

Pupil Premium Strategy Statement 2020/2021



Principles

At Sandhills, all our staff strive to achieve the very best outcomes they can for every child through quality first teaching. We invest in our staff, providing training that ensures teaching and learning meets the needs of all pupils. We recognise that not every child receiving the Pupil Premium Grant (PPG) is socially disadvantaged and also that not every child who is disadvantaged receives PPG. By focusing on children's individual needs we aim to enable every child to achieve.

School overview

Metric	Data
School name	Sandhills Community Primary School
Pupils in school	276
Proportion of disadvantaged pupils	45
Pupil premium allocation this academic year	£61,870
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Emma Coleman (Headteacher)
Pupil premium lead	Charleii Stanley (SENCo & PP Lead)
Governor lead	Martyn Steiner

Pupil Numbers (as of 30 September 2020)

Year Group	Special Educational Needs	Pupils in receipt of PPG	Both
FSU	-	4	-
Y1	2	2	-
Y2	7	7	5
Y3	7	9	2
Y4	17	6	3
Y5	11	14	6
Y6	6	4	1
Total	48	46	17

Of those identified above:

40 pupils are in receipt of Free School Meals (FSM)

6 pupils had attendance below 90% in Terms 1 and 2 2019-20

5 pupils are registered as pupils with English as an additional language (EAL)

5 pupils also have medical needs

8 pupils are supported through Early Help and/or Team Around the Family (TAF)

1 pupil and their family is supported by a Social Worker

16 pupils have experienced either trauma or safeguarding concerns have been identified

Barriers to Learning:

1. Poor language skills on entry to school.
2. Poor attendance & complex family needs.

Action Plan 2020/2021) to remove barriers:

	Barrier	Action	CPD/Date	Outcome/Evidence	Lead	Cost
1	Poor Language skills <i>Curriculum</i>	<p>a) In line with EEF recommendations (Improving Literacy in KS1 and 'Improving Literacy in KS2') review teaching of reading, by introducing specific strategies to support pupils with reading comprehension. This will include regular timetabling and a whole school approach to teaching of reading skills, including guided reading. See English action plan.</p> <p>b) Introduce Nuffield Early Learning Intervention from January 2020 (also see Catch-Up Action Plan.)</p> <p>c) Deliver RWI booster sessions to targeted children 4x/week. (Pupils to be identified following Dec 2020 assessments.) Review of the EEF's "7 Recommendations to Support Early Language" to ensure best practice.</p> <p>d) Speech & Language therapist to work with identified PP pupils.</p>	<p>Teacher Meeting January 2021. Share strategy and EEF research. Agree whole school approach and implementation.</p> <p>PD for relevant staff December 2020.</p> <p>CS to work with staff to identify pupils ready for the start of the spring term. CS to track progress of RWI booster 4 weekly.</p> <p>Monitoring of sessions identified in provision map.</p>	<p>Outcome: Pupils eligible for PPG make accelerated progress in reading.</p> <p>Evidence:</p> <p>Whole school assessments - PIRA & GAPS Standardised scores progress and attainment</p> <p>Teacher assessments - Target Tracker steps progress and attainment</p> <p>SEND assessments - YARC, precision teaching, priority reading, phonic fluency - progress</p>	<p>TH</p> <p>CS</p>	<p>£1,800</p> <p>£2,500</p> <p>£10,500</p>
2	Poor language skills <i>Teaching</i>	<p>e) Ensure effective provision for PP pupils in all lessons, including vocabulary, so that their needs are met through effective differentiation (Great Teaching Toolkit).</p>	<p>PD planned for January 2021 alongside Pupil Progress Meeting and SEND provision</p>	<p>Outcome: PP pupils are appropriately challenged to meet the expected standard.</p>	<p>ST/CS</p>	<p>£1,500</p>

		f) Review school's approach to planning to ensure that PP children are uppermost in teachers' minds when planning/delivering/reviewing lessons.	reviews. Also see 'Moving Forward' document.	Evidence: Lesson observations/book trawls/pupil voice (see monitoring timetable).		
3	Poor attendance	g) Inclusion team to identify and support PP pupils whose attendance is <95%, including EHA completion, parent contracts, immediate follow up to absence/lateness for specific pupils, family support, regular contact with parents. h) Use EEF document ' Working With Parents... ' to identify practical strategies to support vulnerable families and their child's attendance.	Tracking of attendance included in half termly staff meetings on disadvantaged learners. CS to lead staff meeting February 2021 on work school is doing with PP parents.	The majority of pupils in receipt of PP funding will have attendance records at or above 96.5%. Those pupils with attendance below have effective intervention and support plans in place. As a result their progress is improving. Staff understand the work being undertaken with parents to improve attendance.	CS CS CS	£11,500

Monitoring of this action plan is identified in the school's overall monitoring timetable available here. The PP lead meets with the link Governor for PP to review the impact of this action plan once a term.

