

Pupil premium strategy statement

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

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	The Sandon School
Number of students in school	1220 as at 01.12.2025
Proportion (%) of pupil premium eligible students	15.7% (eligible PP 192 students inc SF)
Academic year that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	Jan 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Andrew Weaver Headteacher
Pupil premium Lead	Mr James Beddow Deputy Headteacher
Governor / Trustee Lead	Charissa Taylor-Millward SEND/PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,675.00
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	£181,675.00

Part A: Pupil premium strategy plan

Statement of intent

The Sandon School's intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, 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.

The department for education provides funding for each student from a disadvantaged background. The evidence shows that economically disadvantaged students perform significantly less well on average than non-disadvantaged students, at all levels of school education; furthermore, economically disadvantaged students are also associated with slower progress compared to their peers with the same level of attainment. Disadvantaged students are currently defined as those who have been registered for Free School Meals (FSM) at any point in the past six years and children who are currently looked after or were previously looked after.

Ensuring high quality teaching and learning for all is the fundamental upon which the strategy is built. Research shows that sustained improvements in teaching practice can halve the attainment gap between disadvantaged pupils and their peers. This is the core of the new Sandon Six teaching and learning initiative. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students 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 students in our school.

At the heart of this is our breakfast club, followed by an increasing lunchtime and after-school extra-curricular club offer. This strategy will seek to improve student attendance of our disadvantaged students, their engagement with extracurricular opportunities and being able to provide welfare support for some of our families. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment and well-being will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education, notably in its targeted support through in school led tutoring and mentoring for students, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel.

To ensure they are effective we will:

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

Challenges

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

Challenge number	Detail of challenge
1	Nationally the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies. <u>Attainment 8 Score:</u> • In 2025 The Sandon School compared NPP to PP is 48.42 to 33.48 respectively. • In 2024 The Sandon School compared NPP to PP is 51.81 to 31.79 respectively. • In 2023 The Sandon School compared NPP to PP is 46.35 to 36.26 respectively. <u>Progress 8 Score:</u> Progress 8 data cannot be calculated or published for the academic years 2024 - 2025 and 2025 - 2026. • In 2024 the non-disadvantaged progress 8 score of NPP students was +0.29 • In 2024 the disadvantaged progress 8 score of PP students was -0.68 • In 2023 the non-disadvantaged progress 8 score of NPP students was -0.06 • In 2023 the disadvantaged progress 8 score of PP students was -0.5

2	The Maths attainment of disadvantaged pupils is generally lower than that of their peers nationally. The Sandon School data is detailed below: <table><tr><td></td><td>2025 - Maths 9-4</td><td>2025 - Maths 9-5</td><td>2024 - Maths 9-4</td><td>2024 - Maths 9-5</td></tr><tr><td>Disadvantaged</td><td>52.0%</td><td>32.0%</td><td>31.0%</td><td>13.8%</td></tr><tr><td>Non-disadvantaged</td><td>77.6%</td><td>50.3%</td><td>84.4%</td><td>64.6%</td></tr><tr><td>Difference - Gap</td><td>-25.6%</td><td>-18.3%</td><td>-53.4%</td><td>-50.8%</td></tr></table> • In 2024 the Maths non-disadvantaged average points score of NPP students was 5 • In 2024 the Maths disadvantaged average points score of NPP students was 2.96 • In 2023 the Maths non-disadvantaged average points score of NPP students was 4.55 • In 2023 the Maths disadvantaged average points score of PP students was 3.61		2025 - Maths 9-4	2025 - Maths 9-5	2024 - Maths 9-4	2024 - Maths 9-5	Disadvantaged	52.0%	32.0%	31.0%	13.8%	Non-disadvantaged	77.6%	50.3%	84.4%	64.6%	Difference - Gap	-25.6%	-18.3%	-53.4%	-50.8%
	2025 - Maths 9-4	2025 - Maths 9-5	2024 - Maths 9-4	2024 - Maths 9-5																	
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Non-disadvantaged	77.6%	50.3%	84.4%	64.6%																	
Difference - Gap	-25.6%	-18.3%	-53.4%	-50.8%																	
3	The English Language attainment of disadvantaged pupils is generally lower than that of their peers nationally. The Sandon School data is detailed below: <table><tr><td></td><td>2025 - English 9-4</td><td>2025 - English 9-5</td><td>2024 - English 9-4</td><td>2024 - English 9-5</td></tr><tr><td>Disadvantaged</td><td>52.0%</td><td>24.0%</td><td>48.3%</td><td>31.0%</td></tr><tr><td>Non-disadvantaged</td><td>83.1%</td><td>63.9%</td><td>88.0%</td><td>73.4%</td></tr><tr><td>Difference - Gap</td><td>-31.1%</td><td>-39.9%</td><td>-39.7%</td><td>-42.4%</td></tr></table> • In 2024 the English non-disadvantaged average points score of NPP students was 5.1 • In 2024 the English disadvantaged average points score of PP students was 3.36 • In 2023 the English non-disadvantaged average points score of NPP students was 4.93 • In 2023 the English disadvantaged average points score of PP students was 4.09		2025 - English 9-4	2025 - English 9-5	2024 - English 9-4	2024 - English 9-5	Disadvantaged	52.0%	24.0%	48.3%	31.0%	Non-disadvantaged	83.1%	63.9%	88.0%	73.4%	Difference - Gap	-31.1%	-39.9%	-39.7%	-42.4%
	2025 - English 9-4	2025 - English 9-5	2024 - English 9-4	2024 - English 9-5																	
Disadvantaged	52.0%	24.0%	48.3%	31.0%																	
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Difference - Gap	-31.1%	-39.9%	-39.7%	-42.4%																	

