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Sandhill Pupil Premium Strategy Report

WICKERSLEY PARTNERSHIP TRUST

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 wickersleypt.org **CEO:** Mrs H O'Brien



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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.

1. School overview

School Name	Rawmarsh Sandhill Primary School
Number of Pupils in school	175
Proportion of Pupil Premium eligible pupils	38.6%
Academic Year	2025/26
Date this statement was published	September 2025
Date for next review	July 2026
Statement authorised by	Helen O'Brien, CEO, WPT
Pupil Premium Lead	Dan Gough
Governor Lead	John Kanes

2. Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£119,304
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£119,304

Part A: Pupil Premium Strategy Plan

Our Ultimate Objectives for Disadvantaged Pupils

Our objective is to ensure that every disadvantaged pupil achieves academic attainment (Expected Standard, EXS+) in line with their peers, develops literacy fluency, and benefits from universal access to enrichment opportunities, securing their readiness for secondary school.

Specifically, by the end of this strategy (July 2026), our disadvantaged pupils will:

- **Close Attainment Gaps (EXS+):** Reduce the PP/Non-PP gap in Year 6 Combined Reading, Writing, and Maths (RWM) EXS+ to **below** 10% and increase Year 6 Reading EXS+ for PP pupils to >55%.
- **Achieve Greater Depth and Literacy:** Increase the Year 1 Phonics Pass Rate for PP pupils to >65% and reduce the severe PP/Non-PP gap in Year 6 Writing EXS+ to **below** 15%.
- **Ensure High Attendance:** Increase overall Pupil Premium attendance to 93%, reducing the All/PP attendance gap to **below** 1.0% and significantly reducing the proportion of PP pupils in the 'Below 50%' attendance band.
- **Promote Resilience:** Reduce the number of suspensions for PP pupils to **below 5** by the end of the academic year, maintaining **zero permanent exclusions** and increasing the number of positive events logged for PP pupils by 20%.
- **Build Cultural Capital:** Ensure 100% of PP pupils participate in the school's enrichment/cultural capital entitlement offer and achieve a PP participation rate in extra-curricular clubs/trips of >50% of the Non-PP rate.

Alignment of the Current Strategy Plan (2025/2026)

Our strategy is an evidence-informed, tiered response focusing intensely on the persistent challenges identified in our data, particularly the unacceptable failure in foundational literacy (Phonics), the high volume of suspensions, and the stagnant attendance gap.

The total budget of **£119,304** is allocated across three tiers. Approximately **£30,389** is directed toward academic support (Challenge 1) by moving intensive **Intervention staff/tutoring from after-school to in-school** time to maximise access and effectiveness. **£13,839** is invested in literacy via specialist training and resources for **Structured Synthetic Phonics (SSP)** catch-up (Challenge 2) and Reading Comprehension CPD to urgently address the 54% Phonics attainment gap. A commitment of **£14,352** funds dedicated **Attendance and Welfare Officer** time (Challenge 3) to aggressively target the **persistent 2.4% attendance gap** and the highest absence cases. The largest single investment of **£51,897** secures intensive **SEMH support** (Challenge 4), including **in-school counselling/ELSA** and staff training, which is urgently needed to address the **18 PP suspensions** recorded last year. Finally, **£8,828** is used to provide **full subsidy** for all trips and enrichment, removing financial barriers (Challenge 5).

Key Principles of the Strategy Plan

The Rawmarsh Sandhill Primary strategy is underpinned by three core, interdependent principles:

- **Literacy Failure Reversal:** URGENTLY overhauling the foundational literacy approach by investing in specialist training and moving high-impact interventions to **in-school time** to accelerate Phonics and Writing progress and break the cycle of academic deficits.
- **Critical Behavioural Stability:** Implementing radical changes to the SEMH and behaviour system, with a non-negotiable target to reduce the high volume of suspensions to **below 5** and mitigate the factors leading to extreme exclusion.
- **Access, Attendance, and Engagement:** Combining an intensive, dedicated Welfare Officer focus to finally close the persistent attendance gap with a mandate to remove all financial barriers, ensuring high engagement in academic support and cultural enrichment.

