



Sandhill Primary School

Pupil Premium Strategy Statement 2022 - 2023

Head	James Haywood	Chair of Governors	Jane Mackay	Business Manager	Rich Wilkinson
Teacher Deputy Head	??				
Pupil Premium Lead	DHT?				
Information Summary:					
Number of pupils on roll:	232 pupils (as on 20.9.2022)				
Number of eligible pupils	82 pupils (as on 20.9.2022)	Date of most recent review			
Total pupil premium budget	£96,950	Date of next review	20.12.2022 (termly to follow)		
Funding Overview					
Detail			Amount		
Pupil premium funding allocation this academic year			£96,950		
Recovery premium funding allocation this academic year			£10,295		
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			£107,245		
Agreed and signed: Chair of governors:			Agreed and signed: Head Teacher:		
Date:			Date:		

2022 Attainment Data		
Key Stage 2 in 2022	Pupils eligible for PP 2022	Pupils not eligible for PP 2022
% achieving EXPECTED + in Reading, Writing and Maths	%	%
% achieving EXPECTED + in Reading	62%	57%
% achieving EXPECTED + in Writing	62%	48%
% achieving EXPECTED + in Maths	62%	62%
% achieving at Greater Depth in Reading	8%	19%
% achieving at Greater Depth in Writing	0%	10%
% achieving at Greater Depth in Maths	8%	5%
Key Stage 1 in 2022	Pupils eligible for PP 2022	Pupils not eligible for PP 2022
% achieving EXPECTED + in Reading, Writing and Maths	42%	58%
% achieving EXPECTED + in Reading	67%	83%
% achieving EXPECTED + in Writing	50%	65%
% achieving EXPECTED + in Maths	42%	78%
% achieving at Greater Depth in Reading	0%	9%
% achieving at Greater Depth in Writing	0%	0%
% achieving at Greater Depth in Maths	0%	4%
EYFS Attainment in 2022	Pupils eligible for PP 2022	Pupils not eligible for PP 2022
% achieving EXPECTED GLD	29%	71%
% achieving EXPECTED in Reading	57%	76%
% achieving EXPECTED in Writing	29%	71%
% achieving EXPECTED in Maths Number	43%	71%
Attendance for 2019	Pupils eligible for PP 2022	Pupils not eligible for PP 2022
Persistent absence % for PP pupils.	88.17%	88.86%

Statement of Intent:

Sandhill Primary School is a slightly smaller than average sized primary school. We have the highest expectations of all our children including those from disadvantaged backgrounds.

A large proportion of our disadvantaged pupils need additional support and we will use all resources available to help them achieve their full potential.

We aim to do this through the best quality first teaching and learning supported by specifically targeted intervention where necessary to ensure progress; aiming that all disadvantaged pupils are achieving in line with their peers.

Funding will also support the wider family and community issues such as attendance and a pro-active approach to pastoral support. We also aim to raise aspiration within our school community so every child can make the most of the opportunities with which they are provided.

Principles:

We ensure that teaching and learning opportunities meet the needs of all the pupils

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Demography and School Context

Sandhill Primary School has 232 pupils on roll on 20.9.2022 (FS2 to Y6).

Pupils live in an area of above average income deprivation with 35.3% of pupils living within disadvantaged households (23.5% National).

Challenge number	Detail of challenge
1	A number of children enter EYFS with poor speaking, listening and communication skills
2	Disadvantaged children's have poor aspirations and employment rates are low.
3	Delivery of phonics needs to be robust and consistent to ensure that all pupils are readers by 7yrs through the delivery of RWINC.
4	Historically, disadvantaged pupils do not achieve as well as more able non-disadvantaged pupils at a younger age.
5	Internal assessments indicate that attainment in writing amongst some of our disadvantaged pupils is below that of their peers
6	Disadvantaged children's attendance rates are traditionally not as high as their non-disadvantaged peers
7	Our Pastoral records show some of our disadvantaged pupils will require additional support for (anxiety, self-esteem, behaviour management) and will require further support from school. Pupils and their families have social and emotional difficulties, including medical and mental health issues

Intended outcome	Success criteria
Increased attainment at ARE at statutory points of assessment for disadvantaged pupils, especially for those that are non-SEND	More disadvantaged pupils attain inline with national data at EYS, KS1 and KS2 points of assessment
Improved Reading, Writing and Maths combined attainment among disadvantaged pupils especially at KS1	KS1 Reading, Writing and Maths combined outcomes in 2022 - 2023 show that more disadvantaged pupils meet the expected standard in all 3 subjects.

