Pupil premium strategy statement

Sandford Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	SANDFORD PRIMARY
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	16% (23 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	December 2023 Reviewed and revised November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	The Governing Body
Pupil premium lead	A.Stevens Head of School
Governor / Trustee lead	B Hancock Pupil Premium link governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,415 (21-22) £22,955 (22-23) £28,315 (23-24)
Recovery premium funding allocation this academic year	£2000 (21-22) £2116 (22-23)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£28,315 (23-24)

Part A: Pupil premium strategy plan

Statement of intent

At Sandford Primary School, we are collectively committed to fostering a sense of belonging for every pupil and family in our school community. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal, including progress for those who are already high-attainers.

We consider the individual challenges faced by our vulnerable pupils, such as those who have cognition and learning difficulties; pupils who are 'looked after'; pupils who are living with challenging family circumstances; pupils who have missed education due to medical conditions. The provision we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Through a three-tiered approach, quality-first teaching is at the heart of our strategy, with a focus on 'levelling the playing field' to ensure all pupils feel safe and ready to learn. Research shows that this has the greatest impact on closing the disadvantage attainment gap and at the same time 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 strategy dovetails with wider school plans for education recovery, notably in its targeted support through the NTP/Catch-Up Premium for pupils whose education has been worst affected during the Coronavirus Pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and structured conversations, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel and thrive. To ensure they are effective we will:

- prioritise our pupils' emotional needs, first and foremost, so that they have the right attitudes for learning (self-esteem, resilience, positive relationship building)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- make certain that disadvantaged pupils' needs are accurately diagnosed and they are challenged in the work that is set
- act early to intervene at the point need is identified – being proactive
- rigorously monitor pupil progress to ensure provision is effective

Challenges

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

Challenge number	Detail of challenge
1	POVERTY OF LANGUAGE Internal assessments (including use of Typical Talk www.talkingpoint.org.uk), observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary gaps and poor written communication skill among many disadvantaged pupils. These are evident from Reception through to KS2 and, notably, are more prevalent among our disadvantaged pupils than their peers.
2	PHONICS Baseline and ongoing assessments from our ULS Systematic Synthetic Phonics Programme and discussions with pupils suggest our disadvantaged pupils generally have greater difficulties with phonics than their peers, and a significant group have SEND within Cognition and Learning. This negatively impacts their development as readers and/or their retention of new learning.
3	OUTCOMES IN READING & WRITING Internal assessments and external (where available) indicate that Reading & Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils (64% PP meet ARE or above in Reading compared to 77% nonPP / 57% meet ARE or above in Writing compared to 80% nonPP). For our disadvantaged pupils, the lack of exposure to high quality texts impacts on the quality of writing and their reading stamina and fluency.
4	SENSE OF BELONGING Our assessments, observations and discussions with pupils and families have identified social and emotional issues for a significant number of our disadvantaged pupils, notably having secure friendships, positive self-worth and aspirations to have any responsibility/success in the future. These challenges impact our disadvantaged pupils, including their attainment, stability, attendance at school and, in some cases, their parents' engagement with school.
5	WIDER OPPORTUNITIES Our assessments and observations indicate that wider experiences in pupils' home lives and the mental health and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. A lack of resilience and low self-esteem are preventing a significant number of our disadvantaged pupils from fully engaging with their learning and extended activities. These findings are supported by national studies. Our predominantly White British demographic can also limit understanding and respect within key themes, eg. equality, diversity, gender. The challenge also extends to attendance in extra curricular clubs (both school led and in the community) and addressing the scheduling of intervention activities s during subjects across the wider 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
Improved oral language skills and vocabulary among disadvantaged pupils.	• Assessments and observations indicate significantly improved oral language among disadvantaged pupils (as categorized by Typical Talk stages https://ican.org.uk/). This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, outcomes from SLC focus tasks and ongoing formative assessment. • Talk Boost interventions prepare pupils for using language confidently and effectively in the classroom • Topic Webs and classroom displays include 'expert language' which is referred to in lesson time and used at home during conversations about learning • PP and nonPP pupils use the same breadth of language/vocabulary • Regular quizzes/recaps/games are used to improve meta cognition and move learning from short to long term memory • Whole school Talk 4 Writing approach provides pupils with a bank of new vocabulary/stories to build, year on year, their oral language skills and communication – this will be evident in writing scrutinies • PP mentor checks in weekly with focus individual PP pupils to monitor and review their personal 'language targets' • Through Word of the Day strategy and its study of etymology, pupils are applying new vocabulary in independent work • Where relevant, CTs will regularly record and monitor provision for PP pupils on Provision Map • Pupils with SEND will be closely monitored through their IEP/Pupil Passports
Improved reading attainment among disadvantaged pupils.	• PP reading outcomes in 2023/24 show that all pupils make good progress from their starting points, and at least 80% of disadvantaged pupils meet the expected standard • New school Systematic Synthetic Phonics programme is embedded across EYFS / KS1 • KS1 Phonics Screening outcomes show that at least 80% reach the expected standard in both PP and nonPP groups • Raised profile of Reading across the school, through over 50% of pupils accessing the Laureate Award scheme; school assemblies; text driven topics; increase in comprehension opportunities across