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Testing of KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects across the curriculum.

The Sandon School data is detailed below:

In the 2025-2026 academic year the students with reading ages below 11 in Years 7 and 8.

	Year 7 - 83 Students Reading Age Below 11	Year 8 – 47 Students Reading Age Below 11
Disadvantaged	18.1% - 15 students	34.0% - 16 students
Non-disadvantaged	81.9% - 68 students	66.0% - 31 students

- Year 7 on entry 2023 of a reading age below 11: NPP below 45.8% and PP below 58.3%
- Year 8 on entry 2022 of a reading age below 11: NPP below 41.3% and PP below 51.4%
- Year 9 on entry 2021 of a reading age below 11: NPP below 42.0% and PP below 58.1%

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Our attendance data over previous years indicates that attendance among disadvantaged students is lower when compared to our non-disadvantaged students.

	2025	2024	2023
School PP	84.5%	86.7%	91.5%
FFT National PP	86.2%	88.1%	92.6%
Difference PP	-1.7%	-1.4%	-1.1%
	2025	2024	2023
School NPP	92.1%	93.3%	96.2%

	FFT National NPP	93.3%	94.4%	96.5%
	Difference NPP	-1.2%	-1.0%	-0.4%
	It is evident that absenteeism from school, together with online learning has and is negatively impacting disadvantaged students' progress and their attendance.			
6	Nationally it has been identified that there has been an increase in social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the recent pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. During the pandemic, teacher referrals for support markedly increased. Students currently require additional support with social and emotional needs, with some currently receiving small group interventions.			

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
1.Narrow the gap in attainment between non-disadvantaged and disadvantaged students across the curriculum at the end of KS4.	2025/2026 KS4 outcomes demonstrate that disadvantaged students achieve: • 2026 A8 > 2025 A8 • 2026 A8 APS > 2025 A8 APS • Year 11 GCSE results in show a reduction in the attainment gap between PP and NPP students.

