Pupil premium strategy statement 2026-2027

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	Sandridge
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026 2026-2027 2027-2028
Date this statement was published	30th September 2026
Date on which it will be reviewed	Each September to amend annual activity *(as well as termly reviews with governor leads)*
Statement authorised by	Governing Body
Pupil premium lead	Lisa Harrison
Governor lead	Jane Sykes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,050
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	£48,050

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all disadvantaged pupils at Sandridge School to make at least good progress across all subjects and achieve in line with their non-disadvantaged peers nationally.

Our current strategy seeks to achieve this by ensuring that identified pupils receive the very best quality first teaching, supported by appropriate and targeted interventions, incl. tutoring, which will enable them to achieve age-related expectations and make *(at least)* good progress.

This is supported by high quality PSHE, a wide range of pastoral provision / Mental Health support and ensuring they are able to access a range of extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	KS1 Since 2022, with the exception of 2023, attainment in Reading, Writing & Maths of pupils eligible for the PPG has been below national outcomes for 'all pupils'. *It is worth noting that 80% of the pupils eligible for the PPG in the 2024 cohort were also SEND. Also, in the 2024-2025 academic year, three pupils joined during Y2.* *In 2026, there was only 1 pupil eligible for the PPG and they are also EAL, BME and vulnerable. They are currently not yet at age-related expectations.*
2	KS2 Since 2022, with the exception of Maths in 2022, attainment in all areas of pupils eligible for the PPG has been below national outcomes for 'all pupils'. In 2026, 67% of PPG pupils in Year 6 were also SEND. *The two pupils that weren't, achieved Greater Depth.*
3	July 2026 (*school*) attainment data demonstrated that: - in Year 1, 0% of pupils eligible for the PPG met age-related expectations for Reading, Writing & Maths (however, this is based on 1 pupil) - in Year 3, 27% of pupils eligible for the PPG met age-related expectations in Reading, 18% for Writing & 45% in Maths *(it is worth noting that 45% of PPG pupils are also SEND)* - in Year 4, 17% pupils eligible for the PPG met age-related expectations in Reading, Writing & Maths *(it is worth noting that 67% of PPG pupils are also SEND)* - in Year 5, only 50% of pupils eligible for the PPG met age-related expectations in Reading, 33% in Writing & 33% in Maths

4	Almost half of our pupils eligible for the PPG are also SEND (45%). 77% of our pupils eligible for the PPG also fall into EAL, SEND and/or vulnerable groups. Only 4 pupils (12%) are discreetly PPG and fall into no other group.
5	Social, emotional & mental health barriers prevent some children eligible for PPG from achieving their potential.
6	Not all children eligible for the PPG participate in extra-curricular school and/or community activities and clubs due to cost.

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
To continue to maintain a broad, ambitious and aspirational curriculum whilst addressing gaps in knowledge and skills, particularly those eligible for the PPG.	All pupils eligible for the PPG will make accelerated progress in Reading, Writing and Maths during the academic year 2026-27. Outcomes for pupils eligible for the PPG who reach the Expected Standard at the end of KS1 and KS2 will be more in line with 2027 national measures.
To ensure that all Y6 pupils eligible for the PPG reach the Expected Standard in Reading, Writing and Maths at the end of KS2. To ensure at least good progress for pupils eligible for PPG in all areas at the end of KS2.	Outcomes for pupils eligible for the PPG who reach the Expected Standard in Reading, Writing and Maths at the end of Key Stage 2 will be more in line with 2027 national outcomes. PPG pupils will make at least good progress in all areas by the end of KS2. Progress will be in line with 2027 national measures.
To ensure all pupils eligible for the PPG in current (2026-2027) Y2, Y3, Y4 and Y5 meet age-related expectations by the end of the academic year. To ensure good progress for pupils eligible for PPG in all areas by the end of the academic year.	Outcomes for pupils eligible for the PPG in Y2/Y3/Y4/Y5 will be more in line with national measures – both attainment and progress.
To ensure high quality PSHE and pastoral provision to support pupils' mental health and wellbeing.	Pupils eligible for the PPG will make good progress in their learning behaviours and attitudes. ESBA will reduce by 50%. They will make improved progress across the curriculum especially Reading, Writing & Maths.
To ensure that all pupils eligible for PPG access the same enrichment activities as their peers as part of their year group curriculum. To support vulnerable pupils and their families.	All children who are eligible for the PPG will take up at least one extra-curricular activity if they wish to.

