

Pupil premium strategy statement 2025 - 2026

This statement details Sandy Hill Academy'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
School name	Sandy Hill Academy
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	22% (96/442 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25, 2025-26, 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Andrew Earnshaw
Pupil premium lead	Jack Walker
Governor / Trustee lead	Aspire Trust Board

Funding overview – leave last years

Academic Year 2025-2026	
Detail	Amount
Pupil premium funding allocation this academic year	£138,680
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	£138,680

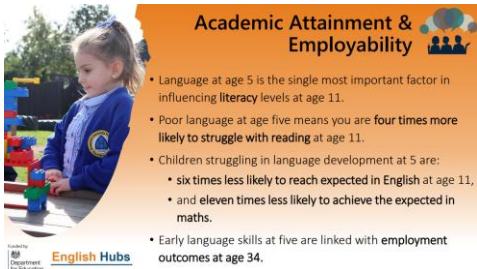
Part A: Pupil premium strategy plan

Statement of intent

At Sandy Hill Academy we aim for all children, regardless of background, to thrive academically and personally through high-quality teaching, targeted support and enrichment. By fostering aspiration, strong relationships, language development and wellbeing, we ensure every pupil is challenged, supported and equipped with skills to succeed in learning and life.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Communication and Language Development</p> <p>Based on entry data, children enter the setting working below age related expectations. Ensuring children are targeted through high-quality wave one teaching, targeted interventions and speech and language therapy is key to enable all children to make progress.</p> <p>Education recovery in early years providers: spring 2022 - GOV.UK (www.gov.uk)</p>  <p>The infographic features a photograph of a young girl in a blue school uniform playing with colorful blocks. To the right of the photo, the title 'Academic Attainment & Employability' is displayed above a list of bullet points. The bullet points highlight the importance of language skills at age 5 for literacy and employment outcomes at age 11 and 34. The infographic is attributed to 'English Hubs' and the 'Department for Education'.</p>
2.	<p>Reading development</p> <p>Across the school, reading is a priority, with the successful implementation of the Little Wandle DfE validated systematic synthetic phonics programme over recent academic years, supplemented by rapid catch-up for Key Stage 2, fluency for Year 2 and SEND programmes enhancing current provision. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>We aim to continually review and develop our phonics teaching, including the monitoring of new interventions to ensure we are in-line or above national age-related expectations for phonics.</p>

3.	<p>Writing development, including key skills and stamina for writing.</p> <p>Supporting recovery as a result of school closures, including writing, and stamina for writing.</p> <p>In line with ongoing national trend, we have seen a reduction in children's writing attainment across the school. Children's progress and attainment, as well as stamina for writing, has been affected as a result of the pandemic.</p> <p>Handwriting development will be prioritised in line with the Writing Framework.</p> <p>To support the effective application of key writing skills, similar to mental arithmetic in mathematics, the place value of punctuation and grammar will form the fluency (concrete/pictorial to abstract) for writing across the school with opportunities for reasoning, building depth of understanding.</p> <p>These findings are supported by national research undertaken by: DfE, Rising Stars, National Literacy Trust, NFER and FFT state that the impact of COVID 19 means that that the gap has widened.</p> <p>The writing framework - GOV.UK</p> <p>Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)</p> <p>New research reveals only 1 in 3 children enjoy writing in their free time National Literacy Trust</p>
4.	<p>Mathematical development, in particular mental arithmetic and recall.</p> <p>To support and maintain confidence with fundamentals within mathematics with specific focus and drive of mental arithmetic.</p> <p>We have identified through our assessment last year that mental arithmetic was effective in raising pupil confidence. Building on this, we aim to develop mental arithmetic further to increase the positive impact on attainment of both expected and greater depth standards, supporting recall of facts and relieving cognitive load to delve deeper into mathematical problems. Mental arithmetic will be a focal point of all mathematics lessons and strategies will be used to support high-quality wave one teaching and to close the gap.</p> <p>These findings are supported by national research undertaken by: DfE, Rising Stars, OFSTED, NFER and FFT state that the impact of COVID 19 means that that the gap is widening.</p> <p>Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)</p> <p>Subject report series: maths - GOV.UK (www.gov.uk)</p>
5.	<p>Attendance</p> <p>Our attendance data historically has been positive for pupils, including disadvantaged, however, we recognise during and since the pandemic,</p>