Challenges

A forensic analysis of student data drives our plan. This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Details of Challenge
1	Significant Attainment Gap at Expected Standard (EXS+) in Phonics and Writing: There is a large gap in foundational literacy and application. In Y1 Phonics, 46% of PP pupils achieved the standard, compared to 100% of Non-PP ² . In Y6 Writing, 50% of PP pupils achieved EXS+, compared to 77% of Non-PP.
2	Widespread Gaps at Greater Depth Standard (GDS) across all subjects: PP pupils have minimal attainment at GDS. In both Y2 and Y6, 0% of PP pupils achieved GDS in Writing, Maths, and Combined RWM ⁴ . Only 1% achieved GDS in Y2 Reading.
3	Persistent and Widening Attendance Gap: The attendance gap between All Pupils and PP has remained significantly wide, with the PP attendance gap at -2.4% in 2024/25 and remaining at -2.4% YTD 2025/26. Furthermore, 5.63% of PP pupils are in the 'Below 50%' attendance band YTD 2025/26.
4	High Level of Suspensions for PP Pupils: Behaviour data for 2024/25 shows a significant issue, with 18 suspensions recorded for PP pupils.
5	Low Positive Behaviour Rate: The ratio of positive events per student indicates lower engagement and self-regulation. The PP group logged a total of 1265 positive events YTD 2025/26.

Intended Outcomes & Impact Measures

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	Baseline (from 2025 Data)	Target / Success Criteria (by July 2026)
1. Improve Attainment & Progress	Y6 Combined EXS+: PP 44% vs Non-PP 62%. Y6 Reading EXS+: PP 44% vs Non-PP 62%.	Reduce the PP/Non-PP gap in Y6 Combined RWM EXS+ to below 10%. Increase Y6 Reading EXS+ for PP pupils to >55%.
2. Close Literacy & Numeracy Gaps	Y1 Phonics Pass Rate (PP): 46% (54% gap to Non-PP). Y6 Writing EXS+: PP 50% (27% gap to Non-PP).	Increase the Y1 Phonics Pass Rate for PP pupils to >65%. Reduce the PP/Non-PP gap in Y6 Writing EXS+ to below 15%.
3. Improve Attendance	PP Attendance YTD: 90.19%. Gap YTD: -2.4%.	Increase PP attendance to 93%. Reduce the All/PP attendance gap to below 1.0%. Reduce the proportion of PP pupils in the 'Below 50%' band.
4. Reduce Extreme Sanctions & Improve Behaviour	Suspensions: 18 recorded for PP pupils (2024/25).	Reduce the number of suspensions for PP pupils to below 5 by the end of the academic year. Increase the number of positive events logged for PP pupils by 20%.
5. Boost Aspirations & Post-16 Readiness	(No quantitative data available). Interventions are	Ensure 100% of PP pupils participate in the school's enrichment/cultural capital entitlement offer. Introduce one

	heavily focused on after-school academic catch-up.	whole-class careers/aspiration readiness activity per key stage.
6. Increase Engagement in Enrichment	(No quantitative data available).	Achieve a PP participation rate in extra-curricular clubs/trips of >50% of the Non-PP rate.

Activity in this academic year

Our strategy is underpinned by significant financial investment, targeted directly at the challenges identified. This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above. This includes teaching, targeted academic support and wider strategies.