	KS2; reading areas in classrooms and adopting the Sandford Reading Charter
	• Introduction of Ashley Booth reading comprehension materials in KS2 improves stamina and quality of inference and deduction skills
	• Enhanced Guided Reading across the school, through use of VIPERS reading dogs, strengthens comprehension and 'Reading Talk' (also allowing more opportunities for pupils to read aloud in KS2)
	• PP mentor checks in weekly with individual PP pupils to monitor and review their personal 'reading targets'
	• PP Lead uses data termly to evaluate success/effectiveness of strategies (Reading Age, Phonics & Summative Reading assessments)
	• SLT Pupil Progress Meetings include challenging conversations about PP provision with every CT
	• Where relevant, CTs will regularly record and monitor provision for PP pupils on Provision Map through reviews. Success is measured by measureable progress and pupils closing the gap to reach ARE.
	• Pupils with SEND will be closely monitored through their IEP/Pupil Passports
Improved writing attainment among disadvantaged pupils.	• PP writing outcomes in 2022/23 show that all pupils make good progress from their starting points, and at least 75% of disadvantaged pupils meet the expected standard.
	• Whole school Talk 4 Writing approach addresses all learning styles to enable accelerated progress for our weakest writers and embeds a whole school agreed writing process and progression
	• Regular writing moderation is carried out within the school, across the SLF and WLT
	• New and reviewed Marking & Feedback Policy enables pupils to respond to feedback immediately and understand the processes of editing & improvement. This impacts pupils' ability to be prepared for subsequent pieces of work and improves independence.
	• PP mentor checks in weekly with individual PP pupils to monitor and review their personal 'writing targets'
	• PP Lead uses data termly to evaluate success/effectiveness of strategies (Summative Writing assessments and writing work scrutinies) through PPMs.
	• SLT Pupil Progress Meetings include challenging conversations about PP provision with every CT

	- Where relevant, CTs will regularly record and monitor provision for PP pupils on the school's Graduated Response Provision Maps - Pupils with SEND will be closely monitored through their ADPR/IEP
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	- Sustained high levels of wellbeing from 2023/24 demonstrated by: 1. qualitative data from student voice, student and parent surveys and teacher observations 2. a significant improvement in structures and routines at home, including punctuality and attendance at school 3. a significant increase in participation in enrichment activities and school responsibilities, particularly among disadvantaged pupils - Strong relationships are built between our Learning Mentor and the families of our disadvantaged pupils, demonstrated by: 1. Workshops, programmes, strategies and advice shared and used by pupils and/or their families 2. a timetable of regular check-ins is established - Where relevant, pupils will be monitored via the school's SDQ (Strengths and Difficulties Questionnaire) assessments and against the Leuven Scale (by both CTs and parents) - Engagement with disadvantaged pupils' parents is increased and monitored (Parent/Teacher Meetings x2 year, Check-ins once/twice termly, Reading Diaries daily etc.)

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.