	<p>mirroring the national picture, our attendance became inconsistent. Furthermore, the gap between attendance figures for disadvantaged and non-disadvantaged has widened.</p> <p>Our assessments and observations indicate that lower attendance and persistent absence is negatively impacting disadvantaged pupils' progress.</p> <p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</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
To sustain high levels of wellbeing for all pupils in our school.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant engagement in participation in enrichment activities, from all pupils, including pupil premium. • Use of TIS approach to support children across school.
<p>Improved oral language skills and vocabulary.</p> <p>Children will be able to communicate verbally and non-verbally confidently.</p> <p>Children will be able to express their wants and needs in an appropriate way.</p> <p>Children will show secure understanding of language and communication and will be able to work in collaborative groups supporting each other making their thinking</p>	<p>Sustained attainment from 2025/2026 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> • children leaving EYFS will meet age-related expectations for Communication and Language. Outcomes for children across all of the curriculum will reflect high quality wave one teaching that enables pupils to develop valuable language and communication skills. • at the end of Reception, the percentage of children at the expected level for Personal, Social and Emotional Development, communicating and managing emotions well, will be in line with the national average or higher. • we have an increased focus on vocabulary interest and engagement across the curriculum, using 'Widgit' symbols and 'EYFS Vocabulary triangles'. We aim for this strategy to support children to achieve in line with national averages for writing. • Assessments and observations across the whole school will indicate significantly improved oral language. This will be evident through WellComm planning and assessments, including given examples. Further evidence will be clear when triangulated with other

explicit through discussion.	sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>Frequent reading of all children working below the expected level will help support and underpin their learning. This will enable them to access quality wave one teaching and learning materials more effectively and with confidence.</p> <p>Pupils will be able to apply their reading learning and strategies within and across lessons.</p>	<p>Sustained progress and attainment from 2025/26 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for reading. the percentage of children passing the phonics screening test will be in line with national average or higher. Little Wandle Phonics data will show that children are meeting their target group at the expected time to ensure that they are keeping up with the phonics programme. data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment.
Improved key writing skills, stamina and attainment for pupils at the end of KS2.	<p>Sustained progress and attainment from 2025/26 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for writing. data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment.
Improved maths attainment, with a particular focus on mental arithmetic, for pupils at the end of KS2.	<p>Sustained progress and attainment from 2025/26 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for maths. the percentage of children's score in the Year 4 multiplication check will be in line with, or exceed, national average. KS2 mental arithmetic data will show that children are meeting their target group at the planned time to ensure that they are progressing and attaining well with mental arithmetic. data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment.
To achieve and sustain improved attendance for all pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils, and pupil groups, being no more than national averages.

	<ul style="list-style-type: none"> • the percentage of all pupils who are persistently absent being below national averages, with support in place to reduce this for all pupils. • attendance data comparisons between disadvantaged pupils and their non-disadvantaged peers show the same progress and high attainment.
--	--

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: **£73, 720**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous Professional Development to improve high quality first wave teaching and support from all staff. Fund ongoing teacher training release time/overtime for support staff	<p>The evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)</p>	All
<p>Training and purchase of vocabulary resources.</p> <p>Reviewing curriculum to ensure that it is vocabulary rich.</p> <p>Using the EEF's oral language interventions to support the school's curriculum.</p>	<p><i>"By 3 years of age, there is a 30-million-word gap between children from the wealthiest and poorest families."</i> (The National Association for the Education of Young Children, NAEYC, 2014)</p> <p>Waldfoegel and Washford identified in 2010, a 27% word gap between disadvantaged and non-disadvantaged.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF toolkit +6months</p>	1, 2, 3
Embedding dialogic activities across the school curriculum, particularly from the foundations in EYFS. These can support pupils to articulate key ideas, consolidate	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are	2, 3

