

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name:	Sandhills Community Primary School
Number of pupils in school:	271
Proportion (%) of pupil premium eligible pupils:	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published:	December 2021
Date on which it will be reviewed:	December 2022
Statement authorised by:	Emma Coleman
Pupil premium lead:	Charleii Stanley
Governor / Trustee lead:	Zaki Moosa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61870 (this is the current budget)
Recovery premium funding allocation this academic year	£6670
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	£68540

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

At Sandhills Community Primary School we value the abilities and achievements of all its pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to support the need to develop - Resilience, Responsibility, Relationships and Respect. We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Improving the attainment of disadvantaged pupils
- Providing academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most
- Developing staff skills to ensure pupils have the support they need
- Developing strategies to ensure disadvantaged children have the cultural capital to access and engage with the wider curriculum

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen two or three interventions. This focused approach ensures the best chance of success for each intervention.

Quality of Teaching

Good and Outstanding teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium.

Our priority at Sandhills Community Primary School is to ensure that every teacher and teaching assistant is supported to keep improving their practice.

Encouraging self-led professional development: Facilitating termly CPD opportunities for all teaching staff.

Professional Development for staff by attending targeted training courses and INSET.

Targeted academic support

At Sandhills Community Primary School we consider carefully how staff are deployed to provide specific targeted academic support either in a one to one or small group situation.

1. Structured interventions: Introducing speech and language interventions in EYFS for pupils with poor oral language and communication skills
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations.

3. Wider strategies

At Sandhills Community Primary School we aim to focus on the most significant non-academic barriers to success in school, including attendance, behaviour and social/emotional support.

1. Identified disadvantaged children who would benefit from BC or ASC and funded that from the PPG
2. Monitor attendance of enrichment activities for PPG, offering funded places for interested PPG identifying barriers
3. Attendance: Use of Family Liaison Officer to improve attendance and foster links with parents.

4. Providing a wide variety of enrichment experiences for all pupils.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of pupils in receipt of the PPG is discussed with teachers termly during pupil progress reviews with SLT.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Head Teacher is responsible for ensuring a pupil premium strategy is always in effect.

How will the school measure the impact of Pupil Premium Funding?

- Target Tracker assessment tools are used by class teachers to measure attainment and progress at termly intervals through the year
- All teachers are responsible for tracking the progress of all vulnerable groups, including Pupil Premium and SEND. This information is then collated and monitored by SLT.
- Pupil Progress meetings are held each term between class teachers and SLT to monitor impact and identify any concerns to be addressed.
- Attendance data is collected and monitored by the Family Liaison Officer, the Headteacher and governors.
- When selecting pupils for intervention groups and support, this will not be limited to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe will benefit from the support / intervention.
- Pupil Premium funding and its impact is a regular agenda item for the School Governors' meetings.
- Designated staff member in charge: Charleii Stanley (SENDCo)
- Monitoring, assessment and tracking: Sue Clark (Deputy Head), Charleii Stanley (SENDCO)

Pupil Premium Responsible Governor: Chris Webster

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

Challenges

Identifying barriers to Learning

This details the key challenges to achievement that we have identified.

Challenge number	Detail of challenge
1	PP children have lower starting points with communication and language thus impacting on their verbal skills.
2	Children with SEND and/or are PP need careful thought and targeting to maintain progress throughout school.
3	Pupil premium children often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.
4	Attendance and punctuality of pupil premium children is lower than that of non PP pupils.
5	Some PP pupils experience social issues such as housing, unemployment, poor experiences of education, poverty, parental anxiety and mental health, domestic violence and the impact of other health issues.
6	Pupil premium pupils are more likely to be affected by low self-esteem and lack of confidence.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
------------------	------------------

<p>Children with SEND and PP have appropriate interventions to reduce the gap between non- disadvantaged peers allowing them to make progress from their starting points.</p>	<p>Targeted interventions are in place which supports children to access the curriculum and make good progress The additional learning barrier of PP children with SEND is minimised by high quality bespoke planned learning journeys which address their individualised needs and removes barriers to their continued progress. The progress of PP children with SEND from their individualised starting points matches or exceeds other pupils.</p>
<p>Children’s communication and language skills are improved impacting their capacity to engage with reading and writing.</p>	<p>Early assessment and identification of language difficulties informs appropriate intervention ensures they receive high quality targeted quality provision resulting in outcomes in the early years % of PP children achieving the GLD is broadly in line with their non PP peers. Additional reading support for PP pupils ensures that they become confident and fluent readers as swiftly as possible. By 2023, the number of PP children that pass the phonics test in Y1 matches or exceeds national.</p>
<p>Pupil premium children’s attendance and punctuality is improved and in line with national expectations.</p>	<p>Swift identification of pupils who are affected by frequent absence or regular lateness so that PP pupils’ attendance is in line with national/in line with the rest of the cohort with 96-97% by 2023 Enable and support engagement of families of PP pupils in parents evening meetings, pupil profile meetings so as many pupils at possible benefit from their families understanding of their learning in school and are equipped to support them with reading and homework.</p>
<p>Curriculum design is relevant and engaging and provides opportunities for the children to have high aspirations.</p>	<p>Children are able to talk confidently about their learning through the curriculum. PP children have clear high aspirations for their future education and lifestyle. PP children have access to a range of enrichment experiences (creative, the arts, sports) throughout their time at Sandhills.</p>

