



Sandhill Primary School

Pupil Premium Strategy Impact and Evaluation 2021 - 2022

Head	David Hickey	Chair of Governors	Jane Mackay	Business Manager	Rich Wilkinson
Teacher Deputy Head	James Haywood				
Pupil Premium Lead					
Information Summary:					
Number of pupils on roll:	240				
Number of eligible pupils	62	Date of most recent review	1.11.2021		
Total pupil premium budget	83,390	Date of next review	20.12.2021		
Funding Overview					
Detail			Amount		
Pupil premium funding allocation this academic year			83,390		
Recovery premium funding allocation this academic year			8,990		
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			92,380		

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%

Activity in this academic year

Teaching:

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation of impact
<p>All subject leaders support the quality wave one teaching for the whole curriculum to improve the language associated with the NC and learning is focused on knowing more and remembering more.</p> <p>Long term plans identify trips, visitors and possible links in community to build experiences and aspirations of all pupils.</p> <p>Quality wave 1 to be embedded in everyday practise.</p> <p>Consistent delivery of all subjects and accurate assessment of all subjects.</p>	<p>Subject leaders have evaluated progression maps to ensure vocabulary is highlighted.</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET as well as phase meetings and leadership time to support the planning, delivery, monitoring and evaluation of all subjects.</p> <p>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.</p> <p>FS and KS1 long term plans identify trips and visitors.</p> <p>KS2 have not identified them on their plan- need to do this.</p>	<p>1, 2, 4 and 6</p>	<p>Vocabulary is evident on all progression maps and links to the cycles of teaching.</p> <p>Pupil voice through the year showed that PP children in KS 1 and KS2 could recall recent teaching and that previous teaching had been built on. During the pupil discussions, they could show their work and talked positively about the knowledge they had gained through the vocabulary in the wider curriculum taught.</p> <p>Monitoring shows that vocabulary is being taught well through school as the children asked could recall vocabulary being taught</p> <p>Teachers use knowledge organisers with key vocabulary being taught. Monitoring shows that the children are able to refer to these.</p>