<p>understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Continue to prioritise purchasing additional resources to enrich DfE validated Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils.</p> <p>Update and purchase phonics decodable reading books, linked to new phonics scheme, resources and fund ongoing teacher training and release time for all staff.</p> <p>Pupil Premium individual provision and progress matrices identifying barriers early and progress is maximised.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><i>‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.’ (Education, Endowment Fund, EEF, 2018)</i></p>	3
<p>Continue to purchase additional resources to develop key skills and stamina for writing, building ‘the place value of punctuation and grammar’ (Grammarsaurus)</p> <p>Pupil Premium individual provision and progress matrices identifying barriers early and progress is maximised.</p>	<p>Children’s stamina for writing is enhanced through extensive practice of transcription and sentence construction (including punctuation and grammar) - critical components of the writing process.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Enhancement of our mathematics teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school, in particular mental arithmetic strategies, and to access</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	4

<p>Maths Hub resources and CPD.</p> <p>Enhance, refine and enrich consistent approach to mental arithmetic teaching developed over the last two academic years e.g. times tables songs/raps, precision teaching and use of technology etc.</p> <p>Implement newly updated calculation policy</p> <p>Pupil Premium individual provision and progress matrices identifying barriers early and progress is maximised.</p>	<p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>	5

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

Budgeted cost: **£34,000**

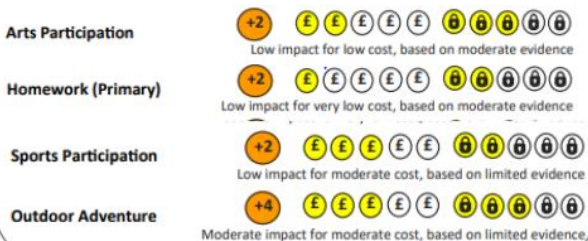
Activity	Evidence that supports this approach	Challenge number(s) addressed
Where appropriate, 1:1, 1:2 and small group structured interventions to discuss their next steps in learning, make links to previous learning and promote independence. Focused teaching groups within the day are used where appropriate. 1:1 used	<p>Research (EEF) evidence high quality one to one support that is purposeful and focused has a high impact on raising attainment (+5 months).</p> <p>See EEF COVID-19 Documents.</p> <p>EEF Feedback guidance report 2021</p>	All

meticulously for phonics and early reading catch up.	EEF toolkit: feedback +8 months	
<p>Teaching of phonics through a systematic phonics program: Little Wandle (LW) – with targeted intervention.</p> <p>Pupil assessment will take place termly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support.</p> <p>The program is overseen by a Phonics Lead who supports staff daily in the delivery as necessary. Regular phonic assessment enables pupils and staff are supported as required.</p> <p>In addition, regular CPDL is delivered with updates to the teaching and delivery of the program.</p>	<p><i>‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.’ (EEF 2018)</i></p> <p>LW is a proven approach and in school evidence of the program has identified that the program is highly effective, any extra intervention needed is a continuation of the LW program.</p> <p>In addition, continual monitoring also enables pupils to be identified immediately, LW teachers can ask for an assessment to be conducted at any point if they feel a child has progressed or dipped. Furthermore, LW trained class TAs’ can deliver ‘keep up’ intervention in class as necessary.</p>	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with LW training programme and schools.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Use of Master of the Curriculum in Nursery and Mastering Number (Rec and KS1) as well as KS2 mental arithmetic strategies focus teaching to improve rapid recall of	<p>Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF educationendowmentfoundation.org.uk</p>	4

