



Sandwich Infant School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	138
Proportion (%) of pupil premium eligible pupils	19.56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	15.09.23 (reviewed 21.11.23)
Date on which it will be reviewed	29.08.24
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	£46, 560
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	£46, 560

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 this
15	Children do not have the opportunities to regularly practice phonic knowledge at home.

16	Children have additional barriers such as SEND.
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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.
School provide weekly money for Book Club so that vulnerable children can access books at home.	Children read for enjoyment books that they have chosen for themselves. Children make above expected progress in reading.
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.
Attendance at Fun Club to give children the opportunity to socialise in a structured but informal environment if appropriate.	Children without positive peer role models at home are able to build positive relationships with peers.
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: £11, 837.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading for pleasure course (cover required) £1, 388.16	The Reading Framework states that whatever pupils' socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances.	15, 3, 13, 16
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, 13
Communicate in Print to support as a visual aid. £80	Consistent images throughout the school means that children that are unable to communicate effectively can rely upon and learn from visual cues.	1, 4
Support from SENCO, delivering support and guidance to all teaching staff. £7, 210.20	Good teaching practice and a consistent approach supports children with their learning. Early intervention is crucial.	1, 3, 4, 5, 6, 7, 8, 13
Little Wandle subscription £950	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>	13
Maths: Whole school to adopt Power Maths £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</i>	13, 16

	and science (+6 months) than reading (+3 months).	
Maths: Training for lead teachers in Power Maths.	Highly-trained maths teaching, where children are asked good sentence stem questions and opportunities to reflect and explain support children's learning development.	13, 16
Reading lead release time for phonic/ reading practice upskilling and coaching. £1, 388.16	The Reading Framework highlights the importance of regular coaching to upskill and maintain good delivery of phonics. EEF: 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.	13, 15, 16

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

Budgeted cost: £24, 198.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonic groups (Year 1 – 2 classes) £2, 565.20	Additional phonic sessions as well as keep up enables children to bridge the gaps in their learning and prevents the gap from widening. Ofsted research review states “Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy word recognition of familiar printed words”. EEF: 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.	1, 15, 16
Additional phonic keep up groups (all classes) £15, 404.40	Additional phonic sessions as well as keep up enables children to bridge the gaps in their learning and prevents this from widening. Ofsted research review: EEF: 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.	1, 15, 16

<p>Year 2 TA catch up group –Writing T3 – 2x a week £70.02 T4 – 2x a week £70.02</p>	<p>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 <u>progress can be made</u>) than mathematics (+1 months <u>progress can be made</u>).</i></p>	13, 1, 16
<p>Year 1 TA catch up group –Writing T2 - 2x a week £70.02 T3 – 2x a week £70.02</p>	<p>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 <u>progress can be made</u>) than mathematics (+1 months <u>progress can be made</u>).</i></p>	13, 1, 16
<p>Handwriting intervention three times a week after school in both Year 2 classes (in small groups). T4 and 5 £419.76</p>	<p>Our joined handwriting intervention has previously well supported our Year two children to effectively join letters and words. As children are ready at different times, it is effective delivering this after school as an additional session. <i>EEF: average impact of approaches involving extending school time is 3+ months' progress over the course of a year.</i></p>	3, 13
<p>Language link screening on all new entrants £490.14</p>	<p>Children make progress with our Speech and Language Link programme that is specifically targeted to individual's needs. <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></p>	1, 4
<p>Sensory Circuits before school, every day. £1, 183.60</p>	<p>Sensory circuits has aided many children in the school over the past few years. <u>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.</u></p>	4, 5
<p>Oracy support through small group intervention – 2x a week £342.32</p>	<p><i>Ofsted research review: Spoken language proficiency also has a positive effect on later economic well-being, and on happiness and mental health.</i></p>	1, 11, 16
<p>Bucket time 10 mins 3x a week in every class for first 2 terms.</p>	<p>Developing children's attention and listening is important to ensure they maintain focus on learning. <i>EEF: Social and emotional learning – Social and emotional learning approaches have a</i></p>	5

£513.04	<i>positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i>	
EY resourcing to meet the need of the new EY curriculum £1000	59.5% of children achieved GLD last year. Effective resourcing is key to good vocab and social development too.	6, 7, 10
Phonic books to support reading – linked to phonic scheme. £2000	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

