium Strategy Statement

2025/26

This statement details our school's use of pupil premium (and recovery premium for the **2025 to 2026** 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	Sandhurst Primary School
Number of pupils in school	161 (October 2023) 169 (November 2024) 182 (November 2025)
Proportion (%) of pupil premium eligible pupils	21% (October 2023) 21% (November 2024) 19% (November 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Amanda Norman, Headteacher
Pupil premium lead	Louise Reeves, SLT
Governor	Frances Holland



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Out of county PP	£0
PP plus	£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	£51,510



Part A: Pupil premium strategy plan

Statement of intent

At Sandhurst Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

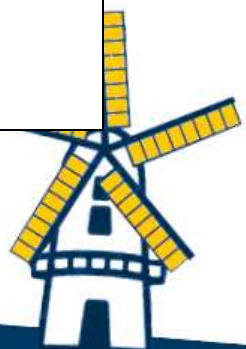
We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, as well as those facing increased challenges due to the impact of the coronavirus pandemic. The activities we have outlined in this statement is also intended to support the needs of children, regardless of whether they are disadvantaged or not.

There is no expectation that all Pupil Premium children will receive identical support; some children will need more than others and each child is individual with individual circumstances. The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the children within this group and this is reviewed termly within the pupil progress meetings

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils 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	Detail of challenge
1	<p>Wellbeing and Social and Emotional Development:</p> <p>Wellbeing and social and Emotional development is a crucial aspect of education that helps students develop key life skills which are vital for their overall development and success. Our quality first teaching and interventions focus on strengthening the following challenge areas:</p> <p>Emotional awareness and management</p> <p>Relationship building and social skill development</p> <p>Resilience and coping strategies</p> <p>We aim to support students in becoming more self-aware, confident, and capable of forming positive relationships, making responsible decisions, and coping effectively with challenges in school and beyond.</p>
2	<p>Attendance:</p> <p>From September 2024 to July 2025 the attendance for PP pupils was 93.9% compared to the whole school attendance of 95.4%</p> <p>Persistence absenteeism</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils' progress. This impacts on their opportunities for learning, and needs to be addressed in order to support them to become more effective learners.</p>
3	<p>Assessments:</p> <p>Assessments show that in KS1 and 2 in reading 32% of PP children are working below age expected levels and in writing 44% and in maths 18%. (TERM 1 2025)</p> <p>Of PP children on the read write inc scheme, from EYFS to year 3, at least 50% to be working at age expected levels.</p> <p>In EYFS we will increase the percentage of PP children who achieve a good level of achievement (GLD) to 50%.</p> <p>Discussions with younger pupils indicate that disadvantaged pupils often face greater difficulties with phonics than their peers. This has a negative impact on their reading and writing development, with significant</p>

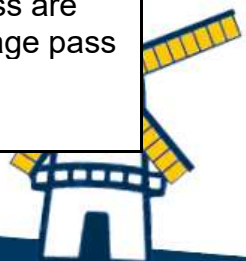
	knowledge gaps causing some pupils to fall further behind age-related expectations. The school needs to address these gaps to ensure all pupils can achieve strong literacy foundations.
4	Progress: Some children are making below expected progress in reading, writing and maths, therefore they need to make accelerated progress to be at the level at which they should be working. Assessments, observations, and discussions with pupils show that some of our disadvantaged pupils find it challenging to retain key concepts over the long-term.
5	Extra-Curricular: Access to Enrichment Opportunities As a school, we are committed to ensuring that all pupils can benefit from enrichment opportunities such as after-school clubs, breakfast club and wrap-around care, which support the wider curriculum and allow pupils to flourish in areas of interest and enjoyment. However, some pupils are currently unable to attend these sessions, and our Upper KS2 residential trip, due to financial barriers. We aim to reduce these barriers so that access to enrichment, extended provision, and residential experiences is more equitable for all pupils.
6	Speaking and Listening: Some pupils who have not grown up in a language-rich environment have not developed strong oracy skills, ensuring they can express themselves clearly, understand and use new vocabulary, and participate confidently in speaking and listening activities across the curriculum.