2.Narrow the gap in attainment between non-disadvantaged and disadvantaged students in Maths at the end of KS4.	Mathematics tests demonstrate improved scores among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. • 2026 A8 > 2025 A8 in Maths • 2026 Maths APS > 2025 Maths APS • Year 11 GCSE results in Maths show a reduction in the attainment gap between PP and NPP students.
3.Narrow the gap in attainment between non-disadvantaged and disadvantaged students in English at the end of KS4.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. • 2026 A8 > 2025 A8 in English Language • 2026 English Language APS > 2025 English Language APS • Year 11 GCSE results in English Language show a reduction in the attainment gap between PP and NPP students.
4.Improved reading comprehension among disadvantaged students across KS3.	Impact of recruiting a teacher with specific responsibility for the whole school reading strategy, e.g., narrowing of literacy gap between disadvantaged and non-disadvantaged students, as evidenced in reading ages (extended into Year 9 from 2022). Narrowing of the gap between reading age and chronological age and interventions in place for students where this is the widest, including in KS4.
5.To achieve and sustain improved attendance for our disadvantaged students.	Sustained high attendance (in line with or higher than national figures) from 2025/2026 demonstrated by: • Reducing the attendance gap between disadvantaged students and their non-disadvantaged peers to less than 5%; currently at 7.6%. As a result, this will have an impact of decreasing the persistent absence figure for pupil premium students. Further interventions to reduce the PA figure are detailed in the pupil premium strategy document.
6. Enrichment and extracurricular, well-being and belonging.	• Attendance of the Sandon School newly implemented “Electives Programme.” • Attendance of Trips for students at the Sandon School. • Data obtained from student surveys for personal development, safeguarding, and extracurricular provision.

Evidence that supports the approaches used in this pupil premium strategy

1	Mentoring	Education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring
2	Tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to one tuition EEF (educationendowmentfoundation.org.uk)
3	Reading Comprehension	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF
4	Feedback	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback
5	Setting and Streaming	Students in different sets or streams sometimes follow a different curriculum, particularly when different national tests, different examination levels or different types of academic and vocational qualifications are available. The aim of setting and streaming approaches is to enable more effective and efficient teaching by narrowing the range of pupil attainment in a class. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/setting-and-streaming
6	Class Attainment Grouping	Within-class grouping (also known as within-class attainment grouping) means organising pupils within their usual class for specific activities or topics, such as literacy or mathematics. Pupils with similar levels of current attainment are grouped together, for example, on specific tables, but all pupils are taught by their

		usual teacher and support staff, and they usually all follow the same curriculum but at different levels of difficulty. <u>Within class attainment grouping EEF (educationendowmentfoundation.org.uk)</u>
7	Behaviour interventions	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: • Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; • Universal programmes which seek to improve behaviour and generally take place in the classroom; and • More specialised programmes which are targeted at students with specific behavioural issues. <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</u> Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. <u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u> <u>Cognitive Behavioural Therapy - Youth Endowment Fund and Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</u>
8	Aspiration Interventions	By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</u>
9	Breakfast Clubs	Breakfast clubs are currently offered by nearly 80% of schools in England. In this study a team from the Institute for Fiscal Studies will compare the impact of clubs where all children, regardless of income, get a free breakfast versus clubs where only pupils eligible for free school meals (FSM) get breakfast free. In the second scheme other pupils would be able to attend and pay for their breakfast. The study will also examine

		whether there is a difference in attainment between breakfast clubs which operate before school and those held during school hours. <u>Breakfast Clubs-EEF (educationendowmentfoundation.org.uk)</u>
10	Adaptive Teaching	Better teachers matter. Better teachers make children learn faster, especially disadvantaged children. The evidence for this is overwhelming. At The Sandon School, we have defined some key methods to create better teachers. We define what effective teaching looks like in our lesson framework; an evidence informed compilation of best teaching practices. From this framework, we have identified a number of teaching strategies that we consider to be non-negotiables in a lesson at The Sandon School. We created "The Sandon Six." This teaching and learning guide explains how to get better. Part A: Key Adaptive Teaching and Learning Strategies. Part B: The Sandon Six.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £88,186.00

Challenge number(s) addressed	Activity	Evidence support	Intervention
1,2	Developing metacognitive and self-regulation skills in all students.	1	- On-going teacher and LSA training, support and release time - Deployment of HLTAs to support small group targeted support in maths (where metacognitive training is especially effective)
2,3,4	SEND provision development.	2	- Appointment of new SENCO to lead the department (salary with on-costs of new SENCO – non-teaching) - Review of LSA deployment - CPD (Level 4 qualification) for HLTAs to support maths and English teaching - CPD focused on supporting students with additional needs – including Level 3 qualification for supporting students with Speech, Language and Communication learning needs
1, 3	Raising standard of literacy and use of language in all subject areas in line with recommendations in the EEF <u>Improving Literacy in Secondary Schools</u> guidance.	3	- Evidence in subject areas of a focus on using higher tier language and vocabulary - for example, in lesson observations, learning walks, student work scrutiny, etc - Application of guidance such as Improving Literacy in Secondary Schools - Recruitment of a teacher with additional responsibility for whole school reading strategy