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

Budgeted cost: £ 10, 596.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
School provide branded uniform items in exchange for parents signing up for FSM. £1,370.25	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. £763.29	Milk provides the children with additional energy and protein	12
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. £1, 050	Some pupil premium families do not have books for children to read for pleasure.	3, 14, 16
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, 7, 14
Lego Therapy	These methods have been proven to be successful in supporting young children to	6, 7, 14, 16

	<p>process their emotions. With therapeutic intervention, social and emotional improvement is made and attendance increases.</p> <p><i>EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months progress can be made)</i></p>	
<p>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.</p>	<p>A proportion of pupil premium families do not consider school attendance as being important.</p>	9
<p>Provide counselling from CHATTS to those children identified as needing emotional support. £744</p>	<p>When early intervention is provided to children that struggle with their emotions, there is a reduced risk of exclusion and improved chances of greater engagement in class.</p> <p><i>EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months)</i></p>	6, 7
<p>Additional MDS to support every lunch time. £2, 533.42</p>	<p>Some children require additional support during unstructured times. Structuring activities and providing additional support provides greater opportunities for successful play times.</p> <p><i>EEF: Behaviour intervention – Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</i></p>	7, 11
<p>Extra Curricula activities such as a Panto. Subsidised school trips. £1, 500</p>	<p>Extra curriculum activities widen children's experiences of the world.</p>	10, 14
<p>Celebration activities for those who achieve 100% attendance £500</p>	<p>High levels of attendance means that intervention and support is not missed by disadvantaged pupils in need of it.</p>	6, 11, 14
<p>Educational, ethical experiences to develop cultural capital. i.e. chicken catching £1,000</p>	<p>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.</p>	10, 14

Total budgeted cost: £ 47, 851.69

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 2021 to 2022 academic year.

Chosen action/approach	Outcome
Ed Shed: Spelling purchased to ensure children are able to practice spelling rules.	Children's engagement with spelling was far better this year with the use of Ed Shed. The support from parents initially was high, but did decrease. It was effectively used for the interventions within school for spelling. Spelling tests showed a clear progression of learning.
Speech Link/ Language Link	This is a valuable tool in assessing our children's SALT needs. We have been able to quickly identify the gaps in their understanding and put intervention in place quickly. They were re-assessed in 6 months and all showed some good progress.
Communicate in Print to support as a visual aid.	We have had a number of non-verbal children this year and have therefore used this as a key tool in supporting their language development. It has also been used to support a number of children with their daily routines and with strategies such as now and next and visual timetables.
Support from SENCO, delivering support and guidance to all teaching staff.	The mainstream core standards are embedded across the school – STLS often commend us on the approaches taken throughout the school to ensure a consistent approach is taken for all. Referrals are made in a timely manner and the parents are often directed to early help to support.
Attachment Training	This was beneficial training and provided an insight into the barriers that children face. This had a positive impact upon a wider number of children with strategies taken away from this. Children were able to show higher levels of engagement in lessons and become more regulated.
Little Wandle subscription	Little Wandle is a DfE agreed SSP. It has played a vital role in developing children's phonic knowledge this year. It provides a consistent approach with a

	good structure. As the children move to the next year group, they are secure in the skills needed to read age appropriate texts. The keep up groups identify children falling behind and enable staff to quickly address these needs. Phonic results were at 75.43%.
Attention Autism training	A member of staff attended the full Attention Autism training. This has enabled us to effectively deliver intervention. She has cascaded this information and provided opportunities for other members of staff to observe. Practice is of a high quality.
TA training on metacognition	Staff are now aware of the metacognition strategies and have focused on key questioning and modelling this year. Questions have led the development of our progression grids and are forming good conversations with children, helping us to identify what they have remembered.
Additional teacher employed three days a week to provide 'catch up' support in Reading.	Children were able to split into smaller groupings, allowing greater time to be spent on their gaps. Children were able to develop a quick recall.
Year 1 TA catch up group – before school Writing	Children caught up and learnt the SPAG concepts are were able to apply these well within their sentences. The children became more confident in their own writing abilities. The data does not reflect the progress that the children made.
Year 2 TA catch up group – before school Writing	Writing data rose from 31.91% to 44.22%. A number of children joined our school mid-way through the school, affecting not only the mobility of the class, but the data also. The children in the intervention groups were more confident and made some good progress.
Additional phonic provision three times a week before school.	Children have benefitted from additional phonics this year, and have been able to address many of their gaps. They have shown some great progress.
Handwriting intervention three times a week before school in both Year 2 classes (in small groups). T5 and 6	Handwriting in children's books improved significantly with small group intervention. The children became more fluent writers and this meant they were able to focus on other areas of their writing.

