

Pupil premium strategy statement – Sandfield Close Primary 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	250
Proportion (%) of pupil premium eligible pupils	16.4% (41 children)
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)	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	31/10/2026
Statement authorised by	Paresh Ruparel (Chair of Governors)
Pupil premium lead	Smita Lad (Headteacher)
Governor lead	Lilian Reading

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,055
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
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>	£56,055

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure all pupils make good progress academically, to recognise and respect the individuality of pupils and their capacity to reach their full potential. We want them to value their education and drive their desire to learn and do well regardless of their background and starting point. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children.

Our data shows that our outcomes for pupil premium children, in terms of attainments and progress, fluctuates according to different cohorts and individual children's needs. Some children have multiple needs such as SEND, EAL or a young carer, as well as being classed as pupil premium. This will be a focal point in pupil progress mtgs as we continue to monitor the data.

Our pupil premium strategy has been devised to support disadvantaged pupils to achieve good outcomes, including progress for those who are already achieving well. There is also a focus on the social, emotional and mental health of the children to ensure their wider well-being is supported too.

Our key approach to supporting pupil premium children will be through:

- Quality first teaching
- Targeted academic support
- Early intervention
- Effective pastoral support
- Effective enrichment opportunities

Challenges

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

Challenge number	Detail of challenge
1	Children with low attainment on entry, as shown by baseline assessment
2	Poor levels of language development when children start at the school irrespective of year group
3	Increasing levels of social, emotional and mental health needs in children and families

4	Lack of cultural capital of pupils including those who are disadvantaged
5	Declining levels of parental engagement (work patterns, etc)
6	High proportion of pupils within the DSP are disadvantaged DSP (50%)
7	Parents have not always sought FSM due to personal pride

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
Pupils with low attainment on entry will make accelerated progress	<ul style="list-style-type: none"> Close the attainment gap during their time at the school Assessment will support identification of gaps in pupils' learning across the curriculum
Children will be able to communicate effectively in a variety of situations and forms	<ul style="list-style-type: none"> The vocabulary gap will be closed through high-quality teaching across the curriculum There will be a clear progression of vocabulary across the curriculum Staff will understand best practice around support for EAL and development of vocabulary Pupils will be able to speak to a range of audiences using age appropriate and subject specific vocabulary Pupils will be using vocabulary in their writing
Children are able to articulate their emotions and better understand how to self-regulate	<ul style="list-style-type: none"> Reduction in the level of children becoming dysregulated and requiring any form of intervention Improved pupil outcomes for disadvantaged pupils with SEMH needs Attendance for disadvantaged pupils will be in line with non-pupil premium (currently PP attendance is 94.4% compared to non-PP 96.5%)
Families will have access to appropriate support for any SEMH needs prevalent	<ul style="list-style-type: none"> Attendance for disadvantaged pupils will be in line with non-pupil premium
Children will have a broad range of experiences related to and beyond the taught curriculum	<ul style="list-style-type: none"> Children will be able to use their experiences in their learning, including comprehension and composition Children will have had opportunities to visits a range of contexts, such as urban areas, places of worship, museums, rural environments and outdoor and adventurous activities Disadvantaged pupils will have educational visits subsidised Leaders will continue to understand barriers to engagement from families

	<ul style="list-style-type: none"> • Children will have a strong understanding of appropriate behaviours in different contexts, such as public places, museums, places of worship • Children will have wider aspirations • Continue to connect with Leicester City in the Community
Parental engagement in school events	<ul style="list-style-type: none"> • Leaders will have a clear understanding of the barriers to engagement • Leaders will have a clear understanding of the engagement with homework • Communication with families will encourage attendance at key school events • A high proportion of parents will attend parent-teacher consultation • Parental workshops to be well-supported
Income from Pupil Premium Grant will be maximised	<ul style="list-style-type: none"> • School will ensure parents understand the benefits of PP for the school • All children eligible for FSM will be enrolled • Leaders will review and evaluate the support offered to parents from school

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: £17,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching pupils with EAL	We know that children need to have sufficient language, including vocabulary, to access learning opportunities. We have seen this within school. Oral language interventions EEF	2
Assessment for learning within the wider curriculum	The school has successfully worked with external support to develop the curriculum. We know that for curriculum to have its biggest impact, teachers must be able to identify gaps in learning	1

	through accurate, meaningful and manageable assessment. Feedback EEF	
Read Write Inc professional development and leadership coaching	Phonics supports children to develop early reading and provides building blocks that enable pupils to access learning in reading and across the curriculum. Phonics EEF	1
Platforms used with easy access for all, including Google Classrooms, TT Rockstars, Language Angels, and Oxford Owl	Over time there has been a falling engagement with homework, but this provides a strong opportunity for consolidation of learning. Homework EEF	1, 5
Accessing Teacher Research Group for CPD of Mastering Number	The approach to Maths teaching has used mastery over time, and has proven successful. The school wish to extend this. Mastery learning EEF	1
Developing reading comprehension strategies, including reading skills sessions and accessing reading	We know that pupils need to build on early reading, developing comprehension strategies. Reading comprehension strategies EEF	1
Professional development for the teaching of Maths through coaching and mentoring	The approach to Maths teaching has used mastery over time, and has proven successful. The school wish to extend this. Mastery learning EEF	1
Individualised learning opportunities to support access to the curriculum	We recognise that teaching must be tailored to the needs of the individual, in terms of pedagogy and curriculum content. Individualised instruction EEF	1, 2
Additional adult support for children in the Designated Support Provision	The DSP is providing highly effective support for children with additional needs, but to support integration of disadvantaged pupils into mainstream lessons additional adult support is needed. Investigative research into alternative education Alternative provision in local areas in England: a thematic review - GOV.UK	6

