

Pupil premium strategy statement – Dry Sandford Primary School



Leading Lifelong Learning; Creating Caring Communities

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	7 7.07 %
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028 Three years
Date this statement was published	April 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Katie Friday
Pupil premium lead	Katie Friday
Governor / Trustee lead	Jan Bartlett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,930

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will 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. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is lower than non-disadvantaged pupils. 90% in comparison to 94.7 % Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, our disadvantaged

	<p>pupils arrive below age-related expectations compared to other pupils. This gap remains steady to the end of KS2.</p> <p>On entry to Reception class/ school in the last 5 years, 100% of our disadvantaged pupils arrive below age-related expectations compared to 72% of other pupils. The gap closes with support and interventions as they progress through the school.</p>
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class in the last 3 years, between our disadvantaged pupils arrive below age-related expectations compared to of other pupils. This gap narrows but remains significant to the end of KS2.</p>
5	<p>Referrals for support have markedly increased and more pupils currently require additional support with social and emotional needs and SEND</p>

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
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2026/27 demonstrated by: · the overall unauthorised absence rate for all pupils being no more than 0.8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 5%. The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>

<p>To support children’s behaviour for learning and Mental Health who are waiting for referrals through interventions</p>	<p>Referrals for support have markedly increased 25 pupils (of whom are 7 are disadvantaged) currently require additional support with social and emotional needs, with 7 (4 of whom are disadvantaged) receiving 1:1 ELSA interventions.</p>
<p>Approved consistency in phonics through training in whole school DFE approved scheme supporting Improved phonics test scores in KS1 and improved reading results, year on year, in KS2.</p>	<p>All pupils passing phonics test will be at least in line with national data. All disadvantaged pupils will meet age related expectations</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> <p>- All pupils will be able to explain what they are learning and how they are learning it. (Metacognition)</p>	<p>% of pupils achieving ARE in KS2 will be at least in line with national scores. All disadvantaged pupils will meet ARE.</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS2 developing whole school talk for writing approach</p>	<p>% of pupils achieving ARE in KS2 will be at least in line with national scores. All disadvantaged pupils will meet ARE. Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>-</p>
<p>Improved attendance for disadvantaged pupils -</p>	<p>All pupils will attend school at least 95% of the time.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to train new staff in delivery of our DfE validated Twinkl Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. INSET day for training-</p> <p>Phonics and Early Reading coordinator to monitor through learning walks and monitoring visits to ensure consistency throughout our approved phonics scheme</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4</p>
<p>Abingdon Partnership training and network meetings to support curriculum coordinators cascade the information through in house training</p>	<p>Moderation of Maths and English</p> <p>Point 5 behaviour training</p>	<p>1,2</p>
<p>SEND training and support from OXSIT and SNAST to identify opportunities and areas for training</p>	<p>SENDco to attend Abingdon Partnership meetings for SEND and conference</p> <p>Staff to attend/ update training on Autism and children with low mood</p>	<p>1, 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access Maths CPD (including Teaching for Mastery- Moving on in Mathematics, BBO Maths HUBS and Mastering Number in EYFS, Key Stage 1 and Key Stage 2). _2.pdf</p>	<p>Train staff in effective teaching strategies as set out in the teaching and learning policy – focus on maths and writing</p> <p>Evidence supports that the methods set out in the teaching and learning policy and built on through CPD from outside agencies will lead to quality first teaching in all classrooms. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of</p>	<p>2,4</p>

(publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	Mathematics, drawing on evidence-based approaches.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 11,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of SEND provision through work with OXSIT, SNAST, EP and C+I team to develop self-regulation and executive function Improving the quality of SEND provision will benefit all children.	Research shows that the development of self-regulation and executive function is consistently linked with successful learning. EEF Self-regulation Small group daily maths and phonics catch up programmes will be delivered Small group tuition Toolkit Strand Education Endowment Foundation EEF reading for children who are at risk of not meeting ARE at the end of the year 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:	2,3,4,
One to one tuition EEF (educationendowmentfoundation.org.uk)	Small group daily phonics interventions Phonics	1,2

<p>Use of oral interventions such as Lego therapy, drawing and talking colourful semantics and socially speaking</p> <p>High quality interactions through teaching strategies</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DFE Training for Senior Mental Health lead</p> <p>ELSA supervision and network support meetings</p> <p>Employment of SNA/ST</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1.5
<p>Provide identified pupils with ELSA support to further develop their social, emotional literacy and self esteem</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Contingency fund for acute issues.</p>	<p>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</p>	All

	quickly to needs that have not yet been identified.	
Provide access to curriculum linked trips, extra curricular opportunities and after school clubs	We believe that it is very important for all children to have the opportunity to attend school trips EEF report	2,3
Provide support for identified families to increase attendance from school staff	Attendance officer/Headteacher working with county attendance team Improving school attendance will lead to better outcomes for children	1

Total budgeted cost: £ 18,930

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Opportunities for taking the lead, joining school council, assemblies, support for reading and play with younger children, visits to purchase resources, helping generally with the running of the school.

Use of interventions such as Lego Therapy, Drwing and Talking 'Colourful Semantics for older children- and Interventions such as 'Socially Speaking' Encourage high quality classroom discussion.

Reduction in staffing hours has meant this has been partially met and other 1:1 interventions needed to be implemented for SEND.

Support interventions for development of memory as well as processing skills as advised by our SNAST and OXIT Other interventions advised by SNAST. Specific work done with children on SEND register with some success. 2 SEND children identified as needed further support in an alternative setting and supported by wider SEND OCC team.

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Improvement in phonics scores. Children achieved well and 77% of all children achieved a pass score.

Good impact on results for year 2 maths.

High impact on children with SEND in year 6 who scored on SATs tests. ELSA 1:1 sessions

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We maintained HLTA time dedicated to the emotional wellbeing and academic achievement of service children. They help pupils create 'passports' to help with provision and provided ELSA support for when parents were away. We identified gaps in service children's education caused by moving between schools which we addressed with targeted support. We ensured space in school for service vulnerable service children.

The impact of that spending on service pupil premium eligible pupils

Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided. The attendance of our service children was excellent.