

**Sandhill Primary School**

**Pupil Premium Development Plan 2019 – 2020**

**Introduction**

At Sandhill Primary School we recognise the barriers to learning that a number of our pupils are faced with. This can be particularly true for those pupils who are disadvantaged and receive Pupil Premium Grant Funding. We believe that barriers to learning can be overcome by providing a tailored educational pathway that will have a positive influence on pupils improving wellbeing, behaviour, concentration, attitude and academic achievement.

**What is Pupil Premium?**

In 2011-12 the Government launched its Pupil Premium funding as a means to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers. This money is allocated to schools based on the numbers of pupils in the school who are eligible for Free School Meals (FSM). In 2012-13, the funding was expanded to include all children who have been eligible for FSM within the last 6 years. In addition, children whose parents work in the Forces or children who are Looked After Children/adopted also receive a grant.

**Principles of the Pupil Premium Funding:**

* To ensure that teaching and learning opportunities meet the needs of all of our pupils.
* To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of children who receive the pupil premium funding are adequately assessed and addressed.
* In making provision for pupils, we recognise that not all pupil premium children will be disadvantaged.
* We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals and they will, from time to time, be included in group interventions with children receiving the pupil premium grant.
* All our work through the pupil premium will be aimed at accelerating progress so that all children meet their expectations both academically and socially.

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| **Total number of pupils on role (January 2019 census)** | **273** |
| **Total number of pupils eligible for Pupil Premium (January 2019 census)** | **73** |
| **Total amount of Pupil Premium to be received for 2019 - 2020** | **£106,920** |

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| |  | | --- | | **Barriers Identified as Impacting on the Achievement of Pupil Premium Pupils at Sandhill Primary School**  Below are some of the barriers to learning faced by our pp students every pupil’s circumstances are different but all barriers to learning are evident in varying degrees for students within this group. | | | | | | |
| |  |  |  | | --- | --- | --- | | Poor attendance  Poor punctuality  Low expectation  Communication difficulties  Low aspiration  Low self-esteem  Lack of confidence | Limited cultural nurturing  Limited opportunities outside of school and  behavioural issues  Health problems  Sudden change of circumstances (short term family crisis)  Bereavement | Social difficulties  Emotional difficulties  Poor diet and nutrition  Lack of support at home with homework  Unsettled homelife or parents needing support with parenting skills | | | | | | |
| **Summary** | **Reason** | **Target Group** | **Cost** | **Intended Outcome** | **Evaluation of Impact** |
| RWI resources and training | To support the development of children’s emotional development to reduce the proportion of behavioural incidents involving PP children | All pupils but with particular emphasis on PP children | £10000 | To ensure that all children except for children with cognitive SEN difficulties pass the phonic screen and have phonic ability in reading | Increase of disadvantaged pupils passing the phonics screening check from the previous year. Pass rate increased from 22% to 60%. |
| Developing further positive approaches to mental health and wellbeing in school e.g. mindfulness | To support the emotional wellbeing and mental health of all pupils | All pupils but with particular emphasis on PP children | £5000 | Improvement from class baseline profiles in emotional wellbeing, ability to concentrate and amount of confidence | Deployment of school counsellor in the Spring Term to carry directed work with children to promote emotional wellbeing. |
| Engagement in the Maths Mastery Programme with South Yorkshire Maths Hub | To improve the delivery of Maths across school and enable more pupils to achieve GDS | All pupils but with particular emphasis on PP children | £10000 | Greater number of pupils will achieve GDS in Maths | Increase of disadvantaged achieving greater depth in maths from the previous year. Attainment increased from 15% to 25%. |

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| Training for teachers and TAs on Wave 1 approaches, including developing AfL | To improve quality first teaching to ensure that all pupils receive the highest quality  To ensure all teaching and support staff are aware of the statistics and national agenda and the importance of addressing inequality. | All pupils but with particular emphasis on PP children | £3000 | |  | | --- | | Raised awareness for staff of the national picture and gap between PP pupils and those nationally. The number of children are ARE+ will have improved by at least 2 children from the end of 2018-2019 academic year | |  |
| Training for teachers and TAs on recognised Wave 3 intervention programmes | To ensure that where pupils are working below ARE, there is timely intervention through high quality proven intervention programmes | Targeted pupils, mainly PP | £3000 | That at least 90% or targeted PP children will make expected progress and 30% or more will make more than expected progress, especially in reading and maths |  |
| Additional 1:1 or group support for targeted PP children to support them in meeting age related expectation in phonics | To enable pupils eligible for the Pupil Premium to make accelerated progress in order to enable them to achieve their targets.  To ensure that in addition to quality first wave teaching additional input is given to ensure pupils reach their targets to provide additional support to combat any additional barriers to learning. | Specific pupils eligible for PP | £3000 | To close the attainment gap between PP pupils and other pupils in our school.  To ensure the PP pupils are closely monitored and progress accelerated All PP children who are targeted to achieve the phonics screen will achieve it |  |
| Additional support for PP pupils through TADS (Therapies for anxiety, depression and stress) | To provide strong and sustained support for pupils from disadvantaged backgrounds to address emotional barriers to learning and wellbeing. | Specific pupils eligible for PP | £8000 | To support pupils with social and emotional difficulties so they are able to access teaching and learning. |  |