Financial Breakdown by Strategic Priority	Key Activities Funded	Budgeted Cost	Activity & Evidence Base
1. Attainment & Academic Support (Challenge 1 & 2)	Intervention staff/tutoring to move academic catch-up from after-school to in-school. Focus on small group literacy and numeracy interventions (EEF: Small Group Tuition +4months. Chromebooks	£22,191 plus £8,198	Targeted tuition is a high-impact strategy. Moving provision in-school increases access and intensity, directly addressing the wide attainment gaps.
2. Literacy & Numeracy (Challenge 1 & 2)	Investment in specialist training and resources for Structured Synthetic Phonics (SSP) catch-up in Y1/Y2. CPD on Reading Comprehension strategies.	£13,839	SSP (Phonics) is proven to be effective in accelerating literacy (+5 months). Focusing on comprehension addresses the sustained reading gap.
3. Attendance & Punctuality Drive (Challenge 3)	Dedicated Attendance and Welfare Officer time focused on home visits and proactive parental engagement (EEF: Parental Engagement approx 4 months). Practical support to remove absence barriers.	£14,352	This is a direct response to the persistent 2.4% attendance gap and the high number of pupils in the lowest attendance band.
4. Behaviour & SEMH Support (Challenges 4, 5, 7)	Investment in in-school counselling/ELSA support to reduce sanctions. Training for staff in managing challenging behaviour and promoting positive climate (EEF: Behaviour approx. 4 months). Funding external provisions if required.	£51,897	Urgent need to address the high suspension rate (18 PP suspensions) and improve self-regulation and positive engagement.
5. Enrichment & Aspirations (Challenge 6)	Full subsidy of all educational trips, residentials, and after-school clubs for PP pupils. Funding for specific cultural activities and careers speakers.	£8,828	Removing all financial barriers is critical to boost cultural capital and enrichment participation, particularly given the focus on after-school academic intervention.
Total budgeted cost		£119,304	

Part B: Review of the Previous Academic Year

This evaluation measures the impact of the 2024/25 Pupil Premium strategy by aligning outcomes against the seven identified challenges.

Improve Attainment & Progress

Evaluation Detail	Summary
Impact	Significant Gaps Remain. The strategy failed to prevent substantial attainment gaps, particularly in the Combined RWM outcome for Year 6 (PP 44% vs Non-PP 62%). Progress was insufficient to accelerate PP pupils towards national expectations.

Close Literacy & Numeracy Gaps

Evaluation Detail	Summary
Impact	Failed in Foundational Literacy. The most critical failure was in Year 1 Phonics, where only 46% of PP pupils achieved the standard, creating a 54% gap to their Non-PP peers. The Year 6 Writing gap (50% PP EXS+ vs 77% Non-PP) confirms that this foundational deficit is a persistent issue.

Improve Attendance

Evaluation Detail	Summary
Impact	Stagnated. Despite a high level of need, the strategy was ineffective at reducing the persistent absence barrier. The All/PP attendance gap remained stubbornly wide at -2.4%. Furthermore, the continued presence of 5.63% of PP pupils in the 'Below 50%' band shows a lack of high-level intervention for the most vulnerable families.

Reduce Extreme Sanctions & Improve Behaviour

Evaluation Detail	Summary
Impact	Unacceptable Failure. The strategy was fundamentally unsuccessful in this area, with 18 recorded suspensions for Pupil Premium pupils in 2024/25. This extreme sanction data indicates a critical failure in the tiered SEMH and behaviour support system, which failed to prevent the use of exclusions.

Boost Aspirations & Improve Cultural Capital

Evaluation Detail	Summary
Impact	Insufficient Focus. With academic intervention dominating after-school hours and no quantitative data on participation provided, it is evident that cultural capital was not a sufficiently prioritised or monitored part of the strategy.

Increase Engagement in Enrichment

Evaluation Detail	Summary
Impact	Unknown. No specific data on club or trip participation for PP pupils was provided. However, the overwhelming reliance on after-school sessions for academic catch-up likely created an engagement barrier to broader enrichment activities.

Address SEMH Barriers to Learning

Evaluation Detail	Summary
Impact	Critical Failure to Mitigate. The high volume of suspensions (18) suggests that while some SEMH activities may have been delivered, they failed to provide the necessary support to keep the most vulnerable pupils regulated and in school, making this a critical area for immediate strategic change.