<p>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.</p> <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>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: 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.</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.</p> <p>Reading for Pleasure: investment in update to KS2 book stock with titles selected to prioritise children's access to high quality literature and experience-widening texts to</p>	<p>1, 2, 3, 4 and 6</p>	<p>RWInc data throughout the year showed children making progress. PP attainment was higher than no PP at PSC in 2022</p> <table border="1" data-bbox="1554 416 2038 823"> <thead> <tr> <th colspan="3">READING Attainment percent at EXS at the end of the academic year</th> </tr> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>FS2 (6 pupils)</td> <td>50%</td> <td>76%</td> </tr> <tr> <td>YEAR 1 (5 pupils)</td> <td>60%</td> <td>59%</td> </tr> <tr> <td>YEAR 2 (3 pupils)</td> <td>73%</td> <td>66%</td> </tr> <tr> <td>YEAR 3 (9 pupils)</td> <td>22%</td> <td>62%</td> </tr> <tr> <td>YEAR 4 (11 pupils)</td> <td>55%</td> <td>86%</td> </tr> <tr> <td>YEAR 5 (16 pupils)</td> <td>58%</td> <td>78%</td> </tr> <tr> <td>YEAR 6 (13 pupils)</td> <td>62%</td> <td>57%</td> </tr> </tbody> </table> <p>Where there are gaps in attainment, this is cohort specific and also links to the number of children that are PP and SEND. Progress from Autumn Term 21 to Summer Term 22 is a strength for PP compared to no PP. PP are making stronger progress:</p> <table border="1" data-bbox="1554 1177 2038 1361"> <thead> <tr> <th colspan="3">% increase in attainment from data drop 1 to data drop 3</th> </tr> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>FS2 (6 pupils)</td> <td>+17%</td> <td>+18%</td> </tr> </tbody> </table>	READING Attainment percent at EXS at the end of the academic year				PP	Non PP	FS2 (6 pupils)	50%	76%	YEAR 1 (5 pupils)	60%	59%	YEAR 2 (3 pupils)	73%	66%	YEAR 3 (9 pupils)	22%	62%	YEAR 4 (11 pupils)	55%	86%	YEAR 5 (16 pupils)	58%	78%	YEAR 6 (13 pupils)	62%	57%	% increase in attainment from data drop 1 to data drop 3				PP	Non PP	FS2 (6 pupils)	+17%	+18%
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<p>Support for writing for key stage 2 to narrow the gap of disadvantaged and non-disadvantaged. Focus on sequence, feedback and writing pilot with a clear focus on the project.</p> <p>All staff CPD for writing, ensuring confidence in the subject knowledge and delivery of targeted intervention.</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 the EPIC approach which is enabling pupils working at age related expectations to make good progress. Those who are below age related are not</p>	4	<table border="1"> <thead> <tr> <th colspan="3">WRITING Attainment percent at EXS at the end of the academic year</th> </tr> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>FS2 (6 pupils)</td> <td>53%</td> <td>71%</td> </tr> <tr> <td>YEAR 1 (5 pupils)</td> <td>20%</td> <td>41%</td> </tr> <tr> <td>YEAR 2 (3 pupils)</td> <td>55%</td> <td>52%</td> </tr> <tr> <td>YEAR 3 (9 pupils)</td> <td>11%</td> <td>57%</td> </tr> <tr> <td>YEAR 4 (11 pupils)</td> <td>36%</td> <td>55%</td> </tr> <tr> <td>YEAR 5 (16 pupils)</td> <td>25%</td> <td>44%</td> </tr> <tr> <td>YEAR 6 (13 pupils)</td> <td>62%</td> <td>48%</td> </tr> </tbody> </table> <p>Where there are gaps in attainment, this is cohort specific and also links to the number of children that are PP and</p>	WRITING Attainment percent at EXS at the end of the academic year				PP	Non PP	FS2 (6 pupils)	53%	71%	YEAR 1 (5 pupils)	20%	41%	YEAR 2 (3 pupils)	55%	52%	YEAR 3 (9 pupils)	11%	57%	YEAR 4 (11 pupils)	36%	55%	YEAR 5 (16 pupils)	25%	44%	YEAR 6 (13 pupils)	62%	48%
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	<p>making the accelerated progress that they need to, to close the gap to their peers.</p> <ul style="list-style-type: none"> - Year 5/6 writing project disseminated to literacy lead to impact across school -literacy lead to develop staff to ensure all pupils have access to their year group related objective whilst ensuring gaps in knowledge are filled. -monitor effectiveness of planning to address gaps for specific pupils. -lessons observations and feedback to be related to progress of pupils working below age related expectations. 		<p>SEND. Progress from Autumn Term 21 to Summer Term 22 is a strength for PP compared to no PP. PP are making stronger progress:</p> <table border="1" data-bbox="1556 371 2047 794"> <thead> <tr> <th colspan="3">% increase in attainment from data drop 1 to data drop 3</th> </tr> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>FS2 (6 pupils)</td> <td>+20%</td> <td>=%</td> </tr> <tr> <td>YEAR 1 (5 pupils)</td> <td>+20%</td> <td>+6%</td> </tr> <tr> <td>YEAR 2 (3 pupils)</td> <td>+45%</td> <td>+29%</td> </tr> <tr> <td>YEAR 3 (9 pupils)</td> <td>+1%</td> <td>+12%</td> </tr> <tr> <td>YEAR 4 (11 pupils)</td> <td>+27%</td> <td>+16%</td> </tr> <tr> <td>YEAR 5 (16 pupils)</td> <td>+13%</td> <td>+5%</td> </tr> <tr> <td>YEAR 6 (13 pupils)</td> <td>+26%</td> <td>+5%</td> </tr> </tbody> </table> <p>Book looks show that the writing process is well understood by teachers and that PP children accessing the learning as well as the no PP.</p>	% increase in attainment from data drop 1 to data drop 3				PP	Non PP	FS2 (6 pupils)	+20%	=%	YEAR 1 (5 pupils)	+20%	+6%	YEAR 2 (3 pupils)	+45%	+29%	YEAR 3 (9 pupils)	+1%	+12%	YEAR 4 (11 pupils)	+27%	+16%	YEAR 5 (16 pupils)	+13%	+5%	YEAR 6 (13 pupils)	+26%	+5%
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<p>All KS1 staff CPD for maths, ensuring confidence in the subject knowledge and delivery of targeted intervention and ensure basic number is taught effectively.</p>	<p>EEF research into early mathematics; 'Improving Mathematics in the Early Years and Key Stage 1' reviews the best available evidence to offer five recommendations for developing the maths skills of 3–7-year olds</p> <p>Use of number sense and mastering number within everyday teaching to</p>	<p>1, 4 and 6</p>	<p>KS1 progress and attainment is a strength due to the rigour of teaching.</p> <table border="1" data-bbox="1556 1126 2047 1382"> <thead> <tr> <th colspan="3">MATHS Attainment percent at EXS at the end of the academic year</th> </tr> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>FS2 (6 pupils)</td> <td>50%</td> <td>71%</td> </tr> <tr> <td>YEAR 1 (5 pupils)</td> <td>60%</td> <td>59%</td> </tr> <tr> <td>YEAR 2 (3 pupils)</td> <td>45%</td> <td>62%</td> </tr> </tbody> </table>	MATHS Attainment percent at EXS at the end of the academic year				PP	Non PP	FS2 (6 pupils)	50%	71%	YEAR 1 (5 pupils)	60%	59%	YEAR 2 (3 pupils)	45%	62%												
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Activity in this academic year