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
1) Enhanced emotional and mental wellbeing for Pupil Premium pupils and their families.	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, conferencing and teacher observations (Leuven). • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils (including attendance of clubs/ trips etc) • Data will show a decrease in the number of wellbeing concerns raised by parents and teachers. Monitoring will highlight the decreased number of incidents on CPOMS. • Children and families provided pastoral care to increase self-esteem and develop resilience
2) Attendance for PP children and non-PP children to be in-line or better than National Average.	<ul style="list-style-type: none"> • Less than 2% attendance gap between Pupil Premium and non-Pupil Premium children. • Attendance of Pupil Premium learners to increase attendance towards the 96.5% target. <i>From September 2024 to July 2025 the attendance for PP pupils was 93.9% compared to the whole school attendance of 95.4%</i> • PP Leads meet regularly with the Attendance Officer and have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these children. • the percentage of all pupils who are persistently absent being below 90% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
3 & 4) Disadvantaged pupils to be working at an expected level in reading and writing at the end of KS2	<ul style="list-style-type: none"> • Year 1 phonics screening for this academic year will show that the percentage of pupils who pass are inline or above the Kent and National Average pass rate.



<p>Closing of gap between disadvantaged and non-disadvantaged in core subjects.</p> <p>Raising the percentage of disadvantaged pupils achieving greater depth in reading and writing</p> <p>Pupils are given regular opportunities to retrieve key knowledge and this results in more pupils experiencing a change in their long-term memory</p>	<ul style="list-style-type: none"> • Read, Write Inc termly assessments to show PP children progressing through the scheme at age expected levels. RWI interventions in place to support low attainers. • Writing, reading and maths outcomes will demonstrate that more than 75% of disadvantaged pupils meet the expected standard. • In EYFS more than 50% of PP pupils to achieve GLD. • A minimum of 5% of disadvantaged children will achieve greater depth across maths, writing and reading • Lesson observations show teachers are utilising a range of retrieval techniques frequently • Use of 'flashback' to support retrieval and on the spot self and teacher assessment • When talking with pupils, it is clear they understand that the struggle to remember is the key aspect of any retrieval task – they appreciate the metacognitive principles that underpin retrieval: the more times you try to recall something, the stronger the connections form in the long-term memory • When quizzed and asked to recall knowledge, more disadvantaged pupils are able to do so with confidence • Over time, regular retrieval of key knowledge allows disadvantaged pupils to make good progress in their learning (see Statutory Assessment targets)
<p>5) To achieve and sustain higher levels of uptake of all extra-curricular clubs and trips for disadvantaged pupils Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer.</p>	<ul style="list-style-type: none"> • Monitoring of extra-curricular activity attendance to show that all PP children access a minimum of one enrichment activity. Teachers and Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners. The school will fund extra-curricular clubs or enrichment activities, such as music lessons and the payment of trips/workshops for PP children as necessary.



6) Ensure oral language skills and vocabulary gaps are improved so disadvantaged pupils are developing at the same rate as their peers	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Language and speech link used effectively to identify gaps in oral language skills and vocabulary are targeted where necessary. Interventions to support oral language and vocabulary provided for disadvantaged pupils. Referrals made to SALT when required for external professional support Opportunities provided for language rich enhancements, such as forest school, gardening and after school clubs.
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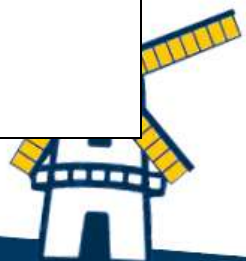
Activity in this academic year

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

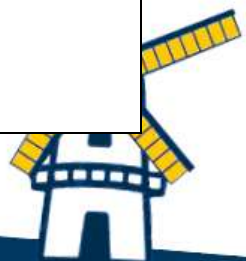
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£6300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed consistent teaching of the phonics scheme Read Write Inc.</p> <p>Provide bespoke training for new staff unfamiliar with this scheme.</p> <p>Introduce the use of the 'Read write inc spelling' scheme for children from Year 2- 6.</p> <p>Staff training – Spelling and GPS</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Mission - Ruth Miskin Phonics Training Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 6