Quality First Teaching

Budgeted cost: £ *9500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build strong relationships in class (pastoral care), eliminating unconscious bias, establishing individual pupil interests, welcoming pupils positively every morning.	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). Professional, personal and an effective relationship built between staff member and PP child to listen to their needs, provide encouragement and advice EEF Social and Emotional Learning Supporting-the-attainment-of-disadvantaged-pupils DfE	4
Embed use of knowledge organizers and expert language across the school curriculum to empower all pupils with key knowledge at the beginning of topics studied ('Ready to Learn'). And an SLC task to culminate one Science/Humanities/PSHE unit every term. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will share these with pupils/parents through Topic Webs and use and display them in our classrooms (and talk through them with PP parents).	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 EEF Oral language interventions Supporting-the-attainment-of-disadvantaged-pupils DfE	1,3
Embed and monitor our own DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, understood by all staff.	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: EEF Phonics	2

And identify and support the lowest 20% through a 'Keep up not Catch up' intervention approach.	Supporting-the-attainment-of-disadvantaged-pupils DfE	
Enhance our teaching of writing and English curriculum planning, using T4W approach. We will train all staff members in the Talk for Writing approach. We will draw up a Writing Progression Map tailored to our Mixed Age class school, and assess the most effective forms of feedback for our disadvantaged pupils to ensure good progress.	Talk for Writing (T4W) represents a new synthesis of teaching practices, focused on the extensive use of classroom talk to help children become familiar with a range of text genres. https://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf	3
Focus on metacognition and use regular quizzes/recaps to review learning and retain knowledge in Long Term Memory.	Learning is about developing those schemata through acquiring knowledge and making connections with different schemata. However, before information enters long-term memory, it needs to be processed by the short-term or working memory. This has limited capacity. It is not able to retain knowledge or develop schemata if it is overloaded i.e. if we are given too many things to think about at once. (Cognitive Load Theory OFSTED) Revisiting and repetition strengthens neural pathways. EEF Metacognition Supporting-the-attainment-of-disadvantaged-pupils DfE	1, 2, 3
Review and ensure consistency and effectiveness of Marking and Feedback. Update school policy and monitor effectivenss of verbal, whole class and written feedback.	There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. EEF Feedback Supporting-the-attainment-of-disadvantaged-pupils DfE	1, 2, 3, 4
Embed our school Learning Powers (attitudes to learning) through whole school assemblies, rewards and classroom ex-	Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behav-	1, 4

| pectations. Monitor rewards received by disadvantaged pupils to strengthen their self-worth. | iours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities (EEF)

EEF Behaviour interventions

Supporting-the-attainment-of-disadvantaged-pupils DfE | |

Targeted academic support

Budgeted cost £9315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Immediate phonics intervention sessions targeted at pupils who require further phonics support following daily SSP sessions (keep up not catch up approach)	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: EEF Phonics	1, 4
Provide each PP pupil a staff mentor and a passport for 1:1 support. PP Mentor will use 1:1 targeted session to engage in quality conversation, weekly, and time to address individual learning targets, which will be reviewed and monitored by CTs and PP Lead every term (x6).	A professional, personal and effective relationship built between staff member and PP child to listen to their needs, provides encouragement and advice. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. EEF One to one tuition	1, 2, 3, 4
Provide staff with relevant CPD, including: Zones of Regulation Overcoming Barriers to Engaging with Families Trauma Informed Practice	When staff gain expertise and are well informed in how to deliver a new approach or program, then pupils will benefit. Supporting-the-attainment-of-disadvantaged-pupils DfE NFER – High Quality Teaching for All / Deploying Staff Effectively EEF Parental Engagement	1, 2, 3, 4

| Engage with the Boolean Maths Hub and St.Peters Teaching School to provide robust guidance and quality assurance to enhance our Maths and Phonics delivery. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.

EEF Phonics

Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning | 1, 2, 3 |

Wider strategies

Budgeted cost: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review, enhance and monitor student self-efficacy and student leadership. Ensure disadvantaged pupils are appointed to key roles in school, eg. Young Leaders, school/eco councils, crew captains and other jobs in school. Invitations are targeted to disadvantaged pupils to attend enrichment activities and extra-curricular clubs.	Disadvantaged children are more at risk of low self-efficacy than their peers. Often, many see their families powerless in the face of events. Self-efficacy is emerging as an important factor in attainment, particularly for disadvantaged learners. Research has shown it to be almost as predictive of achieving good educational qualifications by the age of 26 as cognitive skills. https://blog.optimus-education.com/self-efficacy-simple-strategies-raise-attainment	4,5
Use Breakfast Club to assist targeted families of disadvantaged pupils to get their children in school on time, and ready for learning. Use Class Dojo to communicate with pupil/family to pre-empt poor attendance (eg. FOMO, creating a	Engaging parents to ensure their children are in school on time, provides them with the right attitudes for learning at the start of the school day. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4