			• Extension of Accelerated Reader and regular independent in-lesson reading (DEAR - Drop Everything and Read) into Year 9 additionally • Use of online programmes to enhance engagement in Maths and English – Sparks Maths and Sparks Reader • Use of assistive technology - for example, pen reader
1,2,3,4,6, 10	CPD programme focused on raising standards of teaching and learning and promoting good mental health and wellbeing in all students, including disadvantaged.		• School development plan - road maps for raising standards • Curriculum and subject area development plans • Quality assurance systems, including learning walks, work scrutiny • Staff engage with CPD - for example, trauma perceptive training, subject specific CPD • Consistent high-quality teaching in all subject areas and at all levels, evidenced in learning walks, work scrutiny and as well as outcomes
1,6, 10	Adaptive Teaching as a whole school focus across all subject areas.		• This is identified and implemented through Learning Area Improvement plans • Teaching and Learning focus on adaptive teaching. The Sandon Six teaching and learning strategies for a Sandon Lesson • Whole school quality assurance process for teaching and learning

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

Budgeted cost: £43,000.00

Challenge number(s) addressed	Activity	Evidence support	Intervention
1,2,3,4	1:1 English & Maths tuition delivered by in school tutors	2	- Tuition delivered by a Sandon School tutor in English. Four sessions a week. Week A and B rotation. Selected PP students in Year 11 - Students identified by underachievement, well-being support and for pastoral support intervention
1,2,3,4	Further developing one to one and small group targeted tuition for students needing support with literacy and numeracy and where there are issues with attendance and engagement.	2	- Programme of one to one and small group tuition in school. - Recruitment of an additional tutor in school to support one-to-one provision - Bespoke tuition programmes designed to meet the needs of individual students - The use of enrichment time for purposeful 30-minute revision and support sessions
3,4	Additional support in Maths and English lessons	2	- Maths and English specific HLTAs - Additional teachers for team teaching and small group interventions
1,2,3,4,6	Conscious marking of PP students' work to ensure quality feedback. First 3 initiative.	4	- In cohorts where the data indicates PP underachievement, subject staff to identify 'First 3' to target. PP students are seated appropriately, targeted questioning at least once a lesson and a focus on quality written feedback - Sample marking approach to marking. Implemented into marking expectations for Sandon staff academic year 2024

1,2,3,4,6	Classroom interventions.	5	• Identification of Year 7 students through baseline testing including CAT testing. Interventions put in place to narrow the gap through 1:1 targeted support
3,4	Use of Word of the Week to promote Tier 2 vocab across the whole school.	3	• Literacy Lead ensures form tutors are informed of the termly agenda, and provides material for form time for tutors to cover • Heads of Year lead with specific individual year groups
3,4	Implementation of whole school subject specific vocabulary spelling tests during tutorial and lesson time across KS3.	3	• Literacy Lead ensures form tutors are informed of the termly agenda and provides material for form time for tutors to cover. This has included a book of curriculum wide subject vocabulary
1,2,3,4	Use of IXL learning software to improve Maths and English Levels of disadvantaged students	3	• Intervention is made available for all disadvantaged students. IXL will be used in SEND, the reflection room and provided for all Year 11 mentees identified for their underachievement • In many cases students will have individual accounts from which progress of maths and English can be identified over time. Funding for 100 accounts
1,3	Targeted intervention in KS4 English Language & Literature lessons based on Year 11 December mock data. Use of writing frames to structure answers.	6	• Live modelling of answers through walking/talking mocks • DIRT tasks expectations for mock marking green pen review Directed independent review time for students following all formal assessments. Formal assessments occur twice a term
1,6	Revision technique sessions for PP students through year group assemblies.	2	• Revision assemblies on note taking, revision, examination preparation • Enrichment time prioritised for Year 11
1,5,6	Mentoring sessions to be delivered to underachieving Year 11 students evidenced by their mock exams.	1	• Year 11 student underachievement identified after mock examinations. 1:1 Mentoring to create and implement an individualised action plan to address underachievement with PP students. This is in after Year 10 and Year 11 mocks. • SLT to lead mentoring sessions

