



Sandwich Infant School

Pupil premium strategy statement 2025-2026

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	Sandwich Infant School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	19.80%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	19 th September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Local Governing Body
Pupil premium lead	Leanne Bennett
Governor / Trustee lead	Phillip Buckley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,922
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	£29,922

Part A: Pupil premium strategy plan

Statement of intent

We want to remove barriers so that children reach their full potential and have the same equal opportunities as the non-Pupil Premium in school. Our pupil premium strategy is driven by our Vision and associated values. Our strategy emphasises an inclusive approach but also targets the specific needs of individuals.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. They will provide the appropriate support to move all children forward, in all areas of their social, academic and cultural development.

Challenges

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

Challenge number	Detail of challenge
1	Children do not all have the same experiences as their peers and therefore do not have the same vocabulary and knowledge. Lacking exposure to a wide range of cultural experiences and knowledge not only hinders academic learning but also impacts upon their social, emotional, and cultural awareness.
2	Children do not have books in their home to provide them with the wealth of vocabulary and understanding that others in their class have.
3	Children begin their school life with a developmentally low baseline in their speech and language skills. In 2024-2024, 43% of children were expected at baseline in their listening and attention, and 48% within their speaking.
4	Disadvantaged children who enter school with skills below age related expectations are failing to catch up and do not reach age related expectations at the end of Year R or the end of Key Stage 1.
5	We have noticed that a high number of children struggle with anxiety and therefore ESBA is becoming more prevalent. This means that children are missing important lessons at the start of the school day.
6	41% of our Pupil premium children in 2024-2025 were monitored due to attendance dipping below 90%.
7	Assessments and observations of pupils indicate that some children are emotionally vulnerable due to family breakdown and complex family relationships and this emotional vulnerability impacts of their learning
8	A higher number of children are affected by sensory needs and therefore this hinders their ability to focus on their learning.

9	A number of children do not have the vocabulary or speaking skills to be able to express their needs and wants.
10	Greater difficulties with retaining and applying phonic knowledge.
11	Parents unable to purchase uniform

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
School provide branded school uniform items (2x a year) in exchange for parents signing up for FSM so that vulnerable children are identified and can be supported through school.	Disadvantaged children are not identifiable in appearance and the school have access to funds to support them.
All staff are given the right training and coaching to support the needs of the children.	Vulnerable children are supported appropriately in school, and adjustments are made.
On entry, screenings identify level of need and a bespoke programme will be delivered which will ensure improved oral language skills for identified pupils through Speech and Language Link.	Disadvantaged pupils demonstrate improved language skills and make above expected progress in Speaking and Listening. Their language skills develop and they understand more.
Children will be given additional opportunities to develop their oracy through specific teaching and re-modelling/ opportunities.	Oral literacy is developed and children are able to speak clearly and coherently. They are able to transfer this into their writing.
Children who arrive in school mid-year are assessed with Speech and Language Link and Strengths and Difficulties questionnaire	Children have access to provision mapping (if appropriate) as soon as possible after entry
All children will be given the appropriate support and intervention after barriers are identified through a variety of screeners.	Children with barriers to their learning are quickly identified and the appropriate support is put in place quickly.
Strengths and Difficulties questionnaire highlights that the child will benefit from attendance at Sensory Circuits or other intervention.	Children are visibly calmer in class and more able to concentrate. They are provided with a sensory diet that supports their need.
Drawing and Talking for children displaying emotional distress.	Children's well-being increases so that they are able to access learning. They feel safe in school and able to open up.
Sand Play for children displaying emotional distress but not able to access Drawing and Talking	Children's well-being increases so that they are able to access learning. They feel safe in school and able to open up.
Lego Club for children struggling to socialise well.	Children are able to take turns and work as a team. Their language will also develop.
Progress is made in Reading for all children.	Children make good progress in reading from their starting point.

Progress is made in Writing for all children.	Children make good progress in Writing from their starting point.
Progress is made in Maths for all children.	Children make good progress in Maths from their starting point.
Reduce the number of persistent absentees among pupils eligible for PP. Headteacher, Assistant Headteacher and PP governor to continually monitor and support families whose <u>child's</u> attendance drops below 100%.	Attendance for the children is in line with Aquila's expectation at 100%. Termly attendance data shows progress in line with peers.
Access to extra-curricular activities – educational experiences such as trips and participation in physical activities.	100% Pupil Premium children taking part in extra-curricular events. It ensures inclusive environment and PP children are not marginalised.
Vulnerable children have access to additional nutrients during the school day.	Provision of milk to children over 5 years of age. Access to fruit at snack time.
Vulnerable children are provided with additional snack to prevent hunger.	Children are not hungry and can focus on their learning.
Children are supported through lunch time with guided play opportunities to prevent anxiety/ behaviour.	Children are happy in school. They know how to play safely and sensibly with their peers. They are co-operative.