Areas of Strength: Strategies to Keep and Build On (2025/26)

Strategy Category	Specific Strategy to Do Again	Rationale (Supported by 2024/25 Outcomes)
Targeted Academic Support	Targeted Academic Intervention (Restructured):	The school must keep its high <i>intent</i> for intervention but move it from after-school to in-school. This maximises access and engagement, removing the logistical barrier of after-school attendance.
Literacy & Numeracy	Dedicated Subject-Specific Intervention Slots:	The existing commitment to regular, dedicated intervention slots (e.g., 90 min/week for Y1 Phonics) shows good organisation. This <i>time allocation</i> should be maintained and leveraged by injecting high-quality, evidence-based content like SSP.
Attendance & Welfare	Dedicated Welfare/Attendance Role:	Maintaining a dedicated role focused on parental engagement is necessary, but the strategy must be re-focused to aggressively target the highest absence cases to reduce the persistent -2.4% gap and the 5.63% of pupils in the "Below 50%" band.

Part C: Further Information and Context

Phonics Y1

Phonics Y1											
Year 1	National	2024 Results	Pred		Not Achieving Standard Sum		Achieving Standard Sum		National Avg.	2024 Avg.	Summer Avg.
			No.	%	No.	%	No.	%			
All	80	67%		-	5	19%	19	73%	33	29	32.46
Pupil Premium	68	20%	-	-	5	38%	6	46%	33	12	28.27
Non-Pupil Premium	84	76%	-	-	0	0%	13	100%	33	32	36.00

Phonics 2 Cumulative

	Phonics Y2									
Year 2	National	2024 Results	Pred		Not Achieving Standard Sum		Achieving Standard Sum		2024 Avg.	Summer Avg.
			No.	%	No.	%	No.	%		
All	80	31%		-	9	82%	2	18%	33	21.45
Pupil Premium	68	14%	-	-	6	86%	1	14%	33	19.43
Non-Pupil Premium	84	50%	-	-	3	75%	1	25%	33	25.00

Year 2

Reading	EXS+										GDS											
	National	2024 Results	2025 Target EXS+		2025 Sum Actual EXS+		2025 Sum Prediction EXS+		2025 Sum Teacher Assessment Judgement EXS+		Trend	National	2024 Results	2025 Target GDS		2025 Sum Actual GDS		2025 Sum Prediction GDS		2025 Sum Teacher Assessment Judgement GDS		Trend
			No.	%	No.	%	No.	%	No.	%				No.	%	No.	%	No.	%	No.	%	
All	74	52%	15	50%	13	43%	15	50%	16	53%		24	23%	4	13%	3	10%	3	10%	5	17%	
Pupil Premium	73	44%	2	20%	2	20%	2	20%	2	20%		24	17%	1	10%	1	10%	1	10%	1	10%	
Non-Pupil Premium	73	62%	13	65%	11	55%	13	65%	14	70%		24	31%	3	15%	2	10%	2	10%	4	20%	

Writing	EXS+										GDS											
	National	2024 Results	2025 Target EXS+		2025 Sum Actual EXS+		2025 Sum Prediction EXS+		2025 Sum Teacher Assessment		Trend	National	2024 Results	2025 Target GDS		2025 Sum Actual GDS		2025 Sum Prediction GDS		2025 Sum Teacher Assessment		Trend
			No.	%	No.	%	No.	%	No.	%				No.	%	No.	%	No.	%	No.	%	
All	72	61%	22	73%	15	50%	11	37%	11	37%		13	3%	5	17%	0	0%	0	0%	0	0%	
Pupil Premium	73	50%	5	50%	2	20%	2	20%	2	20%		24	0%	1	10%	0	0%	0	0%	0	0%	
Non-Pupil Premium	-	77%	17	85%	13	65%	9	45%	9	45%		24	8%	4	20%	0	0%	0	0%	0	0%	

