

# Pupil Premium Strategy Statement

## Plan for use of Pupil Premium 2019-2020



What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years, or has been continuously looked after for at least 6 months (LAC) the school receives an amount per pupil. Provision is also made for children who have a parent in the armed services.

This plan outlines how much money has been allocated to the school and how we intend to use the funds to close the educational gap.

CONTEXT	
School name	Sandhills Community Primary School
Pupils in school	296
Proportion of disadvantaged pupils	14% (national 13.7%)
Pupil premium allocation (2019/20)	£64,680
Published date	October 2019
Review date	September 2020
Pupil premium lead	J Newman
Governor lead	C Webster

### 2018/19

DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST ACADEMIC YEAR	
% pupils making at least expected progress in Reading	76% in reading (compared to 79% non-PP)
% pupils making at least expected progress in Writing	81% in writing (compared to 80% non-PP)
% pupils making at least expected progress in Maths	91% in maths (compared to 79% non-PP)
Meeting expected standard at KS2 (combined)	50%
Exceeding expected standard at KS2 (combined)	0%

### 2019/20 (see Page 3 for further breakdown of targets)

AIMS FOR DISADVANTAGED PUPILS FOR THIS ACADEMIC YEAR INCLUDING ADDRESSING BARRIERS TO LEARNING		
	Expected and higher	Higher
Reading	79%	20%
Writing	74%	18%
Maths	78%	18%
Meeting expected standard at KS2	66%	
Exceeding expected standard at KS2	11%	
Meeting expected standard in Phonics	90%	

### Barriers faced by disadvantaged pupils\*:

- Aspiration/attendance:  
Some pupils may have low perceived learning capability, self-regard and ambivalent feelings about school, resulting in poor attendance.
- Reduced language skills:  
Limited vocabulary and word recognition (tier 2 words).
- Reduced enrichment and cultural activities:  
Some pupils may have limited life experiences.

At Sandhills Primary School we use the Pupil Premium Grant to overcome these barriers so that all pupils flourish.

HOW WE WILL MEET OUR AIMS & ADDRESS BARRIERS TO LEARNING*		
Barrier	Action	Outcome
1. Aspiration/Attendance*	Appointment of dedicated PP Champion responsible for: <ul style="list-style-type: none"> <li>● Implementing and reviewing this strategy</li> <li>● Training staff on PP related issues</li> <li>● PP data analysis</li> <li>● Implementing and reviewing interventions (impact)</li> </ul>	Attendance records show that the majority of PP pupils' attendance is at least in line with non-PP (96%) or, for some pupils, has significantly improved (for example, reduction in number of PP pupils on persistence absence list).
	Appointment of Attendance & Welfare Officer	
	Introduction of whole-school approach to PSHE	Improvements in pupils' engagement in learning** and reduction in behaviour incidents.
	Learning mentor (particularly for MA PP pupils).	Improved QCA scores in relation to pupils' attitudes about themselves.
	Small group provision for Y6 pupils in preparation for transition.	PP pupils report that they are ready and excited about secondary school**
	Additional (x3/year) 1:1 meetings during the school day (Class covered by supply teacher) with class teacher and PP Champion (parents and pupils) to review a child's progress. Provide support programmes as required.	Agreed aspirational targets for individual pupils. PP pupils are acutely aware of their targets.  Parents and carers are fully engaged with their child's learning. Parents understand what their child is learning and how they can support them.
2. Reduced language skills*	Baseline assessment of EYFS children – indicating those with CLL difficulties. Implement interventions as necessary.	Improved CLL scores for PP pupils.
	Workshop with PP parents of KS2 children on importance of T2 vocabulary.  <a href="https://www.bedrocklearning.org/what-is-bedrock-learning/closing-the-word-gap/">https://www.bedrocklearning.org/what-is-bedrock-learning/closing-the-word-gap/</a>	More pupils are using T2 language (evident in books).  Improvements in reading and writing outcomes for PP pupils.
	Continue to monitor quality first teaching, particularly in relation to a 'language rich' experience for pupils.	Increased number of good/0s lessons (language rich experience – displays, resources, marking, teaching).
	Continue to use SEND support service to identify and support children with literacy difficulties, including identifying PP/SEND who require personalized curriculum.	Improved outcomes for PP/SEND pupils.
	Purchase reading/text books for children to use at home (EAL), including more able PP pupils.	Improved access for pupils to high quality texts at home.**
3.Reduced enrichment and cultural activities*	One free school club per term.	Increased participation in activities.*
	Financial support towards the cost of music lessons.	Improved levels of engagement: school council, positive pupil voice, school shows, trips, G&T events.
	Financial support for school trips.	
		<b>£64,680</b>

\*\*monitoring impact is challenging given that the effects may not be apparent or become apparent until much later.

The evidence and rationale for these actions is referenced in the following:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/473976/DFE-RS411\\_Supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils\\_-\\_briefing\\_for\\_school\\_leaders.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/760385/Research\\_to\\_understand\\_successful\\_approaches\\_to\\_supporting\\_the\\_most\\_academically\\_able\\_disadvantaged\\_pupils.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/760385/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf)

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

<b>Current PP/non-PP including baseline, target and actual ARE (combined)</b>					
The ARE is a teacher judgment based on a number of formative and summative assessments.					
<b>FS</b>					
Total number in year group	Total PP	PP at ARE (Dec 2019)	Non PP ARE (July 2019)	Target PP at ARE (July 2020)	Actual PP at ARE (July 2020)
30	2				
<b>YEAR 1</b>					
Total number in year group	Total PP	PP at ARE (July 2019)	Non PP ARE (July 2019)	Target PP at ARE (July 2020)	Actual PP at ARE (July 2020)
50	5	20%	64%	60%	
<b>YEAR 2</b>					
Total number in year group	Total PP	PP at ARE (July 2019)	Non PP ARE (July 2019)	Target PP at ARE (July 2020)	Actual PP at ARE (July 2020)
43	10	90%	88%	90%	
<b>YEAR 3</b>					
Total number in year group	Total PP	PP at ARE (July 2019)	Non PP ARE (July 2019)	Target PP at ARE (July 2020)	Actual PP at ARE (July 2020)
56	4	75%	69%	75%	
<b>YEAR 4</b>					
Total number in year group	Total PP	PP at ARE (July 2019)	Non PP ARE (July 2019)	Target PP at ARE (July 2020)	Actual PP at ARE (July 2020)
56	11	55%	71%	64%	
<b>YEAR 5</b>					
Total number in year group	Total PP	PP at ARE (July 2019)	Non PP ARE (July 2019)	Target PP at ARE (July 2020)	Actual PP at ARE (July 2020)
30	4	100%	77%	100%	
<b>YEAR 6</b>					
Total number in year group	Total PP	PP at ARE (July 2019)	Non PP ARE (July 2019)	Target PP at ARE (July 2020)	Actual PP at ARE (July 2020)
31	6	50%	64%	67%	
<b>YEARS 1- 6</b>					
Total number of pupils	Total number of PP	PP at ARE (July 2019)	Non PP ARE (July 2019)	Target PP at ARE (July 2020)	Actual PP at ARE (July 2020)
266	40	65%	72%	75%	