



# Sandwich Infant School

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Sandwich Infant School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	18.80%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was published	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	£41, 440
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41, 440

# 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	Weak Language and communication skills
2	Parents struggling to pay for uniform for their child
3	Limited or no access to books, resulting in poor reading skills
4	Children are not “school ready”
5	Difficulty concentrating in class which impacts on learning and outcomes
6	Children displaying emotional distress because of home circumstances
7	Children struggling to socialise with peers or form friendships.
8	Mobility of children
9	Attendance rates for PP children are lower than non-disadvantaged children and the number of persistent absentees is higher for this group. This reduces their access to support put into place by the school.
10	Access to extra-curricular activities – educational experiences such as trips and participation in physical activities.
11	Lack of positive interactions at home, or struggles that families may have.
12	Lack of a healthy diet, not having breakfast before coming to school.
13	Children do not have the skills and knowledge to be expected levels in Reading and Writing at the end of each year
14	Children are Young Carers and are impacted by the home life.
15	Children do not have the opportunities to regularly practice phonic knowledge at home.

16	Children have additional barriers such as SEND.
17	Vulnerable children not as successful in Maths outcomes.

## 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.
Communicate in print resources will be used throughout school to aid communication for all.	Non-verbal children can communicate their needs and wants to others. Other children can communicate with children that are non-verbal.
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 with SEND are able to access the curriculum and make adequate progress from their starting points.	Children with an EHCP or PLP make clear, measurable progress.
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.
Progress is made in Phonics for all children.	Children make good progress in Phonics 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 <a href="#">child's</a> 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 and events organised by FOSIS.	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.

## 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: £16,744.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech Link/ Language Link programme 463.50	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>	1
Communicate in Print to support as a visual aid (Widget). £80.00	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>	1
Little Wandle subscription £950.00	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>	3,13, 15, 16
Power Maths subscription (Pearson) £356.98	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>	17
Support from SENCO, delivering support and guidance to all teaching staff. £7210.20	Good teaching practice and a consistent approach supports children with their learning. Early intervention is crucial.	5, 6, 7, 8, 16

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

Budgeted cost: £18,300.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Little Wandle fluency books to support reading fluency (yr2) – linked to phonic scheme. £3,000	Use of reading interventions to one reading skills and practice comprehension tasks. <i>EEF: Comprehension – The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</i>	3,13, 15, 16
Extra TA to support with interventions and cover £14,117.24	Additional intervention in a smaller group supports the children to maintain better focus on the learning. <i>EEF: Class sizes -Impact on reading is higher (+2 months progress can be made) than mathematics (+1 months progress can be made).</i>	4, 5, 8, 11,13, 16
Sensory circuits	Sensory circuits has aided many children in the school over the past few years. <i>An SDQ at the start of the school year often highlights abnormal for Hyperactivity. By the end of the school year, another SDQ shows a reduction, sometimes taking the hyperactivity to 'borderline'. Teacher observations also show that children are 'ready' for the days learning and are more focussed.</i>	5, 16
Lego Therapy	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>	1, 5, 7
Drawing and Talking Sand Play £1, 155.44	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>	6, 14

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

Budgeted cost: £9,636.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School provide branded uniform items in exchange for parents signing up for FSM. £1500.00	1:1 approach to parents who are having financial difficulties. <i>EEF: Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</i>	2
Provision of milk to children over 5 years of age. £800.00	Milk provides the children with additional energy and protein	12
Panto £216.00	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.	10
Christmas fair tokens £60.00	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.	7, 10
Easter tokens £60.00	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.	10
Additional snacks	Children's concentration is better when their basic needs are met.	5, 12

**Total budgeted cost: £ 43, 497.34**

## Part B: Review of outcomes in the previous academic year (2023-2024)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Chosen action/approach	Outcome
Reading for pleasure course (cover required)	Ofsted noted that they could see we are on a journey with reading for pleasure and have started to implement strategies that support 'reading for pleasure'. The reading tea parties have been an opportunity for the children to talk about their favourite books. Greater dialogues in class. We are a book rich school and provide plentiful opportunities for children to be exposed to a range of diverse texts. Story times support this.
Speech Link/ Language Link programme	Speech and Language link assessments completed every 6 months on relevant children to help identify gaps and to deliver the appropriate intervention.  30/34 children in Reception achieved a 2 in their end of year data for language, and 29/34 in speaking.
Communicate in Print to support as a visual aid	This has been an incredibly valuable tool this year, especially in creating resources for our non-verbal children to help them communicate their needs to us and others. Staff within school have been proactive in following advice of external professionals and creating resources to support.
Support from SENCO, delivering support and guidance to all teaching staff.	The SEND need within our school has increased this year and therefore the SENCO support have been very much needed. Appropriate observations and referrals have been made for a number of children throughout school. Children have been able to receive appropriate support because of this, and EHCPs have been approved.
Little Wandle subscription	Phonic data has risen from 73% to 93.5% this academic year through the consistency of delivery of Little Wandle phonics.