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: £11,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on further embedding the writing curriculum and progression through this, including handwriting. Further development of subject leadership to ensure strategic monitoring is in place with effective action-planning and follow-up.	Revised English curriculum maps for writing (and text choices) in place from R-Y6. Increased focus on handwriting and consistency across the school. Wide range of monitoring across all subjects. Books demonstrate the intended curriculum is being taught and pupils know more and remember more. Staff training log.	All pupils Identified pupils who need additional handwriting support and sessions.
Foundational skills and knowledge will be being reinforced across the wider curriculum in a range of lessons.	Some pupils need additional 1:1 reading / phonics alongside extra Guided Reading teacher-led sessions per week. (Headteacher to provide 1:1 reading support weekly). Writing across the curriculum will reinforce grammar, punctuation, spelling & handwriting.	Identified pupils from termly Pupil Progress Review meetings who are not making at least expected progress.
New joiners will be assessed swiftly and targeted for the appropriate support and/or interventions to ensure gaps are plugged and their foundational skills and knowledge are where they should be.	Assessments completed by class teacher (and EAL phase assessment also completed if required). Phonic catch-up programme will ensure new pupils' gaps are plugged. Reading/Writing/Maths interventions and/or booster sessions to be in place to support gaps in coverage and content.	New joiners
Staff training focusing on EAL and SEND.	High quality CPD and effective leadership will support improved	Targeted EAL & SEND pupils

	provision for Reading and Writing across the school.	
Essentials Writing training for teachers new to year group curriculum (x3).	High quality CPD and effective leadership will support improved provision for writing across the school.	All pupils

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

Budgeted cost: £30,792

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching interventions to be delivered for Maths and English.	Some pupils need pre-teaching particularly in Maths to help them access the whole class lesson – focus on vocabulary and written methods. In English, texts & key vocabulary can be shared before the lesson and discussed.	Identified pupils from termly Pupil Progress Review meetings who are not making the necessary progress
Dyscalculia intervention to be delivered to targeted pupils.	Several pupils are struggling with very basic mathematical concepts and need intensive support.	Identified pupils
Targeted 1:1 daily reading support and additional Guided Reading session per week (linked to Windermere programme).	Some pupils need targeted support to improve their reading skills. Windermere programme has been very effective when used previously.	Identified pupils
Targeted 1:1 reading/phonics support each week delivered by Headteacher/SLT.	Members of SLT will be confident that pupils' reading books are well-matched to their phonic ability. Pupils will make improved progress in their reading.	Identified pupils.
Writing interventions 2 x weekly	Teacher-led writing interventions focusing on SpaG and up-levelling of writing. Follow-up writing improvements as a result of teacher-led conferencing and feedback.	Identified pupils
EAL interventions as required	Pupils at an early phase of bilingualism require additional phonics, reading & vocabulary support. Some pre-teaching will also be required.	Identified pupils

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

Budgeted cost: £6,079

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target pupils/parents for support from Mental Health Team practitioner.	1:1 and/or group support (8-12 sessions) targeting a wide range of SEMH issues e.g anxiety, self-regulation, behaviour, confidence and self-esteem, friendship. Parent workshops.	Identified pupils / parents
Support for ESBA/NA through use of sensory room and resources.	Use of the sensory room, particularly at the start of the school day, enables a 'softer' start for anxious pupils and works well throughout the day for those that need regular breaks. Proven to improve attendance of those pupils with ESBA/NA.	Identified pupils
SLT to target pupils for clubs and after-school activities. Ensure the parent body is reminded of the PPG and that if their child(ren) is eligible, they will be supported with payment for trips, school-led clubs and stationery.	Pupils will develop a range of skills and will develop friendships with others outside of their current and immediate friendship group. Pupils will grow in confidence.	All pupils All parents of pupils eligible for the PPG

Total budgeted cost: £48,050

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 2025 to 2026 academic year.

Year group	%s working at age-related expectations – July 2026					
	Reading		Writing		Maths	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
1 *(1 pupil)*	0%	89%	0%	89%	0%	89%
2 *(1 pupil)*	0%	58%	0%	50%	0%	58%
3 *(11 pupils)*	27%	75%	18%	81%	45%	75%
4 *(6 pupils)*	17%	44%	17%	39%	17%	56%
5 *(6 pupils)*	50%	60%	33%	47%	33%	47%
6 *(6 pupils)*	66%	95%	33%	77%	33%	86%

Based on the above data, attainment and progress for all pupils eligible for the PPG is one of the school's priority and objectives for this have been outlined in the 2026-200 school development 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
n/a	n/a

Service pupil premium funding (optional)

~~*For schools that receive this funding, you may wish to provide the following information:*~~

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