RWInc is embedded in EYFS and KS1. Pupils are at least in line with ARE at all stages.	Outcomes through phonics screening test is above national consistently with the aim of 100% passing (unless significant SEND needs).
Language is the driver for teaching the curriculum, key vocabulary is utilised in all subjects to narrow the gap of disadvantaged pupils through granular knowledge to ensure it is embedded into long term memory.	Language is evident in all environments, pupils are able to use the vocabulary confidently verbally and in their written work. Parents are aware of the key vocabulary they can use to support at home.
The school's curriculum for disadvantaged centres around; a love of learning, excellent personal development with ambition and aspiration	There significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Pupils talk positively; about the curriculum they receive
Sustained improvement in wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022 - 2023 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent feedback and teacher observations
Improved attendance of disadvantaged pupils closing the gap between PP and non-PP children	Disadvantaged children meet school attendance expectations, and the number of persistently absent disadvantaged pupils are reduced The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
ANYTHING ELSE?	

Activity in this academic year

Teaching:

<u>Action</u>	<u>Costings</u>
RW and through school teacher training costs and development days Time and funds to cover staff need to implement training effectively, including leader time	£5000
Read Write Inc Resources	£2500
Class/library Quality Texts	£4000
Budgeted cost:	£11,500

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Long term plans identify trips, visitors and possible links in community to build experiences and aspirations of all pupils.	Trips, visitors, links in the community to widen experiences and support of what the community has to offer to widen knowledge and understanding of their world and the wider world through the curriculum offer. Staff to have appropriate CPD to support to deliver the high quality learning of all subjects.	
High quality and effective RWInc to be delivered to EYFS, Key Stage 1 pupils and intervention for KS2 pupils who still need the intensive programme.	EEF: Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. Pupils enter school significantly below ARE with a specific gap in language and understanding. Pupils are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. Gap between disadvantaged and non-disadvantaged is wide. Reading the key to learning and school focus on reading as soon as pupils enter school to ensure by 7 every child is a reader. Pupil Premium progress in to be a focus of assessment and tracking.	

<p>Reading Leader daily coaching, CPD weekly meetings and development days to support the delivery to ensure quality and consistent approach in all groups.</p>	<p>Daily support to ensure a consistent quality approach to the teaching of phonics and all reading teachers have access to the correct level of support to ensure the rigor. Assessment enables rapid progress movement and drive for all pupils to reach their potential. Pupil Premium progress in to be a focus of assessment and tracking.</p>	
<p>Continue to embed the reading culture and offer a range of text styles and authors for all pupils to widen their literature to link to the writing.</p>	<p>EEF: It is.. important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</p>	
<p>Support for writing for key stage 1 to narrow the gap of disadvantaged and non-disadvantaged.</p> <p>Staff CPD for writing using the writing framework, ensuring confidence in the subject knowledge and delivery of targeted intervention when required</p>	<p>EEF: Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include: reading books aloud and discussing them; activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes.</p> <p>The literacy writing process is working well and follows a Gather, Skills, Apply approach which is enabling pupils working at age related expectations to make good progress. Those who are below age related are not making the accelerated progress that they need to, to close the gap to their peers.</p> <p>-literacy lead and PP lead to work together to develop planning with a view to making sure all pupils next steps are planned for and embedded.</p>	

	<p>-staff to be trained on the changes to planning and how we can ensure all pupils have access to their year group related objective whilst ensuring gaps in knowledge are filled.</p> <p>-monitor effectiveness of planning to address gaps for specific pupils. Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</p> <p>-lessons observations and feedback to be related to progress of pupils working below age related expectations. Pupil Premium progress in to be a focus within monitoring</p>	
Standardised diagnostics assessments purchased (YARC with NFER)	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Daily targeted intervention by teachers linked to classroom teaching and the curriculum in core subjects</p> <p>-fluency and comprehension in reading</p> <p>Spelling and grammar in writing</p> <p>-core basic facts in maths</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
Purchase of high quality resources to support with teaching (Wider curriculum books, Purple Mash, Times tables Rockstars, Numbots etc..).	<p>The best available 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>	
Provide enrichment clubs to support pupils' social and emotional	<p>There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond.</p>	

development and give pupils an opportunity to develop specific talents.	Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	
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Targeted Academic Support: (tutoring, one-to-one support structured interventions)