facts and accelerate progress.		
--------------------------------	--	--

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

Budgeted cost: **£34,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural Capital</p> <p>Whole staff training on cultural capital with the aim of creating opportunities for all children to experience a wide range of activities e.g. Children's University, Start Small, Dream Big, Primary Futures etc</p> <p>To provide an aspirational curriculum which goes beyond the national curriculum and ensures that all children know more and remember more.</p> <p>A broad and balanced curriculum has been mapped and will be delivered to ensure that children's learning enables for them to revisit and build upon previously taught knowledge skills in a progressive manner.</p> <p>All children will be provided with equal opportunities to engage in new experiences and enriching activities to support teaching e.g. inter-house sports competition, sports network partnerships</p>	<p><i>"The essential knowledge that children need to be educated citizens."</i> (Ofsted EY Inspection Handbook).</p> <p><i>"Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education."</i> (DfE, Early Years Inspection Handbook)</p> <p>The EEF evaluates the effectiveness of different approaches linked to cultural capital:</p>  <p>The graphic shows four categories of activities with their impact and cost ratings:</p> <ul style="list-style-type: none"> Arts Participation: +2 impact, low cost, moderate evidence. Homework (Primary): +2 impact, very low cost, moderate evidence. Sports Participation: +2 impact, moderate cost, limited evidence. Outdoor Adventure: +4 impact, moderate cost, limited evidence. 	5

<p>This will include visits, visiting experts and enrichments to teaching.</p>		
<p>Attendance</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to support and action procedures to improve attendance with support from attendance lead, attendance administrator and EWO.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Social and Emotional Support</p> <p>Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners).</p> <p>Pupils will have individual plans in place to support their learning.</p> <p>Pupil Premium individual provision and progress matrices identifying barriers early and progress is maximised.</p> <p>Whole class provision maps will be in place to outline support for all children's social and emotional development.</p> <p>TIS trained staff will help support pupils and staff individually, as required, to ensure that individual pupil need is met.</p> <p>Pupils will have access to resources and specialised activities to enable them to access quality wave one teaching.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year. (EEF 2020)</p> <p>TIS is recognised as an effective approach supporting emotional resilience.</p> <p>Sutton Trust: Behaviour Interventions +3 months</p> <p>Sutton Trust: Social and emotional learning +4 months</p>	<p>2, 3, 4</p>

<p>Parent support advisor provides and facilitates a range of services to support families.</p> <p>Using a variety of ways to communicate with parents to close the 'gap' between parents and the school. This is a multi-media approach using texts, letters, book creator newsletters, social media and information videos to inform parents about what is happening in school.</p>	<p>The Sutton Trust / Education Endowment Foundation's Teaching and Learning Toolkit finds that parental involvement is consistently associated with pupils' success at school.</p> <p>There has been strong evidence on the importance of the home learning environment in determining educational and social outcomes.</p> <p>Sutton Trust: Parental engagement +3 months</p> <p>Students aspirations, expectations and school achievement</p> <p>Engaging with parents and staff to raise aspirations for all pupils</p> <p>SPACE Training</p>	5
---	---	---

Total budgeted cost: £138,680

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 2023 to 2024 academic year.

Academic Year 2024-2025	
Detail	Amount
Pupil premium funding allocation this academic year	£145,440
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	£145,440
Desired Outcomes from 2024-2025: <ul style="list-style-type: none">• To close the in-school gap between PP and non-PP attainment in all areas of the curriculum, including both EXS and GDS attainment, sustaining high levels of wellbeing for all pupils in our school.• To close the gap in attendance between PP and non-PP pupils• To further develop communication skills	

Provisional KS2 Data

Key Stage 2 2025 - Attainment Summary

Sandy Hill Academy (DfE: 2448)

Corestats
Data & Analysis for Schools in Cornwall

Caution: Small Cohort/s (<11)