	It has also enabled us to improve practice throughout, embedding phonics, reading practice and catch up support. Next year we will be using it to develop our reading fluency and pre-phonics skills within children.
Maths: Whole school to adopt Power Maths	<p>Year 2 end of year data: 84.21% (exceeded our milestone of 75%)</p> <p>Year 1 end of year data: 77.08%</p> <p>Reception end of year data: Number = 25/34 – 73.52%. Numerical patterns = 25/34 – 73.52%</p>
Maths: Training for lead teachers in Power Maths.	This has helped with the successful implementation of Power Maths. Staff understand the expectation of the scheme, as well as the progression.
Reading lead release time for phonic/ reading practice upskilling and coaching.	Monitoring showed a consistent approach and priority given to reading practice across year 1.
Additional phonic groups (Year 1 – 2 classes)	<p>Provision mapping and tracking has clearly shown the progress that the children have made in order to catch up in Years 1 and 2. Evidence shows a Significant impact on the delivery of double phonics.</p> <p>93.5% of children passed the year 1 phonic screener – 3 children did not pass. 1 arrived at our school in Term 6 and the other 2 children are on our SEND register and have significant need.</p>
Additional phonic keep up groups (all classes)	As above.
Year 2 TA catch up group – <b>Writing</b> T3 – 2x a week T4 – 2x a week	Exceeded our milestone of 65% and reached 70.18%. In term 1, 42% of children were expected so this has really been impactful.
Year 1 TA catch up group – <b>Writing</b> T2 - 2x a week T3 – 2x a week	64.58% in term 6 from 45.65% at expected in term 1.
Handwriting intervention three times a week after school in both Year 2 classes (in small groups). T4 and 5	Handwriting in year 2 remains that of a high standard – children have worked incredibly hard to achieve and the additional interventions have supported the children to have the additional practice that was needed.
Language link screening on all new entrants	Helped to identify hidden gaps in understanding with language to enable us to bridge these gaps. Completed on new children arriving mid-year too.

Sensory Circuits before school, every day.	Sensory circuits has been well received and has prepared children for their learning by calming, and has alerted those that needed it. SDQs helped to identify and quantify need.
Oracy support through small group intervention – 2x a week	This has been highly effective. Children are more confident talkers this academic year – they are able to recall poems and stories off by heart and they have improved their performance skills.
Bucket time 10 mins 3x a week in every class for first 2 terms.	Supported attention and listening greatly, and has provided children with an enjoyable activity that builds on their anticipation and waiting skills.
EY resourcing to meet the need of the new EY curriculum	<p>Purchased a number of new resources including building bricks, brooms, blanks for building, water trays, sensory toys, tuff spots...</p> <p>Children have been presented with a number of opportunities through the use of these resources to build their play and imagination. Carousel has been planned to build gaps in children's overall profile.</p>
Phonic books to support reading – linked to phonic scheme.	<p>New Little Wandle phonic books were purchased to ensure there is enough copies for the children to take home and complete their reads of the familiar text. Also purchased 'bridging' books for phase 5 set 5 to consolidate their understanding in year 1 before moving off the scheme. Reading at 77.08% in year 1.</p> <p>Purchased Little Wandle fluency books to ensure children are reading at an appropriate pace in year 2. Year 2 reading at 66.67%. More work to be done on this throughout school to ensure that children are all at expected in Reception.</p>
School provide branded uniform items in exchange for parents signing up for FSM	2 lots of all items given to PP parents. Ensured that the children are part of the school in branded uniform.
Provision of milk to children over 5 years of age.	All children have been offered milk this year.
The school will pay the children's weekly Book Club money so that they can save for a book and be exposed to high quality texts at home.	This did not happen as per other years as we did not have the volunteers to run it. The children did however, have the opportunity to access high quality texts.

Drawing and Talking Sand Play	D+T sessions have been incredibly successful this year. Children have been identified and received 12 weeks of therapy.
Lego Therapy	Lego therapy has been a successful intervention in building confidence and social skills. It has helped children to be able to initiate games and to solve problems.
Reduce the number of persistent absentees among pupils eligible for pupil premium in line with the trust at 100% by engaging with parents but backing with formal letters if absence persists.	PA at 17%  Attendance at 93.9%
Provide counselling from CHATTS to those children identified as needing emotional support.	This was not needed this year as we accessed school nurse emotional health support and counselling as required, and put on more sessions of D+T within school with 3 colleagues.
Additional MDS to support every lunch time.	This has been supportive in ensuring the safety of the children. They have led activities more successfully at the start of the academic year.
Extra Curricula activities such as a Panto. Subsidised school trips.	Paid for panto for PP children, ScootAbility and Bounce Beyond for all children.
Educational, ethical experiences to develop cultural capital.	Children have been given the opportunity to attend all activities put on by FOSIS – school have contributed £5 for each pupil premium child for each event that was held.