relationship where we can't wait to see them each day)		
Contribute up to £150 towards: school uniform school, essential resources, opportunity to attend 1x enrichment club or 1x musical tuition per term, school trips (including outdoor adventure learning and sport) and transport.	Give wider opportunities to children with limited experience. (Moderate impact for moderate cost EEF) To ensure pupils are ready to learn and are well supported for schooling.	4, 5
Learning Mentor contact with identified families. Targeted phone calls before enrichment activities and/or Parents Evening appointments Termly coffee morning.	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. (EEF) Learning Mentor weekly sessions provide strategy and an outlet for identified pupils/families, which feeds into lunchtime behaviours, friendship building and sign posting external support for families. Learning Mentor provides a link between home, primary school and prospective secondary school.	4, 5
Whole school Attendance approach maintained, whereby identified pupils receive a supportive phonecall from L Mentor/School Office, then an appropriately worded/delivered communication and finally a follow-up meeting with EHT. PP Lead identifies at least two focus PP families each term to address National Attendance expectations of 95% and above.	https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1698838534 'A key component of the interventions is building effective partnerships between schools and parents, through discussions, meetings and conferences. The purpose of these partnerships is to identify issues leading to absences and collaboratively source effective solutions to the problems.'	

Ensure Pastoral Curriculum is relevant. Aspirations Week at start of academic year, discussing careers, then Learning Powers focus throughout year. JIGSAW PSHE program is engaging, relevant and purposeful. Every PP pupil must have at least 'one good friend' ELSA sessions Start of Day activities linked to Zones of Regulation.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. (EEF)	1, 2, 3, 4, 5
Contingency fund for acute issues. (For example, cost of vital counselling session)	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.	All

Total budgeted cost: £28,315

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 2022 to 2023 academic year.

Our internal and external assessments during 2022/23 indicate that our strategy has had some demonstrable impact during the last two years of implementation. The strategy and its actions have been revised in light of the analysis of these outcomes and are outlined in the document sections above.

Outcomes for our Reception children show that 75% of our children achieved a Good Level of Development compared to 67.2% nationally and 72.3% in the LA. For our disadvantaged pupils, the GLD outcome was 67% (2 pupils out of 3). This represents good progress from the children's starting point. It is clear that our strategy to focus on developing the children's Phonics skills and supporting their family circumstances have had a significant impact already. This aspect will continue in 2023-24 along with further work to develop phonics and early reading (supported by the English Hub) and work to develop the children's breadth of language and their register.

Our Year 1 phonics screening check outcomes show excellent outcomes for our Pupil Premium Pupils – 100% of children passed the phonics check compared to 94% of non-Pupil Premium Pupils.

End of Key Stage 2 outcomes show the impact of our strategy over time as well as the impact of our 2021/2022/2023 strategy. This is true in their scaled scores where the Pupil Premium children (3 pupils) outperformed those nationally in Writing and Maths, with Value Added +4.6 in Writing and +1.8 in Maths. One of the 3 PP pupils reached GD across all areas of the curriculum.

KS1 Statutory Assessment Data 22-23

Pupil groups compared with 'Like-for-Like' FFT national average

	Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths Scaled Score	Nat. diff	Attendance
All Pupils	20	101.8	0.0	99.6	-2.0	103.9	+1.6	● 95.7%
Female	16	102.5	+0.8	100.9	-1.4	104.2	● +2.5	● 95.0%
Male	4	98.9	● -2.8	95.0	● -6.0	102.8	-0.1	● 98.1%
EHCP	1							● 89.7%
Support	2	94.3	-1.1	89.5	● -5.4	99.0	● +2.6	● 93.4%
Not SEND	17	102.6	-0.2	100.8	-1.8	104.5	+1.2	● 96.3%
Not FSM6	20	101.8	-0.9	99.6	● -2.8	103.9	+0.7	● 95.7%