Reading Test		School					Comparator					Gap between School & Comparator	
		Cohort	% Expected Standard +		% Greater Depth		Cohort	% Expected Standard +		% Greater Depth		Pupil Difference (EXS)	Pupil Difference (GDS)
Sex	All pupils	60	80.0%	<div></div>	28.3%	<div></div>	DfE	75.1%	<div></div>	33.3%	<div></div>	2	-3
	Girls	32	87.5%	<div></div>	34.4%	<div></div>	DfE	78.1%	<div></div>	35.6%	<div></div>	3	0
	Boys	28	71.4%	<div></div>	21.4%	<div></div>	DfE	72.2%	<div></div>	31.1%	<div></div>	0	-2
Disadvantaged	Disadvantaged	19	68.4%	<div></div>	21.1%	<div></div>	DfE	63.2%	<div></div>	21.3%	<div></div>	0	0
	Other	41	85.4%	<div></div>	31.7%	<div></div>	DfE	80.6%	<div></div>	39.0%	<div></div>	1	-2
SEN	No SEN	47	91.5%	<div></div>	36.2%	<div></div>	DfE	84.9%	<div></div>	39.4%	<div></div>	3	-1
	SEN Support	8	37.5%	<div></div>	0.0%	<div></div>	DfE	50.1%	<div></div>	15.3%	<div></div>	-1	-1
	EHCP	5	40.0%	<div></div>	0.0%	<div></div>	DfE	19.6%	<div></div>	5.8%	<div></div>	1	0
Mobility	Mobile Pupils	1	100.0%	<div></div>	0.0%	<div></div>	LA	65.2%	<div></div>	24.5%	<div></div>	0	0
	Non-Mobile Pupils	59	79.7%	<div></div>	28.8%	<div></div>	LA	75.3%	<div></div>	32.3%	<div></div>	2	-2
	At school since EY	49	77.6%	<div></div>	22.4%	<div></div>	LA	76.4%	<div></div>	33.1%	<div></div>	0	-5
	Joined After EY	11	90.9%	<div></div>	54.5%	<div></div>	LA	70.0%	<div></div>	28.7%	<div></div>	2	2

Key to gap shading:

Significantly above comparator	Significantly below comparator	Above average by the equivalent of one or more pupils	Below average by the equivalent of one or more pupils	In line with comparator
--------------------------------	--------------------------------	---	---	-------------------------

Provisional KS2 Data

Key Stage 2 2025 - Attainment Summary

Sandy Hill Academy (DfE: 2448)

Corestats
Data & Analysis for Schools in Cornwall

Caution: Small Cohort/s (<11)

Writing TA		School				Comparator				Gap between School & Comparator			
		Cohort	% Expected Standard +		% Greater Depth	Cohort	% Expected Standard +		% Greater Depth	Pupil Difference (EXS)	Pupil Difference (GDS)		
Sex	All pupils	60	76.7%	<div><div></div></div>	13.3%	<div><div></div></div>	DfE	71.1%	<div><div></div></div>	12.6%	<div><div></div></div>	3	0
	Girls	32	87.5%	<div><div></div></div>	15.6%	<div><div></div></div>	DfE	77.2%	<div><div></div></div>	15.5%	<div><div></div></div>	3	0
	Boys	28	64.3%	<div><div></div></div>	10.7%	<div><div></div></div>	DfE	65.2%	<div><div></div></div>	9.9%	<div><div></div></div>	0	0
Disadvantaged	Disadvantaged	19	57.9%	<div><div></div></div>	5.3%	<div><div></div></div>	DfE	58.4%	<div><div></div></div>	6.5%	<div><div></div></div>	0	0
	Other	41	85.4%	<div><div></div></div>	17.1%	<div><div></div></div>	DfE	77.0%	<div><div></div></div>	15.5%	<div><div></div></div>	3	0
SEN	No SEN	47	95.7%	<div><div></div></div>	14.9%	<div><div></div></div>	DfE	82.8%	<div><div></div></div>	15.6%	<div><div></div></div>	6	0
	SEN Support	8	12.5%	<div><div></div></div>	12.5%	<div><div></div></div>	DfE	38.1%	<div><div></div></div>	3.3%	<div><div></div></div>	-2	0
	EHCP	5	0.0%	<div><div></div></div>	0.0%	<div><div></div></div>	DfE	12.7%	<div><div></div></div>	1.2%	<div><div></div></div>	0	0
Mobility	Mobile Pupils	1	100.0%	<div><div></div></div>	0.0%	<div><div></div></div>	LA	61.1%	<div><div></div></div>	6.5%	<div><div></div></div>	0	0
	Non-Mobile Pupils	59	76.3%	<div><div></div></div>	13.6%	<div><div></div></div>	LA	74.0%	<div><div></div></div>	12.1%	<div><div></div></div>	1	0
	At school since EY	49	79.6%	<div><div></div></div>	12.2%	<div><div></div></div>	LA	75.4%	<div><div></div></div>	12.6%	<div><div></div></div>	2	0
	Joined After EY	11	63.6%	<div><div></div></div>	18.2%	<div><div></div></div>	LA	67.4%	<div><div></div></div>	9.5%	<div><div></div></div>	0	0