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: £ 27,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc phonics taught daily and systematically.</p> <p>Pupils taught in smaller groups aligned to their phonics progress</p> <p>Staff CPD in phonics teaching and learning.</p>	<p>Research shows that the systematic teaching of phonics is effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months progress (EEF T&L toolkit 2018)</p> <p>On entry to Reception, most children have low Language and Communication skills – particularly as many pupils did not attend preschool during the pandemic.</p>	1,2,6
<p>Reading prioritised within the curriculum.</p> <p>Guided reading, regular class reader, identification of new vocabulary from reading.</p>	<p>The national curriculum for English aims to ensure that all pupils: read easily, fluently and with good understanding. develop the habit of reading widely and often, for both pleasure and information.</p>	1,2,6
<p>Curriculum development – including use of knowledge organisers, formative assessment, retrieval practice and a focus on developing new vocabulary.</p>	<p>Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Comprehensive enrichment schedule as part of the curriculum map.</p>	1,2,6
<p>Staff Professional development meetings ensure that teachers and support staff develop</p>	<p>High quality staff CPD is essential to follow EEF principles.</p> <p>Education Endowment Foundation (EEF) recognise that metacognition and self-</p>	1,2,3,6

pedagogy and impact positively on pupil progress. Including: retrieval practice Formative assessment	regulation approaches have consistently high impact on the development of skills and knowledge.	
---	---	--

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

Budgeted cost: £ 47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc phonics intervention Nuffield Early Literacy Intervention Staff cpd in guided reading, echo reading, supporting priority readers, precision teaching	Research shows that the systematic teaching of phonics is effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months progress (EEF T&L toolkit 2018) On entry to Reception, most children have low Language and Communication skills – % of disadvantaged children are working in the low 30-50/ 22-36 month age band with % of disadvantaged children working significantly below in 16-26/ 22-36 month age band.	1,2,6
Times Table Rockstars to support rapid recall of number facts	Children’s engagement with this has been good in all Key Stage 2 year groups. Positive feedback has also been given by parents on the children’s engagement at home.	1,2,6
EY Resourcing to meet the need of the new EY Curriculum	In 2021 reception 63% of the cohort achieved a Good Level of Development by the end of the Foundation Stage. Foundation stage attainment was therefore below national (72% in 2019) as a result of the disrupted year.	1,2,3

	These figures also reflect the fact that many children join Sandhills with low levels of development.	
Purchase RWI Reading Books to ensure the books link to Phonics and accelerate reading	RWI Phonics books are necessary to ensure that children are able to decode easily, building confidence and therefore develop fluency. An investment of new books was undertaken to support the EEF research.	1,2
Staffing: <ul style="list-style-type: none"> • SENCo • Family Liaison • Support staff: intervention groups, pre-teach, classroom support, priority readers, echo reading 	Children with high attendance show improved attainment and progress in school. There is less scope for gaps to appear in their learning and they are able to easier maintain positive social circles and friendships. See above re intervention.	1-6
Tutoring National tutoring programme School led tutoring	Evidence shows that intensive individualised or small group tuition is highly effective. The approach outlined in the DfE 'School-led tutoring' handbook enables the tutor to focus exclusively on a small number of pupils and for a structured number of sessions and have a positive impact on closing gaps	1,2,6
Breakfast Club	Pupils with attendance and/or lateness can attend BC free of charge to provide a positive and supportive start to the school day.	4,6
Trips and visits	To ensure all PP pupils are able to engage with enrichment activities including residential trips.	3,5,6
Bags of books	To encourage a love of reading. High quality texts provided in bags to be read at home and returned and exchanged.	5,6

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

Budgeted cost: £ 18,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Point 5 Behaviour Support will provide teaching staff with advice	More frequent behaviour difficulties meaning PP pupils are more likely to miss lesson, which impacts on their	3,4,5

and support with vulnerable pupils to ensure they can access learning	academic progress.	
Family Liaison Officer	Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils	1-6

Total budgeted cost: £ 93,450

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 2020 to 2021 academic year.

See PP Strategy Review 2021 available on our school website.

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
Drawing & Talking	
Nuffield Early Literacy Intervention	
Read, Write Inc support programme	