Targeted Academic Support: (tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation of Impact
Highly qualified TA's across school	<p>Ensure that additional capacity of TAs impacts on the outcomes for all pupils, especially those with additional needs.</p> <p>Targeted teacher and TA support to identify and provide targeted Wave 1 support to ensure a greater number of children achieve ARE or catch up to ARE due to COVID.</p>		<p>All children that have taken part in interventions have shown an increase in confidence, self esteem, relationships with staff and pupils and the vast majority, where the intervention have been tailored to meet these needs, have seen a reduction in behaviour incidents.</p> <p>Interventions range from academic, SEND or to support children's emotional wellbeing using the Incredible Me! programme.</p> <p>TA's received a detailed intervention timetable used to play to their strengths and interests as a practitioner so the most efficient use of their time to maximise the number and effectiveness of interventions took place.</p>
1:1 TAs to support RWINc bottom 20% across school.	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.		Feedback from CPD and development days prove that all PP children are receiving an excellent early reading curriculum. All TAs leading RWI teach with fidelity.

	<p>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.</p> <p>Intensive CPD and support provide TAs with appropriate skills to provide specific intervention.</p>		<p>Autumn data had 3/7 on track for PSC (43%). This has increased in spring with 5/7 (71%). PP are progressing more rapidly than no PP (no PP = 64%)</p> <p>RWInc data throughout the year showed children making progress.</p> <p>PP attainment was higher than no PP at PSC in 2022</p>
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Activity in this academic year

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation of impact
<p>3 wave approach to attendance outlined in strategy document</p> <p>Weekly meetings to be held to monitor attendance and decide on actions to reduce persistent absence and intervention prior</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>2, 6 and 7</p>	<p>PP children attendance is closing to no PP due to the interventions and actions in place. The gap has closed this academic year by 1.14%</p>