Budgeted costs:

<u>Action</u>	<u>Costings</u>
TA interventions = 36% of TAs time (including incredible Me!)	50,965.56 (36% of salary)
<u>Budgeted costs:</u>	<u>£50,965.56</u>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Highly qualified TA's across school.</p> <p>Targeted intervention for core subjects (Reading/Writing/Maths)</p>	<p>Tuition in the form of 1:1 or towards a targeted group is an effective method to support children who are failing to meet the required standard.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>1:1 TAs to support RWINC bottom 20% across school.</p>	<p>EEF: If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others.</p> <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>TAs are part of development days, have individualised coaching session and training based on the pupils they teach. Intensive CPD and support provide TAs with appropriate skills to provide specific intervention.</p> <p>Close tracking by phonics leader and constant dialogue with SLT to ensure children not on track catch up quickly</p>	
<p>Disadvantaged children in the Early years are to receive interventions. Staff will use tools specific to need such as Wellcomm, RWI and Incredible Me to close the gap in:</p> <ul style="list-style-type: none"> -managing feelings -fine motor skills -comprehension -writing 	<p>Evidence suggest that oral language interventions have an immediate impact on children's participation in classroom discussion.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	

Wider Strategies: (e.g attendance, behaviour, well-being)

Budgeted Cost:

Action	Costings
External emotional support (inc TADS, Marie Grant)	£2,451.60 (36% of costings)
Parent Support Adviser	£10,693 (36% of salary)
Pastoral Support TAs	£18,137.16 (36% of salary)
Attendance - EWO support and prizes	£4500
Budgeted Cost:	£35,781.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3 wave approach to attendance outlined in strategy document</p> <p>Fortnightly meetings to be held to monitor attendance and decide on actions to reduce persistent absence and intervention prior to falling into persistent absence.</p> <p>School to proactively promote attendance through:</p> <ul style="list-style-type: none"> • Implementation of policy and practice • Pastoral Team supporting vulnerable families to reduce attendance. • Reward systems implemented to support attendance and punctuality <p>Targeted support from EWO for families struggling with attendance. Home visits to take place as required</p>	<p>Whilst this is a bespoke Trust approach to supporting attendance following DfE, Barnsley Local Authority EWO processes. School are hoping to see an improvement in attendance following school closures.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Pupil Premium attendance to be analysed to ensure positive trends this academic year and action taken as needed based on analysis</p>	

<p>Early identification of children with wellbeing difficulties and action taken.</p> <ul style="list-style-type: none"> • Incredible Me to support children presenting with SEMH difficulties. 1:1 and group intervention in Incredible Me • Pastoral team to support families through EHA framework, Social Services support and intervention • Books Beyond Words Intervention • Social media celebration of achievements 	<p>EEF evidence shows that targeted social and emotional interventions support disadvantaged pupils to engage in healthy relationships and emotional regulation which may subsequently increase academic attainment. Social and emotional learning research from EEF (educationendowmentfoundation.org.uk) supports the children, especially during and after the COVID-19 pandemic.</p> <p>Pupil Premium children to be the main focus of intensive support</p>	
<p>Additional support for social, behavioural and emotional issues (provided by external professionals including SLE from Springwell, staff from BESST, EP, and TADS)</p>	<p>Sandhill has a vast number of pupils who have experienced trauma and need specialist intervention. External agencies and therapists works closely with the families to offer guidance and support. Pupil Premium children to be the main focus of intensive support</p>	
<p>Breakfast Club provides a free breakfast for all children to start their day.</p>	<p>Research shows hungry children do not perform as well. Pupil Premium children will be encourage to attend to the percentage attending should increase through the year</p>	
<p>Subsidising of trips and residential for PP children</p>	<p>To enable all pupils, irrespective of family circumstances, to take part in a residential visit experience</p>	
<p>Uniform support for pupil premium children.</p>	<p>Research shows that wearing a school uniform enables a school to build a school ethos and improve behaviour.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes:

SEE PREVIOUS REPORT FOR EVALUATION AND THE PUBLISHED DATA AT THE BEGINNING OF THIS REPORT