Key to gap shading:

Significantly above comparator	Significantly below comparator	Above average by the equivalent of one or more pupils	Below average by the equivalent of one or more pupils	In line with comparator
--------------------------------	--------------------------------	---	---	-------------------------

Provisional KS2 Data

Key Stage 2 2025 - Attainment Summary

Sandy Hill Academy (DfE: 2448)

Corestats
Data & Analysis for Schools in Cornwall

Caution: Small Cohort/s (<11)

Maths Test		School				Comparator				Gap between School & Comparator			
		Cohort	% Expected Standard +	% Greater Depth		Cohort	% Expected Standard +	% Greater Depth		Pupil Difference (EXS)	Pupil Difference (GDS)		
Sex	All pupils	60	80.0%	<div><div></div></div>	18.3%	<div><div></div></div>	DfE	74.1%	<div><div></div></div>	26.3%	<div><div></div></div>	3	-4
	Girls	32	84.4%	<div><div></div></div>	21.9%	<div><div></div></div>	DfE	73.3%	<div><div></div></div>	22.1%	<div><div></div></div>	3	0
	Boys	28	75.0%	<div><div></div></div>	14.3%	<div><div></div></div>	DfE	74.9%	<div><div></div></div>	30.4%	<div><div></div></div>	0	-4
Disadvantaged	Disadvantaged	19	68.4%	<div><div></div></div>	5.3%	<div><div></div></div>	DfE	60.5%	<div><div></div></div>	15.1%	<div><div></div></div>	1	-1
	Other	41	85.4%	<div><div></div></div>	24.4%	<div><div></div></div>	DfE	80.4%	<div><div></div></div>	31.6%	<div><div></div></div>	2	-2
SEN	No SEN	47	93.6%	<div><div></div></div>	21.3%	<div><div></div></div>	DfE	84.4%	<div><div></div></div>	31.6%	<div><div></div></div>	4	-4
	SEN Support	8	37.5%	<div><div></div></div>	12.5%	<div><div></div></div>	DfE	47.1%	<div><div></div></div>	10.0%	<div><div></div></div>	0	0
	EHCP	5	20.0%	<div><div></div></div>	0.0%	<div><div></div></div>	DfE	18.0%	<div><div></div></div>	4.3%	<div><div></div></div>	0	0
MTC	Achieved 25	19	100.0%	<div><div></div></div>	52.6%	<div><div></div></div>	LA	93.8%	<div><div></div></div>	47.9%	<div><div></div></div>	1	0
	Achieved under 25	37	75.7%	<div><div></div></div>	2.7%	<div><div></div></div>	LA	69.2%	<div><div></div></div>	14.4%	<div><div></div></div>	2	-4
Mobility	Mobile Pupils	1	100.0%	<div><div></div></div>	0.0%	<div><div></div></div>	LA	64.0%	<div><div></div></div>	13.9%	<div><div></div></div>	0	0
	Non-Mobile Pupils	59	79.7%	<div><div></div></div>	18.6%	<div><div></div></div>	LA	73.1%	<div><div></div></div>	22.4%	<div><div></div></div>	3	-2
	At school since EY	49	79.6%	<div><div></div></div>	16.3%	<div><div></div></div>	LA	75.2%	<div><div></div></div>	23.4%	<div><div></div></div>	2	-3
	Joined After EY	11	81.8%	<div><div></div></div>	27.3%	<div><div></div></div>	LA	65.7%	<div><div></div></div>	18.0%	<div><div></div></div>	1	1