<p>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>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>		<p>Further actions are needed to ensure that attendance improves next academic year</p> <p>EWO support was used effectively to help and guide families in improving their attendance; future scripts and protocols will be created for office staff so that families receive encouragement to bring their children to school.</p> <p>ISAP meetings for persistent absentees showed positive results in both pupil attendance and punctuality.</p> <p>Reward charts created for children who struggled to be motivated to come to school help increase their motivation to arrive at school on time.</p>
<p>Early identification of children with wellbeing difficulties and action taken.</p> <ul style="list-style-type: none"> • TADs support for identified pupils • Incredible Me to support children presenting with SEMH difficulties • Pastoral team to work with children during breakfast club and throughout the day as needed. Responding to need and 	<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>2, 4, 5, 6 and 7</p>	<p>FROM HERE</p> <p>All children that have taken part in interventions have shown an increase in confidence, self esteem, relationships with staff and pupils and the vast majority, where the intervention have been tailored to meet these needs, have seen a reduction in behaviour incidents.</p> <p>The breakfast club has a positive impact on all the PP children in the club. For 1 child in particular there has been a significant increase in the pupil's</p>

<p>using the sensory room and The Nest to support as required.</p> <ul style="list-style-type: none"> • Pastoral team and SLT to support families through EHA framework, Social Services support and intervention 		<p>attendance since joining the club. The teacher has reported a significant improvement with engagement and progress from the child. The club is popular and children are enthusiastic and having the opportunity to engage in physical activity also enhances the experience. Children are fed and ready to learn</p> <p>Pupil's with SEND (2 children with EHCPs) find the club to be a positive start to the academic day and allow them to arrive at school in a calmer manner, increasing their motivation for the day ahead – 75% of behavioural incidents occurred by one child have been found to be on the days where breakfast club has not been attended.</p> <p>49% of PP children have received support from school's pastoral team over the last 12 months. Positive relationships between school's PSA and SENDCO and parents has meant communication and trust between stakeholders has increased significantly. Parents feel more confident in approaching school staff regarding concerns they have, knowing that the pastoral team will listen and offer support and guidance wherever possible.</p>
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<p>1:1 and group intervention in Incredible Me</p> <p>Well-being actions from PHSCE and Curriculum lead to support pupils.</p>	<p>As part of the well-being of our pupils and the high level of need based around safeguarding, grief, family splits and increase of domestic violence, school have funded a full time TA to support the emotional regulation and well-being of pupils. This is completed through 1:1 and small group work.</p>	<p>2, 4, 5, 6 and 7</p>	<p>55% of children who participate in Incredible Me! are PP children.</p> <p>80% of PP children on Incredible Me! have had an improvement reported in their emotional wellbeing either through their own self-confidence, a drop in behavioural incidents or social incidents such as falling out with their friends. This is compared to *45% of Non-PP that have made good progress.</p> <p>PP children on the programme have transitioned well to their new classes with teachers reporting 96% of children responded positively to their new classroom environments during transition. Compared to 63% of Non-PP who had a successful transition.</p>
<p>Additional support for social, behavioural and emotional issues (provided by external professionals including staff from BESST, Marie Grant, EP, and TADS)</p>	<p>Sandhill Primary has a vast number of pupils who have experienced trauma and need specialist intervention. External agencies and therapist's works closely with the families to offer guidance and support.</p>	<p>2, 4, 5, 6 and 7</p>	<p>All children that have taken part in interventions have shown an increase in confidence, self esteem, relationships with staff and pupils and the vast majority, where the intervention have been tailored to meet these needs, have seen a reduction in behaviour incidents.</p> <p>PP children on the SEND register that have been supported by outside agencies have made significant progress socially (SCI) and emotionally (EP).</p>

			<p>Outside support has helped children receive effective SMART targets and identify provision required to help them achieve their goals. Staff feel more confident in supporting vulnerable children and are becoming more proactive in their approaches to dealing with challenging behaviour as they have the support in place to help children re-regulate themselves more quickly.</p> <p>54% of the children seen by TADS and MG are PP children.</p> <p>PP children supported by TADS and MG (SEMH Worker) have had a reduction in behavioural incidents since working with them: 85% of PP children's incidents have dropped since these interventions have taken place comparing term by term information.</p>
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