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: **£26,200.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT to ensure high quality feedback.	QfT offers the highest quality support to children. Studies show that feedback is a key factor in learning success. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback	4
Use of small group work through break out and split inputs alongside group tasks in lessons	Collaborative learning approaches have a positive learning impact https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches	4
Whole school Makaton	Children are able to communicate with verbal prompts if they do not have the language or ability to talk.	4, 9
Support from SENCO delivering support and guidance	Good teaching practice and a consistent approach supports children with their learning. Early intervention is crucial. EEF: SEND in Mainstream - The best provision for pupils with SEND requires coordination across multiple organisations and individuals	5, 4, 7,
Subject leader release – phonic and reading practice coaching	Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Therefore, there is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. Therefore, a well-designed, selected and implemented professional development investment is justified. Effective professional development) https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment Making the best use of Teaching Assistants / EEF (educationendowmentfoundation.org.uk) https://eef.li/teaching-assistants	4, 2, 10
Forest school	Good teaching practice and a consistent approach supports children with their learning. Early intervention is crucial. EEF: Outdoor learning - Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.	7, 4

Additional MDS to support every lunch time	Some children require additional support during unstructured times. Structuring activities and providing additional support provides greater opportunities for successful play times. <i>EEF: Behaviour intervention – Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</i>	7,
Oracy sessions	Oracy is important in building confidence within our children, but also in being able to speak clearly and intelligible so they can be understood by the listener. <i>EEF: Oral language interventions - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i>	2, 4, 9
Reading Practice sessions (Little Wandle)	Little Wandle reading practice sessions have significant impact on children's understanding of vocabulary, reading for pleasure and comprehending written pieces. <i>EEF: Oral language interventions - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i>	4, 2, 10
Strategies and interventions will be implemented to ensure these pupils achieve expected in Maths and writing.	Class TAs to work closely with teachers to deliver a targeted intervention to promote a set of attitudes, behaviours and skills that enable children to thrive. This involves both pre-venting problems such as bullying or anxiety before they become more serious, and building skills that help children to succeed at school and beyond. <i>EEF Attainment gap report 2018 shows quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.</i> <i>EEF Blog: Building social and emotional learning into the classroom</i> https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	4

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

Budgeted cost: £4,750.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class based TAs used to support individuals or small groups through 1:1 tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition <i>EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</i>	4, 10

Sensory Circuit/ sensory integration training (whole school)	A whole school understanding of children's needs enables everyone to feel included. Providing appropriate intervention and support aids learning.	3, 8
Widget	Consistent images throughout the school means that children that are unable to communicate effectively can rely upon and learn from visual cues. <i>All non-verbal children in our school last academic year could use the PECS cards to communicate their basic needs.</i>	3, 9
Power Maths	Effective delivery of a mastery approach helps children to remember more, and to be reflective, inquisitive learners. <i>EEF: 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).</i>	4
Jigsaw	PSHE programme of study, covering RSE also. <i>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</i>	2, 3
Little Wandle	Systematic phonics and a consistent approach ensure that children learn to read quickly and effectively. <i>EEF: Phonics – Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i>	2, 4, 10
Speech Link	Early identification of need is important in supporting children to progress. <i>EEF: Oral language – the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</i>	3, 4, 9
Drawing and Talking/ Sand play	These methods have been proven to be successful in supporting young children to process their emotions. With therapeutic intervention, social and emotional improvement is made and attendance increases. <i>EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months progress can be made)</i>	5, 7
Sensory toys (chew toys/ fiddle toys)	Children that are able to regulate themselves by finding strategies that support their sensory needs means that they are able to focus better on the learning. <i>EEF: metacognition and self-regulation - The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</i>	7, 3, 8
Handwriting intervention three times a week after	Fluency in handwriting decreases learning overload. When writing comes naturally, it	4

school in both Year 2 classes (in small groups). T4 and T5	supports/ aids the writing process and enables the learner to think about new areas of learning. EEF: Teaching assistant intervention - The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	
1:1 phonic support in GPCs and blending	Daily Keep-up provision is important in ensuring that you're supporting children who are at risk of falling behind. EEF: One to One tuition - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. EEF: Phonics - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 3, 4, 10

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

Budgeted cost: £6,056.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School provide branded uniform items in exchange for parents signing up for FSM.	1:1 approach to parents who are having financial difficulties. EEF: Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.	11
Provision of milk to children over 5 years of age.	Milk provides the children with additional energy and protein.	3
Additional experiences to develop cultural capital (such as Duck hatching and butterfly evolving)	Research indicates that children will find life more challenging without adequate cultural capital, from everyday social interactions to future job interviews. The better language, social skills and knowledge a child has when entering the school system, the better they can fit into the school habitus. https://early-education.org.uk/cultural-capital/	1
Big Breakfast	Children benefit from a healthy breakfast – they have higher levels of energy and attention is improved. https://www.bbc.co.uk/food/articles/healthy_breakfast	3
Resources to improve EYFS provision	A well-planned and carefully resourced environment supports the acquisition, development and progression of skills and competencies. (early excellence) Birth to 5 matters	2, 10