Key to gap shading:

Significantly above comparator	Significantly below comparator	Above average by the equivalent of one or more pupils	Below average by the equivalent of one or more pupils	In line with comparator
--------------------------------	--------------------------------	---	---	-------------------------

- All staff again have pupil premium as a focus with clear provision matrices identifying individual barriers, actions and impact for 2024/25. Staff will be actively enriching curriculum opportunities for all children, and continuing CPD to increase both progress and attainment across the curriculum, aiming to diminish any gaps that have developed between PP and non-PP attainment (particularly at greater depth standard, GDS), as detailed in this plan.
- Language and Communication intervention was delivered in Nursery and Reception Classes. We have used the WellComm programme and progress is evident for children. We will continue to monitor the impact of the program ensuring start and end data. Data assessments and observations indicate there was a higher need for specialist speech and language referrals last academic year. Moving to WellComm last academic year, we recognised a key benefit of this programme being that it is for 6 months to 6 years, supporting both Nursery and Reception pupils. Supporting access to earlier aged SALT strategies with a clear programme of support, intervention and assessments, even when awaiting specialist SALT therapy provision, in line with The SEN Code of Practice (DFE 2014) we note that it is essential that schools are responding to children who are showing signs of emerging difficulties and to act early.
- The earlier starting age proves beneficial to all pupils but particularly, disadvantaged, it enables pupils who may not necessarily have the chance to access a quality learning provision, to do so. In addition, it is also positive in creating early home school links to help create and build upon positive home school relations. We will continue to promote the Nursery provision to increase the numbers of pupils and disadvantaged pupils starting at the setting.
- Staff in EYFS have received the WellComm training and implemented the program, measuring its effectiveness. During the next academic year, with new EYFS staff, ongoing training and monitoring will continue.
- Vocabulary rich wider curriculum opportunities CPD has been delivered to all teaching staff to support successful implementation and will be a focus in this plan. During the next academic year, ongoing monitoring will continue with further training for staff.
- Our assessments and observations indicate that wellbeing and mental health have been significantly impacted in recent years (including post-COVID-19-related issues). The impact is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

- Social and emotional impact that the pandemic has had on some children has become more evident, particularly with regards to socialising. Teachers adapt planning for children's social and emotional needs in class, including as a whole class, small groups and individuals, as appropriate.
- Attendance as a whole has increased and persistent absence has decreased consecutively over the last three academic years post-pandemic. Gaps still remain between disadvantaged and non-disadvantaged. With effective individual / small group intervention as appropriate, alongside clear support for all, the targeted attendance support for pupils and families show a positive impact. We will measure the whole school effectiveness of this further this academic year.
- Parents' evening take-up was positive with engagement either in line, or better than, last academic year which has supported home – school links and further strengthened parental engagement and relations. This has helped school and families work together to support mentally healthy cultures both at home and school. We will continue to use TIS practices to support children and families with trained staff in school and build upon this.
- In last year's (December 2024) parent questionnaire 91% of parents agreed that the school strongly supports their child's wider personal development.

"Both my children love the school and look forward to coming everyday."

"Thank you very much for your support my two children. we are very happy and pleased with what you are doing."

"Very pleased with the school and my children's progress in their education"

"Sandy Hill Academy has been a fantastic few years for our child. We see progression each day she comes home. Couldn't fault the teachers and educators at this school."