Nessy provision and implementation	Assessment resources and tools for dyslexia What is Dyslexia? Nessy	3, 4, 6
Educational Psychologist SLA (School based review X2 per year)	To provide staff with high quality professional support, especially on a 1:1 when an identified child needs further support. 8 Benefits of Educational Psychology to the Teacher - Classplus Growth Blog (classplusapp.com)	1, 3, 4
Purchase of standardised diagnostic assessments. (Implemented 3X per year) Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Using CAT4 in primary schools - GL Assessment (gl-assessment.co.uk) NFER Tests - NFER	1, 2, 3, 4
Embedding, assessing for and supporting speaking and listening activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	1, 6

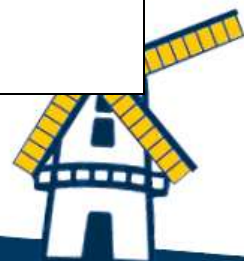


educational practices and supported by professional development and training for staff.	EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
Use a PSHE curriculum which supports statutory RSE, as well as SMSC / British Values, E-Safety etc.	Well-regarded PSHE scheme recommended by schools in our collaboration. Jigsaw Education Group - Leading provider of PSHE and RE education	1, 4, 6

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated reader training, provision and implementation	The Education Endowment Foundation recently ran a project investigating the effectiveness of Accelerated Reader, which found that it appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. Accelerated Reader	3, 4
Boxall profile	The Boxall Profile allows teachers to consider their pupils social, emotional, and mental health (SEMH) needs alongside academic needs. Schools have found this data invaluable for tracking pupils' social and emotional development, much like they do with academic progress. Why Boxall Profile? - Boxall Profile Online®	1, 2, 6
Sensory resources	A sensory room at school can give pupils a chance to manage their anxiety or overstimulation and return to the classroom calm and ready to engage and learn. The Benefits of Sensory Rooms in Schools Senteg	1, 2,



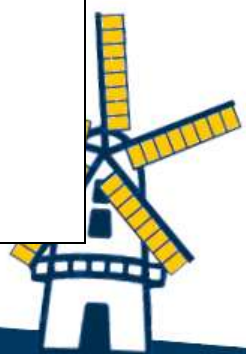
IDL- dyscalculia and dyslexia support tool	IDL Literacy is a proven solution for increasing the reading and spelling ability of pupils with dyslexia and other learning difficulties, including dyspraxia and Meares. Literacy Software (UK): Comprehensive Learning Excellence	3, 4, 6
Forest school (partly funded for PP and vulnerable pupils).	Forestry commission evaluation and evidence of impact on learning - resilience, problem solving and selfconfidence A marvellous opportunity for children to learn	1, 2, 4, 5, 6
Nessy provision and implementation	Assessment resources and tools for dyslexia What is Dyslexia? Nessy	3, 4, 6
Purchase of Speech and Language Link programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Speech and Language Link Packages Brochure	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through BRP and RWI 1:1 tuition. For upper KS2 the use of the Read, Write inc Fresh Start intervention. Read Write spelling	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF Read Write Inc. One-to-one Phonics Kit Tried and Tested Teach Primary Read Write Inc. Fresh Start Reading intervention OUP	3, 4



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

Budgeted cost: **£ 20,210**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clubs (extra-curricular activities)	PHYSICAL & MENTAL HEALTH BENEFITS OF AFTER SCHOOL CLUBS - Aspire to Greatness	
Play therapist X2 pupils weekly	Evidence of results at Ethical Framework	1,2, 4, 5, 6
Zones of regulation	Research & Evidence Base - THE ZONES OF REGULATION: A SOCIAL EMOTIONAL LEARNING PATHWAY TO REGULATION The Benefits of Participation in After School Activities (schoolspecialty.com)	1, 2, 6
Drawing and talking training and intervention	Self regulation and understanding of self leading to +7 months of academic progress EEF Drawing & Talking Home - Drawing & Talking (drawingandtalking.com) Education Endowment Foundation EEF	1,3, 4, 5, 6
Parental engagement -coffee mornings	Informal support and information for those disadvantaged families in a non-invasive way. Parental engagement EEF (educationendowmentfoundation.org.uk)	1 & 2
Extra-curricular opportunities including residential in Y6 and day trips for other year groups. Whole school pantomime.	Evidence of social and emotional skills leading to improved outcomes at school Social and emotional learning EEF	1, 2, 5, 6