	Year 11 PP students provided with additional revision resources including revision guides to aid independent study/revision.		• Purchase of stationery and consumables to support independent study including KS4 revision packs, ingredients for Food Technology and Art and Technology packs • Purchase of stationery for all FSM students for Term 1 so they are school ready • Purchase of calculators to support independent Maths study across all key stages • Purchase of ICT equipment to support independent study
	When Alternative Education is required appropriate resources and bespoke timetables are implemented.	7	• Alternative Education placements to support differentiation of the curriculum (e.g. Essex Youth Build, Circles Farm and Rayleigh Sports, Heybridge PRU Referral)
	Year 11 PP students who are at risk of becoming NEET.	8	• Students have access to careers advice through 1:1 meetings with the careers adviser. Referrals made for outside agency support where appropriate

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

Budgeted cost: £50,489.00

Challenge number(s) addressed	Activity	Evidence support	Intervention
1, 2	Appropriate Alternative Provision and Education used to improve attendance and well-being	7	Alternative Education placements to support differentiation of the curriculum (e.g. Essex Youth Build, Circles Farm and Rayleigh Sports, Heybridge PRU Referral)
1,5,6	Recruitment of professionals qualified to support students' mental health needs to support specific students identified as requiring emotional support.	7	- In-school counselling provision (contract staff) - Training for staff in CBT-based techniques to support students' psychoeducation - e.g. drawing on - CPD for staff - e.g. trauma perceptive practice training and collaboration with EWMHS mental health workers for guidance on supporting students
1,5,6	Increase stakeholder engagement		- Maintaining specialist staff to support effective use of social media to engage parents and carers - Implement guidelines for subsidising attendance to extra-curricular activities and trips for disadvantaged students
5,6	SEND Assessments		Implementation of whole school strategy to monitor and undertake necessary SEND assessments for students at risk of permanent exclusion due to SEMH needs
5,6	Identifying and responding to mental health and wellbeing needs once identified. Mentoring is used to support SEMH students develop resilience and self-esteem.	1	- Purchase of PASS assessment programme to identify students' attitudes to school to support early identification of issues in KS3 - Increased use of formal one planning to address attendance/engagement issues - including training for pastoral team and release time for stakeholder meetings - In-school mental health workshop groups led by the pastoral leads

			• Thrive programme delivered through the learning support team to support social skills • Students engaging with appropriate external support - for example, Wilderness programmes, Reach mentoring • Becoming a training school as part of the Mental Health Training Schools programme and hosting 4 trainee Education Mental Health Practitioners in school
5,6	Responding effectively to absence issues and promoting the value of good attendance.		• CPD for attendance staff • Release time for effective liaison between pastoral team and attendance staff to respond to absence effectively and stakeholder meetings • Collaborative working between pastoral team and SENCO to devise bespoke support for students with persistent absence • Release time for professionals' meetings - e.g., SEND Inclusion Partner and Education Access Team • Expanding the attendance team with recruitment of an Attendance Officer
1, 4, 6	Breakfast Club	9	• Breakfast club to run from 7.45am to 8.15am each weekday • PP/FSM students are provided with additional funds for purchasing a morning breakfast • Adaptations to the lunch menu to cater further more for FSM at lunchtimes.
1,5	Student Travel		• Short term support with transport costs so that the journey to school does not become a barrier to attendance
1,6	Music Tuition Support		• Opportunities made available for students wishing to learn an instrument
1,6	School Trips		• Whole or part costs of extra-curricular trips in and outside of the UK to raise student aspirations and develop their cultural capital
1,5	Rewards		• Attendance rewards to promote excellent attendance and to promote improvements in attendance

1,5,6	Uniform		• Uniform bought for families for financial support
1,5,6	Raise awareness of the importance of excellent attendance through assemblies/ rewards.		• Attendance rewards to promote excellent attendance and promote improvements in attendance
All	Contingency fund for acute issues.		• 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 quickly to needs that have not yet been identified

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.