"My child is very happy at school and thriving"

"Thank you very much for the great education."

"We love this school and all of its values, we are so happy that our children are happy every day in their learning environment. Thank you."

"Amazing school. Amazing teachers and helpers. My child is doing incredible and loves taking part in all school activities. She's constantly learning and developing as each term passes by."

- Frequent reading of all children working below the expected level will help support and underpin their learning.
- Little Wandle phonics DfE validated phonics programme is well-established at the school. Phonics data is historically in-line or above national average. 68% achieved the pass mark during 2024-25. We are committed to supporting this year group close the gap and ensure subsequent year groups achieve in-line

and above historical performance. Children who did not achieve the phonics re-take, will continue to be supported with rapid catchup within key stage 2.

- We recognise there is a gap in attainment between disadvantaged and non-disadvantaged groups and continue to strive to diminish this:
- Pupils who most need to improve their reading (lowest 20%) continue to be a priority in every classroom for additional daily reading, with all staff knowing who these pupils are in their classroom and supporting, as appropriate. Some children continue to be targeted for twice daily reading.

Year 1 - All, Girls & Boys						
	Cohort	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	National % Achieved	Pupil Diff. School vs. National
All	59	40	67.8%	84.2%	79.9%	-7
Girls	25	16	64.0%	87.6%	84.0%	-5
Boys	34	24	70.6%	81.0%	75.9%	-1

Year 1 - Disadvantaged						
	Cohort	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	National % Achieved	Pupil Diff. School vs. National
Dis.	7	2	28.6%	70.4%	66.8%	-2
Non-Dis.	52	38	73.1%	87.3%	83.4%	-5

Year 2 Re-Check - All, Girls & Boys						
	Cohort	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	National % Achieved	Pupil Diff. School vs. National
All	10	0	0.0%	50.2%	50.1%	-5
Girls	8	0	0.0%	55.6%	55.1%	-4
Boys	2	0	0.0%	46.6%	46.7%	0

Year 2 Re-Check - Disadvantaged						
	Cohort	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	National % Achieved	Pupil Diff. School vs. National
Dis.	2	0	0.0%	45.9%	43.8%	0
Non-Dis.	8	0	0.0%	52.5%	53.9%	-4

- Staff training and professional discussion through staff meetings on promoting independence in the classroom alongside the importance of effective modelling and strategy building, using and signposting key resources to support with this (Ongoing termly CPD)
- Coaching groups with all teaching staff being coached with strategies developing stamina alongside core grammar skills for writing across the school, in the first instance following directed CPD from English Lead.
- During the next academic year staff training and curriculum enrichment will embed aspirations with career links to engage and encourage children to want to become independent and successful in their learning, proactive engagement in aspirational projects (e.g. Start Small, Dream Big) alongside staff CPDL supporting and developing this further to maximise pupil outcomes and opportunities.
- Further CPD and pupil voice, alongside work scrutiny, will support effective CPD, monitoring and further development to build writing stamina, an area recognised that will benefit from further focus.

- Maths attainment at the expected standard is attainment is positive (and above national), with a particular focus on mental arithmetic, for pupils at the end of KS2. Further work is required to increase those achieving GDS.
- End of KS2 data shows a positive impact from the additional mental arithmetic class focus, this is mirrored in internal data across the school for children attaining the expected standard and with continued and increased mental arithmetic intervention for disadvantaged groups children will make accelerated progress in the fundamentals of mathematics.
- As evidenced in our parent survey last academic year, alongside parent feedback, we sustain positive relations with parents and support our most vulnerable families. This will continue to be achieved by ensuring open communication with parents and through the support of Parent Support Advisor, Safeguarding and Welfare Team.
- Meetings with parents take place if their child's attendance is below the level deemed acceptable, which is broadly: 90% (Autumn term), 92% (Spring Term), 95% (Summer term). Systems are strong and have supported the school over the last few years in increasing attendance and decreasing persistent absence.