KS2 Statutory Assessment Data 21-22

Pupil groups	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
All Pupils	21	105.0	-1.7	105.8	+3.1 ●	106.9	+0.9	106.9	0.0	94% ●
Female	10	109.6	+1.0	108.0	+3.2 ●	108.4	+2.1	110.4	+1.3	94% ●
Male	11	100.9	-4.1 ●	103.7	+3.1 ●	105.5	-0.3	103.7	-1.2	94% ●
Higher	9	110.7	-0.8	110.8	+4.1 ●	113.4	+3.3 ●	115.1	+3.1 ●	95% ●
Middle	10	101.1	-2.9	101.8	+1.4	101.9	-2.1	100.6	-3.3 ●	93% ●
Lower	2	99.5	+0.2	103.0	+7.3 ●	102.5	+4.9 ●	101.5	+2.5	95% ●
FSM6	3	103.3	-1.9	106.3	+4.6 ●	106.0	+1.8	104.3	-1.0	93% ●
Not FSM6	18	105.3	-1.7	105.7	+2.9	107.1	+0.7	107.3	+0.2	94% ●
Support	4	103.3	-2.7	102.5	+0.5	105.3	-1.1	105.8	-0.3	94% ●
Not SEND	17	105.5	-1.5	106.5	+3.8 ●	107.3	+1.4	107.2	+0.1	94% ●

Our **internal assessments** during 2022/23 suggest that the performance of disadvantaged pupils still remains lower than their nonPP peers in key areas of the curriculum. Despite being on track during 2018/19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised and are now showing signs of improvement over these last 2 years. It is worth noting that the percentage of PP pupils has risen steadily since 2020, reaching 15% last academic year.

Summer 2022-2023	% meeting Age Related Expectations			
	Reading	Writing	Mathematics	All 3 areas R/W/M
Whole School	82%	79%	85%	74%
PP Pupils (23 pupils)	65%	61%	70%	58%
Non PP Pupils (127 pupils)	75%	82%	87%	76%

Our analysis of these assessments still points significantly to Covid-19 impact, which has particularly disrupted subject areas for our current KS2 pupils (Y3-5). As evidenced in schools across the country, school closure was particularly detrimental to disadvantaged pupils. In terms of writing, the school has established the "Talk for Writing" strategy throughout the school, which has improved the children's understanding and skills of composition and grammar. The "Talk for Writing "strategy is now embedded this year in teachers' practise and will show further children achieving ARE in this forthcoming year.

Progress data from Teacher Assessment on Entry in 2022 to Summer 2023 (see below) demonstrates the beginning of a strong recovery in most areas, so we aim to continue with these effective strategies in 23/24. The pupil remaining below has significant SEND, and we have worked with external agencies to support their individual needs.

Reading Progress Matrix for 21 Pupils (from 2022-2023) in Year 6

		Y6 Sum Main Assessment	
Y5 Sum Main Assessment		Expected	Greater Depth
	Working Towards	6 pupils (29%)	
	Expected	5 pupils (24%)	4 pupils (19%)
	Greater Depth	1 pupil (5%)	5 pupils (24%)

Writing Progress Matrix for 21 Pupils (from 2022-2023) in Year 6

		Y6 Sum Main Assessment		
Y5 Sum Main Assessment		Working Towards	Expected	Greater Depth
	Working Towards	1 pupil (5%)	4 pupils (19%)	
	Expected		9 pupils (43%)	2 pupils (10%)
	Greater Depth			5 pupils (24%)

Maths Progress Matrix for 21 Pupils (from 2022-2023) in Year 6

		Y6 Sum Main Assessment		
Y6 Sum Main Assessment		Working Towards	Expected	Greater Depth
	Working Towards	1 pupil (5%)		
	Expected		13 pupils (62%)	
	Greater Depth			7 pupils (33%)

Our assessments and observations also indicate that pupil behaviour, wellbeing and mental health have been impacted since the pandemic. The impact is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Pupils' rewards were closely monitored to ensure they are experiencing successes and achievements to build their self-esteem. We are building on this approach with the activities detailed in this year's strategy and adding a focus on ensuring our PP pupils have secure friendships here at Sandford.

Attendance Data

Period: 01/09/2022 AM to 20/07/2023 PM

Whole School   **Percentages**

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Free School Meals	19	92.44	5.63	1.93	1.48	0.00
No Free School Meals	132	94.91	4.25	0.84	0.71	0.00

Pupil Voice monitoring this year demonstrates that the children feel safe and happy at school. They enjoy all elements of the curriculum and know what to do if they are stuck and need help/advice. They particularly enjoy their responsibilities across the school, including Crew Captaincy, Young Leaders, school councillors and eco councillors. We will continue to provide additional targeted support for those who are the most vulnerable. We are building on that approach with the activities detailed in this plan.

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