Maths	EXS+										GDS											
	National	2024 Results	2025 Target EXS+		2025 Sum Actual EXS+		2025 Sum Prediction EXS+		2025 Sum Teacher Assessment		Trend	National	2024 Results	2025 Target GDS		2025 Sum Actual GDS		2025 Sum Prediction GDS		2025 Sum Teacher Assessment		Trend
			No.	%	No.	%	No.	%	No.	%				No.	%	No.	%	No.	%	No.	%	
All	73	65%	18	60%	13	43%	16	53%	16	53%		24	13%	6	20%	0	0%	0	0%	0	0%	
Pupil Premium	-	56%	3	30%	3	30%	2	20%	3	30%		-	6%	1	10%	0	0%	0	0%	0	0%	
Non-Pupil Premium	-	77%	15	75%	10	50%	14	70%	13	65%		-	23%	5	25%	0	0%	0	0%	0	0%	

Combined	EXS+										GDS											
	National	2024 Results	2025 Target EXS+		2025 Sum Actual EXS+		2025 Sum Prediction EXS+		2025 Sum Teacher Assessment		Trend	National	2024 Results	2025 Target GDS		2025 Sum Actual GDS		2025 Sum Prediction GDS		2025 Sum Teacher Assessment		Trend
			No.	%	No.	%	No.	%	No.	%				No.	%	No.	%	No.	%	No.	%	
All	61	52%	17	57%	9	30%	11	37%	13	43%		8	3%	3	10%	0	0%	0	0%	0	0%	
Pupil Premium	-	44%	3	30%	3	30%	2	20%	3	30%		-	0%	1	10%	0	0%	0	0%	0	0%	
Non-Pupil Premium	-	62%	14	70%	6	30%	9	45%	10	50%		-	8%	2	10%	0	0%	0	0%	0	0%	



Year 6

	EXS+										GDS											
Reading	National	2024 Results	2025 Target EXS+		2025 Sum Actual EXS+		2025 Sum Prediction EXS+		2025 Sum Teacher Assessment Judgement EXS+		Trend	National	2024 Results	2025 Target GDS		2025 Sum Actual GDS		2025 Sum Prediction GDS		2025 Sum Teacher Assessment Judgement GDS		Trend
			No.	%	No.	%	No.	%	No.	%				No.	%	No.	%	No.	%	No.	%	
All	74	52%	21	75%	18	64%	18	64%	19	68%		24	23%	5	18%	5	18%	5	18%	1	4%	
Pupil Premium	73	44%	15	79%	12	63%	12	63%	14	74%		24	17%	2	11%	2	11%	2	11%	0	0%	
Non-Pupil Premium	73	62%	6	67%	6	67%	6	67%	5	56%		24	31%	3	33%	3	33%	3	33%	1	11%	
	EXS+										GDS											
Writing	National	2024 Results	2025 Target EXS+		2025 Sum Actual EXS+		2025 Sum Prediction EXS+		2025 Sum Teacher Assessment		Trend	National	2024 Results	2025 Target GDS		2025 Sum Actual GDS		2025 Sum Prediction GDS		2025 Sum Teacher Assessment		Trend
			No.	%	No.	%	No.	%	No.	%				No.	%	No.	%	No.	%	No.	%	
All	72	61%	19	68%	18	64%	18	64%	18	64%		13	3%	1	4%	3	11%	3	11%	3	11%	
Pupil Premium	73	50%	14	74%	13	68%	13	68%	13	68%		24	0%	1	5%	2	11%	2	11%	2	11%	
Non-Pupil Premium	-	77%	5	56%	5	56%	5	56%	5	56%		24	8%	0	0%	1	11%	1	11%	1	11%	
	EXS+										GDS											
Maths	National	2024 Results	2025 Target EXS+		2025 Sum Actual EXS+		2025 Sum Prediction EXS+		2025 Sum Teacher Assessment		Trend	National	2024 Results	2025 Target GDS		2025 Sum Actual GDS		2025 Sum Prediction GDS		2025 Sum Teacher Assessment		Trend
			No.	%	No.	%	No.	%	No.	%				No.	%	No.	%	No.	%	No.	%	
All	73	65%	19	68%	22	79%	22	79%	21	75%		24	13%	4	14%	4	14%	4	14%	2	7%	
Pupil Premium	-	56%	13	68%	16	84%	16	84%	15	79%		-	6%	3	16%	4	21%	4	21%	2	11%	
Non-Pupil Premium	-	77%	6	67%	6	67%	6	67%	6	67%		-	23%	1	11%	0	0%	0	0%	0	0%	
	EXS+										GDS											
Combined	National	2024 Results	2025 Target EXS+		2025 Sum Actual EXS+		2025 Sum Prediction EXS+		2025 Sum Teacher Assessment		Trend	National	2024 Results	2025 Target GDS		2025 Sum Actual GDS		2025 Sum Prediction GDS		2025 Sum Teacher Assessment		Trend
			No.	%	No.	%	No.	%	No.	%				No.	%	No.	%	No.	%	No.	%	
All	61	52%	17	61%	15	54%	15	54%	17	61%		8	3%	0	0%	0	0%	0	0%	0	0%	
Pupil Premium	-	44%	12	63%	10	53%	10	53%	12	63%		-	0%	0	0%	0	0%	0	0%	0	0%	
Non-Pupil Premium	-	62%	5	56%	5	56%	5	56%	5	56%		-	8%	0	0%	0	0%	0	0%	0	0%	