Trips subsidised	Engagement with experiences and events that children would not usually have will promote their emotional well-being and embed the learning that takes place within the class. https://early-education.org.uk/cultural-capital/	1
Panto	Engagement with experiences and events that children would not usually have will promote their emotional well-being and embed the learning that takes place within the class. https://early-education.org.uk/cultural-capital/	1
Christmas fair tokens	Engagement with experiences and events that children would not usually have will promote their emotional well-being and embed the learning that takes place within the class.	1
Easter egg hunt	Engagement with experiences and events that children would not usually have will promote their emotional well-being and embed the learning that takes place within the class. https://early-education.org.uk/cultural-capital/	1
Provision of access to extracurricular clubs and activities	Based on our experiences and those of similar schools we have identified the need to provide access to extra-curricular activities for disadvantaged children in order to build cultural capital and improve well-being and life experiences. EEF: Physical activity - The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.	1
Additional snacks	Children's concentration is better when their basic needs are met.	3, 8

Total budgeted cost: £37,006.48

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.

Chosen action/approach	Outcome
Speech Link/ Language Link programme	All children in Reception assessed with language link. Identified gaps in understanding – timetables created and whole class strategies deployed. Small group interventions delivered where greater focus was needed. Baseline for speaking started at 48.65% and in Term 6, was at 72.97% (+24.32%) Baseline for Listening and language started at 43.24% and in Term 6, was at 70.27% (+27.03%)
Communicate in Print to support as a visual aid (Widget).	This has been a valuable resource in supporting all children. We continue to use it for our visual timetables across the whole school, now and next boards, social stories, consequence cards and resources for visually impaired.
Little Wandle subscription	Little Wandle provides us with a huge amount of planning and resources for teachers and support staff to effectively deliver phonics, reading practice and catch up groups. 71% of children in Year 1 passed the phonic screening test. 75% of pupil premium children in Year 1 passed the phonic screening test. This was above national average of 68.1%. 2 children in Year 2 re-took the test. 1 of these children passed. 98% of children in Year 2 then passed the phonic screening test. This was above national average of 89%.

Power Maths subscription (Pearson)	Power Maths has provided consistency between classes. At baseline, 78.72% of children in Year 2 were expected. 86.36% of children were expected at the end of the year. This surpassed our milestone of 85% 70.58% of children in Year 1 reached expected standards. 67.57% of children gained expected standards in EYFS in Number and Numerical Patterns, from a baseline of 48.65%.
Support from SENCO, delivering support and guidance to all teaching staff	We had the highest number of children in school on the SEND register in comparison to previous years. We also had 7 children with EHCPs. SENCO support was essential this year in ensuring that the provision received was appropriate to the needs of the children. Meeting with parents took place, and referrals to external services were made in a timely manner.
Subject leader release	Teachers monitored their subjects throughout the year to ensure appropriate progress and delivery of lessons for all children. They checked engaged within lessons and that the curriculum was appropriate for all. They have been working on creating foundation stage curriculum booklets in preparation for the next academic year.
Additional MDS to support every lunch time	Enabled us to provide support to all classes, and further improve lunchtime routines such as KS1 children collecting their own cutlery, ensuring safe hygiene, and providing an environment that all SEND children felt safe and happy.
Forest school	The children have benefited from the time outside. Those that were risk adverse have learn to manage risks in a safe way, i.e. climbing trees. It has supported gross and fine motor skills and provided children with emotional support.
Purchase Little Wandle fluency books to support reading fluency (yr2) – linked to phonic scheme.	Little Wandle fluency books were purchased. A set of each title has been purchased so that groups could run. The vocabulary and fluency in reading from the year 2 children has been outstanding.

	81.82% of children reached expected standards, with 36.36% of children gaining GDS
Extra TA to support with interventions and cover	All classes benefitted from this support. Timetables were created to allow careful delegation of support to ensure phonic catch up groups took place, speech and language interventions, and handwriting/ maths support.
Sensory circuits	Sensory circuits has helped to develop core stability and to regulate children for lessons. Their learning behaviours improved as the year progressed.
Lego Therapy	Lego Therapy has been a good intervention in supporting children to develop social skills. They have learnt to work together. It has also been positive in encouraging those less confident in speaking, to speak.
Drawing and Talking Sand Play	To ensure validation of certificate, trained TA completed validation training. This was essential throughout the year, with many of a waiting list to begin. Providing this emotional support was part of our core offer. SDQs were completed every other term to track progress.
School provide branded uniform items in exchange for parents signing up for FSM.	Around 50% of our PP families took us up on this offer. We will promote more next academic year.
Provision of milk to children over 5 years of age.	Milk provided to all children over the age of 5 in receipt of PP. Other children were also given this is they wished to have it.
Panto	Robin Hood panto in school. All children attended.
Christmas fair tokens	PP children received tokens for Christmas fair. They were able to join in with the activities on offer.
Easter tokens	PP children participated in the Easter egg hunt.
Additional snacks	Heathy snacks were offered to children throughout the day. This was often taken up by children that had not had breakfast, or needed oral sensory input.