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Breakfast club Wrap around	Breakfast in Schools: Healthy & Nutritious (eatright.org)	1, 2, 4, 5, 6
Spurgeons counsellor X3 pupil weekly	Spurgeons Charity Home	1, 2, 5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified such as a child attending a school trip or the purchase of school uniform.	All

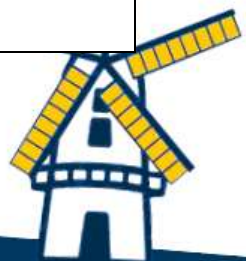
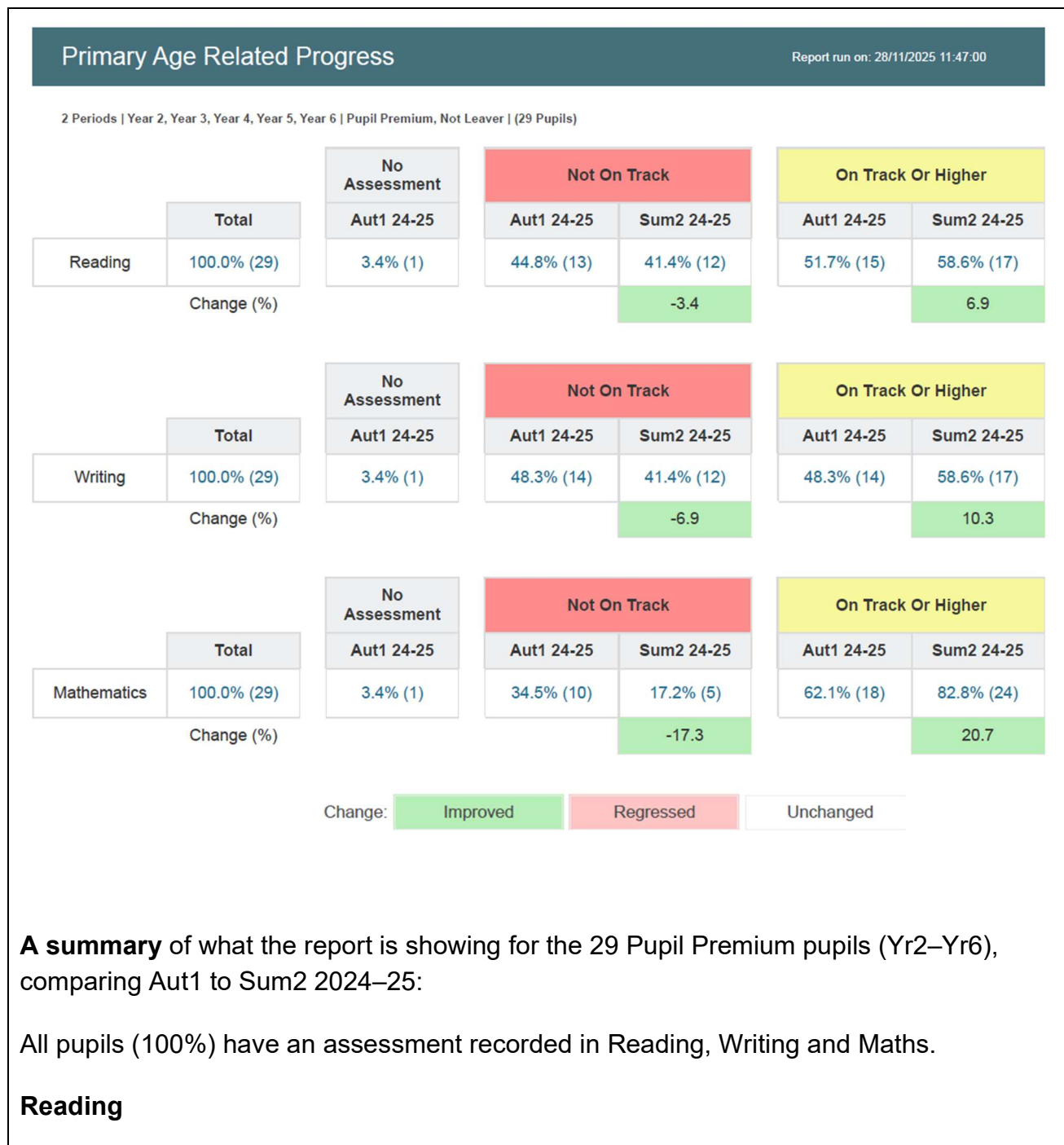
Total budgeted cost: £51,510