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

Budgeted cost: £29,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication and language support	We know that children need to have sufficient language, including vocabulary, to access learning opportunities. We have seen this within school. Oral language interventions EEF	2
Phonics intervention	Phonics supports children to develop early reading and provides building blocks that enable pupils to access learning in reading and across the curriculum. Phonics EEF	1
Fun time social and emotional intervention	Many pupils need support to develop their social skills and regulation of their emotions to better access learning opportunities. Social and emotional learning EEF	3
Individualised learning for pupils in Year 6 to support preparation for secondary education	We recognise that teaching must be tailored to the needs of the individual, in terms of pedagogy and curriculum content. We know that this is particularly beneficial for pupils in Year 6 as they prepare for the next stage in their education. Individualised instruction EEF	1, 2

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

Budgeted cost: £8,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil check-ins to support pupils with SEMH needs and immediate response	We know that checking-in with pupils at the start of each day supports them to feel welcomed and part of the class and school community. In this way, they are more willing and able to access learning. Many pupils need support to develop their social skills and regulation of their	3

	emotions to better access learning opportunities. Social and emotional learning EEF	
Engagement with Leicester City in the Community Young Carers	Young carers network which supports pupils through respite and supporting their emotional development.	3, 4
Enabling access to residential visits	The school knows that many disadvantaged pupils have limited life experiences. Educational visits including residential trips provide children with broader life experiences and cultural capital that can be applied in curriculum learning. Supporting school visits under the Educational Access option Evolved Research and Consulting Outdoor adventure learning EEF Outdoor adventure learning EEF	3, 4
Educational visits to support curriculum, including swimming and curriculum enrichment	The school knows that many disadvantaged pupils have limited life experiences. Educational visits including residential trips provide children with broader life experiences and cultural capital that can be applied in curriculum learning. Supporting school visits under the Educational Access option Evolved Research and Consulting	4
Visiting artists	The school knows that many disadvantaged pupils have limited life experiences. Educational visitors including artists and performers provide children with broader life experiences and cultural capital that can be applied in curriculum learning. Arts participation EEF	4
Parental workshops (release for staff)	Parental engagement supports children to access learning outside of the classroom, through homework and informal support. Parental engagement EEF	1, 5
Class DoJo	Communication supports parents to celebrate pupils' successes with them, encourage children to access learning outside of the classroom and feel engaged with their child's learning. Parental engagement EEF	5
Access to extra-curricular activities	The school knows that breakfast clubs can support attendance, behaviour and readiness to learning in some contexts. life experiences. Extra-curricular visits	1, 3, 4

	<p>provide children with a broader range of learning opportunities that complement the taught curriculum.</p> <p>Magic Breakfast - trial EEF</p> <p>Extracurricular activities to develop life skills - findings and lessons for practice</p> <p>Physical activity EEF</p> <p>Arts participation EEF</p>	
Stationary, uniform and other essentials	<p>Children may need stationary to complete learning opportunities outside of the classroom, as for some disadvantaged pupils they have limited amounts of consumable resources at home.</p> <p>Support will be provided for pupils who do not have uniform so that they are supported to feel part of the school community.</p>	1, 3

Total budgeted cost: £56,055

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils against all pupils for the academic year 2024-25 using KS1 and KS2 outcomes, Reception GLD, phonics check data and schools' own internal data. The disadvantaged pupils are performing significantly lower than their peers. The data includes the pupils in the DSP, 5/12 who are in receipt of pupil premium as well as having SEND. Pupil progress meetings this year will have a greater focus on looking at the internal data each term for Reading, Writing and Maths and on key groups including SEND and Pupil Premium pupils.

Our attendance figures for 2024-25 for all pupils was 95.8%, which is above National average (95.7%). The attendance of Pupil Premium pupils was 92%. We will continue to monitor the attendance of disadvantaged families and work with the families and the EWO to improve attendance.

Support was offered to families through funding for school uniform and paying for school trips.

Year Group		All		Pupil Premium	
		EXS	GDS	EXS	GDS
Reception	GLD	69%		33%	
All -30	PP-3				
Year 1	Phonics	87%		75%	
All -29	Reading	65%	21%	50%	25%
	Writing	41%	14%	0%	25%
	Maths	65%	14%	75%	0%
Year 2	Reading	57%	23%	25%	0%
All -30	Writing	47%	3%	25%	0%

PP-4	Maths	63%	27%	75%	0%
Year 3	Reading	63%	27%	75%	0%
All -30 PP-4	Writing	43%	3%	75%	0%
	Maths	60%	20%	100%	0%
Year 4	Reading	45%	11%	50%	25%
All -56 PP-8	Writing	32%	0%	50%	0%
	Maths	59%	4%	75%	0%
Year 5	Reading	59%	0%	16%	0%
All -34 PP-6	Writing	35%	0%	33%	0%
	Maths	73%	0%	50%	0%
Year 6	Reading	80%	33%	43%	0%
All -30 PP-7	Writing	70%	0%	28%	0%
	Maths	87%	47%	57%	0%