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| Deployment of an additional teaching assistant to focus on phonics, reading and maths attainment | To increase outcomes in reading and phonics.  To promote home reading and engagement with home learning.  To support teachers in developing a true love of reading with our children.  To increase outcomes in maths skills – especially in arithmetic  To support in class and also to run targeted maths interventions. | Specific targeted pupils eligible for the PP | £14000 | At least 90% or targeted PP children will make expected progress and 30% or more will make more than expected progress, especially in reading and maths |  |
| Employment of Parent Support Adviser | To ensure families have access to timely, high quality support to address barriers to and access to learning and to promote strong school attendance.  To ensure that teaching staff are able to focus on delivering strong first wave teaching and learning opportunities for pupils. | All pupils but with particular emphasis on PP children | £26000 | To ensure families have the support needed to ensure pupils are in school and learning. | We met the Safeguarding needs of our school and were able to support more families and identify concerns earlier. The PSA provided emotional and welfare support for vulnerable families, particularly those with challenging circumstances. As a result, home-school links were strengthened and parents have been provided with a wide range support including 1:1 and small group sessions and home visits. |
| Additional support for social, behavioural and emotional issues (provided by external professionals including SLE from Springwell, staff from BESST, EP, and Art Therapist). | To provide strong and sustained support for pupils from disadvantaged backgrounds to address emotional barriers to learning and wellbeing. | Targeted pupils | £10000 | |  | | --- | | To ensure the full range of pupil needs are met.  To support pupils with social and emotional difficulties so they are able to access teaching and learning. | |  |

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| Breakfast Club for Y6 pupils | To ensure that all the children have a settled morning with a healthy breakfast and their mental wellbeing supported by staff each morning | All Year 6 pupils | £100 | To ensure the Y6 pupils have had breakfast during SAT week and are all in school on time. |  |
| Social Club/Lunchtime Club | To support vulnerable pupils including PP pupils to engage in a positive and structured social time during the lunch hour | All pupils but with particular emphasis on PP children | £3000 | Number of behaviour incidents decrease during lunchtime and pupil voice evidences this is a positive experience. |  |
| Additional EWO support | To provide support to families in achieving strong attendance through partnership working with families, PSA and EWO | Targeted families | £3000 | Attendance of PP to increase in 2019 from 2018  The number of persistent absentees that are PP to decrease in 2019/20 from 2018/19 |  |
| |  | | --- | | After school booster sessions to ensure children have a greater opportunity to reach ARE at the end of KS2 | | Attainment at Year 6 is below the national expectation | Year 6 | £1500 | To increase the % of pupils achieving higher levels in reading, writing and maths.  To increase the % of disadvantaged children achieving age related expectations by the end of Y6.  All PP that are no SEN to achieve ARE |  |
| Rewards and Incentives relating to attendance  Attendance prizes, awards, certificates, end of term and end of year prizes for 100% attendance | Poor punctuality is a barrier to learning for many of our PP pupils. It is important to minimise the loss of learning time.  PP attendance and persistent absentees is not in line with the national picture | All pupils | £1500 | |  | | --- | | To ensure PP pupils are in school on time in order to access more learning time. | |  |

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| After School Club Provision | To provide a range of positive activities for children to engage with to widen their experiences and provide a safe place for them to be after school, free of charge | All pupils | £4000 | To ensure PP pupils have the same rich learning experiences as other pupils regardless of economic background. |  |
| Subsidising of residential visits for PP children | To enable all pupils, irrespective of family circumstances, to take part in a residential visit experience | Y6 PP pupils | £1000 | |  | | --- | | To ensure PP pupils have the same rich learning experiences as other pupils regardless of economic background. | |  |
| **Total** |  |  | **£106,920** |  |  |