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.



Not on track has fallen from 44.8% (13 pupils) to 41.4% (12 pupils) → -3.4 percentage points.

On track or higher has risen from 51.7% (15 pupils) to 58.6% (17 pupils) → +6.9 percentage points.

Small positive shift: 2 more pupils are now on track or better.

Writing

Not on track has fallen from 48.3% (14 pupils) to 41.4% (12 pupils) → -6.9 percentage points.

On track or higher has risen from 48.3% (14 pupils) to 58.6% (17 pupils) → +10.3 percentage points.

Strongest improvement of the three subjects in terms of moving pupils to “on track or higher”.

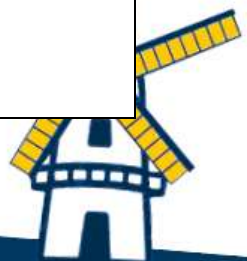
Mathematics

Not on track has dropped sharply from 55.2% (16 pupils) to 17.2% (5 pupils) → -17.3 percentage points.

On track or higher has increased from 62.1% (18 pupils) to 82.8% (24 pupils) → +20.7 percentage points.

Very significant improvement in Maths; most pupils are now on track or better.

Across Reading, Writing, and especially Maths, Pupil Premium pupils have moved noticeably from “Not on Track” into “On Track or Higher” between Aut1 and Sum2, with Maths showing the largest gains.



Externally provided programmes

Programme	Provider
Nessy	Nessy,com
Speech and Language Link	
Sumdog	Sumdog
Big Cat Reading scheme	Collins
Barrington Stokes books	Every child can be a reader - Barrington Stoke
Accelerated Reader	Accelerated Reader
Read, Write Inc	Ruth Miskin
Play therapy	Leslie Wardorp.
Forest school	Wild detectives
Fegan's	Fegans - Counselling Children, Supporting Parents
Extra-curricular clubs	Dates, Times and Clubs Sandhurst Primary School

Service pupil premium funding (optional)

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)

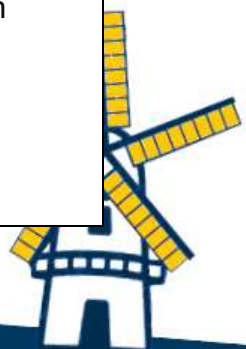
We class Vulnerable pupils as:

- Those looked after or previously looked after
- Those who have a social worker
- Those with a CAF/Early Help
- Those with a parent/carer in the armed forces
- Children classed as a young carer
- Children recorded as Ever 6 FSM
- Children with no recourse to public funds
- Children of offenders
- EAL children
- Children with SEN/D Common identified barriers to learning for disadvantaged pupils may include:
 - speech, language and communication needs
 - challenges for parents supporting children at home
 - low self-esteem and/or anxiety
 - children or family members with SEMH
 - lower attendance or punctuality

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support.

Additional activity: Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. The approaches we have adopted complement each other to help pupils excel.



To ensure are strategies 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 inwhich all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- We have put a robust evaluation framework in place for the duration of our three-year plan and will adjust our plan over time to secure better outcomes for pupils.