Intended outcome	Success criteria			
1.Narrow the gap in attainment between non-disadvantaged and disadvantaged students across the curriculum at the end of KS4.	2024/2025 KS4 outcomes demonstrate that disadvantaged students achieve:			
	2025 P8 > 2024 P8 2025 A8 > 2024 A8			
		2025	2024	2023
	Average Total A8	33.38	31.79	36.23
	Average Total P8	Not available	-0.69	-0.52
	2024/2025 KS4 outcomes demonstrate that disadvantaged students achieve:			
	- The A8 figure for disadvantaged students is 33.38. The attainment figure has increased by +1.59 from 31.79 in 2024. This is below the figure for 2023 of 36.23. - This target will remain but measured against A8 data due to the absence of KS2 data for measuring progress. The pupil premium statement details how this will be actioned and implemented.			

2.Narrow the gap in attainment between non-disadvantaged and disadvantaged students in Maths at the end of KS4.	Year 11 GCSE results in Maths show a reduction in the gap between PP and NPP students. 2025 P8 > 2024 P8 in Maths <table><tr><td></td><td>2025</td><td>2024</td></tr><tr><td>A8 Figure</td><td>6.72</td><td>5.45</td></tr><tr><td>P8 Figure</td><td>Not available</td><td>-1.06</td></tr></table> 2025 A8 > 2024 A8 in Maths by 1.27 - This target will remain but measured against A8 data due to the absence of KS2 data for measuring progress. The pupil premium statement details how this will be actioned and implemented.		2025	2024	A8 Figure	6.72	5.45	P8 Figure	Not available	-1.06
	2025	2024								
A8 Figure	6.72	5.45								
P8 Figure	Not available	-1.06								
3.Narrow the gap in attainment between non-disadvantaged and disadvantaged students in English at the end of KS4.	Year 11 GCSE results in English Language show a reduction in the gap between PP and NPP students. 2025 P8 > 2024 P8 in English Language <table><tr><td></td><td>2025</td><td>2024</td></tr><tr><td>A8 Figure</td><td>6.84</td><td>6.97</td></tr><tr><td>P8 Figure</td><td>Not available</td><td>-0.80</td></tr></table> 2025 A8 < 2024 A8 in English Language by -0.13 - This target will remain but measured against A8 data due to the absence of KS2 data for measuring progress. The pupil premium statement details how this will be actioned and implemented.		2025	2024	A8 Figure	6.84	6.97	P8 Figure	Not available	-0.80
	2025	2024								
A8 Figure	6.84	6.97								
P8 Figure	Not available	-0.80								

4.Improved reading comprehension among disadvantaged students across KS3.	Reading Age of Students < 11 <u>Year 9 Students:</u> 99 Students out of 212 in Year 7 had reading ages of below 11 in 2023 26% of these students were disadvantaged. This improved. By Year 9 70 students out of 212 had reading ages of below 11. 33% of these students were disadvantaged. From the data NPP students improved their reading age more significantly than PP. PP students total reduced by 3, and NPP by 26 students. This is the reason for the increase in disadvantaged percentage. <u>Year 8 Students:</u> 20 students joined Sandon in Year 7 with a reading age of below 11 who were classified as disadvantaged. At the beginning of Year 8 this figure had reduced to 16 students.
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5.To achieve and sustain improved attendance for our disadvantaged students.

Sustained high attendance (in line with or higher than national figures) from 2024/25 demonstrated by: Reducing the attendance gap between disadvantaged students and their non-disadvantaged peers to less than 5%. The Sandon School gap is 7.6%. Currently the national gap is 7.1%.

This target will remain as PP figures in 2025 are -1.7% below national PP figures.

	2025	2024	2023
School PP	84.5%	86.7%	91.5%
FFT National PP	86.2%	88.1%	92.6%
Difference PP	-1.7%	-1.4%	-1.1%
	2025	2024	2023
School NPP	92.1%	93.3%	96.2%
FFT National NPP	93.3%	94.4%	96.5%
Difference NPP	-1.2%	-1.0%	-0.4%

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
Accelerated Reader	Renaissance
PASS assessments	GL Learning
Sparx Online Maths platform	Sparx Learning
Sparx Reading Digital Literacy Programme	Sparx Learning
IXL English and Maths Online Learning Platform	IXL