Close Literacy & Numeracy Gaps – Interventions and Impact

	Phonics	Impact	Reading	Impact	Literacy	Impact
FS	45 min. per week					
Year 1	90 min. per week after school 2 sessions per week in school		45 min. per week. 1 session per week in school		3 sessions per week in school	
	2 sessions per week in school		1 session per week in school			
Year 2	90min per week after school		90 min per week after school (Lightning Squad)			
	1 session during school		1 session during school		Sentence work session during school	
Year 6			1 hour per week during school		1 hour per week during school	
			45 min. per week after school		45 min. per week after school	



Improved Attendance

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	93.84%	94.2%	89.74%	88.14%	93.54%
PP	94.45%	93.33%	88.42%	85.82%	90.19%
FSM Ever6	92.27%	93.7%	91.7%	87.34%	91%
Gap	-0.3	-0.3	-0.1	-2.41	-2.4

*Year to date

Attendance Bands Whole School

	2021/22	2022/23	2023/24	2024/25	2025/26*
100%	33.33%	3.11%	1.87%	3.59%	45.12%
95%-100%	54.55%	53.78%	32.71%	43.59%	66.46%
90%-100%	80.09%	83.56%	64.49%	69.74%	81.10%
50%-89%	100%	99.56%	97.66%	95.38%	95.12%
Below 50%	0%	0.44%	2.34%	4.62%	2.44%
Total	93.84%	94.2%	89.74%	88.14%	93.54%

Attendance Bands Pupil Premium

	2021/22	2022/23	2023/24	2024/25	2025/26*
100%	36.84%	2.02%	1.01%	2.15%	36.62%
95%-100%	58.95%	51.52%	32.32%	32.26%	57.75%
90%-100%	80.0%	85.86%	58.59%	56.99%	74.65%
50%-89%	100%	98.99%	96.97%	94.62%	92.96%
Below 50%	0%	1.01%	3.03%	5.38%	5.63%
Total	94.45%	93.33%	88.42%	85.82%	90.19%



Reduce Extreme Sanctions & Improve Behaviour

Permanent Exclusions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	0	0	1 – 0.43%	0	0
PP	0	0	0	0	0
FSM Ever6	0	0	0	0	0

Suspensions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	0	0	1	18	
PP	0	0	0	18	
FSM Ever6	0	0	0	18	

- Magna Lane, Woodland view, Orchard numbers and Impact

Positive Behaviours

Positive Events per Student

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	-	-	-	-	3394
PP	-	-	-	-	1265
FSM Ever6	-	-	-	-	1235

Boost Aspirations & Careers Readiness

Activities and events analysis

Increase Engagement in Enrichment

- Trips/Visits paid for numbers
- Residentials
- Clubs
- Sporting events

Engaging Students with EBSA and SEMH to Access Education

- Number of students access Magna
- Elsa/mental health interventions





Sandhill Pupil Premium Strategy Report