Reading intervention three times a week before school for those in Year 1.	Reading has been a school priority. Children have made steady progress. In Year 1, data increased from 57.51% to 63.16%. One class's data rose from 48.15% to 58.62%. There is a high level of SEN in this year group, contributing to the slow progress in data.
1:1 or small group work for speech and language intervention.	All staff are aware of the barriers for the children and have been able to deliver intervention and ad-hoc teaching to develop their vocabulary and understanding of questions, concepts and language. The second screeners of the year all highlight progress, apart from the odd case where specialist SALT therapy is required.
Language link screening on all new entrants	All staff are aware of the barriers for the children and have been able to deliver intervention and ad-hoc teaching to develop their vocabulary and understanding of questions, concepts and language. The second screeners of the year all highlight progress, apart from the odd case where specialist SALT therapy is required.
Sensory Circuits before school, every day.	Children are more prepared for the day, and benefit from the final stage: calming. They require the sensory input that this provides.
Bucket time 10 mins 3x a week in every class.	Bucket time has been a valuable tool this year in promoting children's attention and listening. With such a high level of need across the school, all children have benefitted from this. They have appropriate learning behaviours now and can focus their attention on a task for longer.
EY resourcing to meet the need of the new EY curriculum.	New resources were purchased and enabled the children to explore a range of objects in their environment, developing some good conversations and lines of enquiry.
Phonic books purchased to support reading.	Phonic books were purchased. This is already having a positive impact on the children's reading ability as they become familiar and confident with the texts that they read in school. These are now taken home too.
Parents are offered the opportunity for children to attend after school club (Fun club).	The parents are offered this, but there was not any uptake/ the provision was not needed.
Parents are offered the opportunity for children to attend	The uptake on this was generally good –

after school club with Team Theme.	88.46% of PP children participated in an afterschool activity this year. 1 of the 3 that did not already attend other opportunities outside of school as paid for by their parents.
School provide branded uniform items in exchange for parents signing up for FSM.	Last year we had additional children joining the school which were FSM. They all took up the offer of free school uniform. We also started a pre-loved sale to support parents with uniform. Again, this is proving to be effective and needed.
Provision of milk to children over 5 years of age.	Children like the opportunity to have milk and any 'spare' is provided for other children on a Friday.
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.	Children were given the opportunity to learn how to save for a book, and were given enriching texts to share at home. This was an exciting event for the children to attend every week.
Drawing and Talking Sand Play Lego Therapy	Children were given the opportunity to talk to an adult and work through life events and feelings. The demand/ need for this was high this year and therefore we trained another member of staff and paid for extra delivery one afternoon a week.
Reduce the number of persistent absentees among pupils eligible for pupil premium in line with national at 96% by engaging with parents but backing with formal letters if absence persists.	Overall attendance 93.4%. This was a decline from the previous year which was at 95%.
Provide counselling from CHATTS to those children identified as needing emotional support.	Counselling helped children to cope with everyday worries, stress and in overcoming relationship issues with friends, family and teachers.
Provide extra adult support at lunch time for ½ an hour a day to engage children in games.	Midday supervisors were able to engage children in a variety of games so that the behaviour on the playground during unstructured times is more controlled.
Additional MDS to support every lunch time.	Midday supervisors were able to engage children in a variety of games so that the behaviour on the playground during unstructured times is more controlled. Children were able to transfer these skills into their play at break. We also paid for training to upskill our MDSs to ensure they have a breadth of

	<p>games they can play with the children. We have also purchased additional resources to support the new games.</p>
<p>Extra Curricula activities such as a Panto.</p>	<p>We have provided a diverse range of extra-curricular activities for the children including:</p> <ul style="list-style-type: none"> - ScooterAbility - Panto - Kent Surf - Kent Music - Pfizer Science days - Veolia - Cats Protection - Church and library visits - Sponsored bounce - World Book Day activities and celebrations - History experience day (inc. bee keeper) - Pet day - Coffee pot/ Age Concern - Kent Road Safety - Police - Lenny the letter