Review of expenditure - 2020 - 2021

Due to COVID-19, national performance measures have not been published for 2020 to 2021. This review reports on teacher assessments using Target Tracker grades.

Attendance averages

	PP	SEND & PP	Non PP
2020 - 2021	94.7%	96.54%	97.16%
2019 - 2020	90.91%		
2018 - 2019	94.21%	94.09%	96.1%

Data produced based on 40 children from Year 1 to Year 6 in receipt of PPG in July 2021.

Average Attainment of children in receipt of PP

Age related attainment summary Reading, Writing & Maths combined			
	Below expected	Expected & above combined	Above expected
Pupil Premium	78% (32)	22% (9)	2.4% (1)
Non-Pupil Premium	54.4% (111)	45.6% (93)	6.9% (14)

	Below expected		Expected		Above Expected		Expected & above combined	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	57.5% (24)	35.8% (73)	40% (16)	50% (102)	2.5% (1)	14.2% (29)	42.4% (17)	48% (98)
Writing	72.5% (29)	51.5% (105)	25% (10)	39.7% (81)	2.5% (1)	8.8% (18)	27.5% (11)	31.4% (64)
Maths	67.5% (27)	38.2% (78)	27.5% (11)	47.1% (96)	5.0% (2)	14.7% (30)	32.5% (13)	50% (102)

1 child

Average Progress of children in receipt of PP

	Below expected		Expected		Above Expected		Expected & above combined	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	39% (16)	21.6% (44)	4.9% (2)	19.6% (40)	51.2% (21)	58.3% (119)	56.1% (23)	77.9% (159)
Writing	34.1% (14)	27% (55)	22% (9)	25.5% (52)	39% (16)	47.1% (96)	61% (25)	72.6% (148)
Maths	29.3% (12)	17.2% (35)	19.5% (8)	25% (51)	46.3% (19)	57.4% (117)	65.8% (27)	(46)

Barrier identified	Desired outcome identified	Outcomes achieved – lessons learnt
Poor Language skills	Pupils eligible for PPG make accelerated progress in reading.	<i>a) Guided reading, spelling and echo reading have been embedded into classroom practice across the school. Staff training has been completed in all areas and monitoring will continue by the English lead. SENCO to liaise with TH to ensure that good practice continues. Training needs to be revisited and discussed in</i>

<p><i>Curriculum</i></p>		<p><i>Phase meetings to ensure all staff continue good practice.</i></p> <p><i>b) Nuffield NELI Intervention was implemented in Reception by class HLTA, with a small group of children. Unfortunately, due to a Covid case the whole class was closed at the end of term and the final assessments were not able to take place. These children have now begun intensive RWI instruction in Year 1. NELI will now begin for children in Reception. All children will be assessed in September and then again in July to track progress.</i></p> <p><i>c) RWI booster groups for children in Year 3 & 4 have been successful and the feedback from parents and children have been very positive. 80% of the PP children (who began RWI in March) have now returned to year group English lessons, having achieved a good level of reading fluency. Staffing of RWI continues to be an issue with staff changing year groups each year, and extended absences.</i></p> <p><i>d) Holly Smith continues to be the SALT for Sandhills, which ensures consistency with both children and parents. There has been an increase in referrals to the service, particularly from Early Years. This is evident in EYFS data.</i></p>
<p>Poor language skills</p> <p><i>Teaching</i></p>	<p>PP pupils are appropriately challenged to meet the expected standard.</p>	<p><i>e) All staff are aware of the PP children in their classes and are highlighted on all planning documents. Priority reading is still practiced in Phase 2 and for children in Phase 1 who are not on RWI. Specific vocabulary/spelling lessons continue in the current format at present, but the English lead (TH) is seeking a more stringent scheme to ensure good coverage and consistent practice. Scaffolding is seen in most English and Maths lessons but work is necessary to support teachers with scaffolds in foundation subjects.</i></p> <p><i>f) Planning remains in the current format at present. It was not felt that this change would be a positive move for teachers in light of other significant changes. CS to liaise with SLT on what changes are necessary if any. Other supports such as feedback and marking are being developed and this may be more advantageous in supporting PP children and teachers. Plans to include PP review in Phase meetings are to be discussed in SLT.</i></p>

Poor attendance	The majority of pupils in receipt of PP funding will have attendance records at or above 96.5%.	<i>g) The average attendance of PP children is now 94.7% a significant improvement from 90.91% in 2019 - 2020. The Family Liaison Officer continues to work closely with families to support their attendance, by instigating Early Help assessments and or Attendance contracts. Further action is required to support families who are persistently late.</i>
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