

**Sandhill Primary School**

**Pupil Premium Development Plan 2020 – 2021**

**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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|  | **Number of pupils and pupil premium grant (PPG) received 2020/2021** | **Number of pupils and pupil premium grant (PPG) received – 2019/2020** | **Number of pupils and pupil premium grant (PPG) received – 2018/2019** |
| Total number of pupils on roll | **258** | 273 | 314 |
| Total number of pupils eligible for PPG | **79** (30%) | 73 (26%) | 100 (31.8%) |
| **Total amount of PPG received** | £97, 466 | £106, 920 | £132,000 |

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| **Attainment 2019** | | |
|  | **Pupils eligible for PP** | **Pupils not eligible for PP** |
| % achieving expected standard or above in reading, writing & maths combined at the end of KS2 2019 | **23%** | **40%** |
| % making expected progress in reading (whole school July 2019) | **30%** | **32.5%** |
| % making expected progress in writing (whole school July 2019) | **0%** | **5%** |
| % making expected progress in mathematics (whole school July 2019) | **23%** | **30%** |

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| **Previous performance of disadvantaged pupils in EYFS** | | | |
| **Total Pupils** | **37** | | |
|  | **2018/19** | | |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP* | **Gap** |
| **% of pupils achieving GLD** | **50%** | **62%** | **12%** |

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| **Previous performance of disadvantaged pupils in Phonics** | | | | | | |
| **Total Pupils** | **35** | | | **Y2 Dec 2020 34** | | |
| **Phonics** | **2018/19** | | | **2020/2021** | | |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP* | **Gap** | *Pupils eligible for PP* | *Pupils not eligible for PP* | **Gap** |
| **% of achieving Phonics pass Y1** | **22%** | **54%** | **32%** |  |  |  |
| **% of achieving Phonics pass Y2** | **0%** | **25%** | **25%** | **60%** | **86.2%** | **26.2** |

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| **Previous performance of disadvantaged pupils in KS1 SATs** | | | |
| **Total Pupils** | **42** | | |
| **KS1 SATS** | **2018/19** | | |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP* | **Gap** |
| **% at National Standard in Reading** | **59%** | **84%** | **-25%** |
| **% at National Standard in Writing** | **41%** | **76%** | **-35%** |
| **% at National Standard in Maths** | **59%** | **92%** | **-33%** |
| **% at National Standard in WRM Combined** | **36.4%** | **63.6%** | **-27.2%** |

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| **Total Pupils** | **40** | | |
| **KS2 SATS** | **2018/19** | | |
|  | Pupils eligible for PP | Pupils not eligible for PP | **Gap** |
| **% at National Standard in Reading** | **62%** | **85%** | **23%** |
| **% at National Standard in Writing** | **31%** | **48%** | **17%** |
| **% at National Standard in Maths** | **54%** | **89%** | **-35%** |
| **% at National Standard in GPS** | **62%** | **78%** | **-16%** |
| **% at National Standard in WRM Combined** | **23%** | **48%** | **-25%** |

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| **Barriers Identified as Impacting on the Achievement of Pupil Premium Pupils at Sandhill Primary School** | |
| **Academic Barriers** | |
| **A** | Poor communication, language and literacy skills of so many of our disadvantaged pupils and families |
| **B** | Disadvantaged pupils at Sandhill have limited opportunities to lack access to learning resources and wider experiences |
| **C** | Throughout school, knowledge and expectations of what the world can offer limits the views of our community and therefore low aspirations and low self esteem are evident. |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| **D** | Attendance and punctuality and now with the pandemic restraints interruptions of learning based on bubble closures and self-isolating impacting on attendance in school from both pupils and staff. |
| **E** | External factors at home, unemployment, grief, anxieties of the situation impacting on well-being of pupils when in school. |
| **F** | Poor diet and nutrition and the impact this has on health problems |
| **G** | Access to the support of remote learning and support at home. |

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| **Planned expenditure** | | | | |
| **Barrier** | **Action** | **Intended Outcome** | **Target Group Cost** | **Review /Evaluation of Impact** |
| Effectiveness of Teaching & Learning  Identification:  Ofsted inspection 2018 highlights inconsistencies in teaching that has led to weaknesses in learning and progress at KS2.  2019 outcomes were significantly below in:  EYFS- 59%  Phonics- 46%  KS1- 50% (RWM)  and below in  KS2- 40% (RWM) | School leaders deliver quality CPD in relation to modelling, differentiation, challenge, pitch, high expectations and engagement.  School leaders to lead whole school CPD (including planning, coaching, team teaching etc.) linked to improving teaching and QofE, including both teachers/support staff.  Staff will attend relevant external CPD and access support from SLEs/Directors of T&L/Tykes TSA | Quality of teaching contributes to improved pupil outcomes and pupils make at least expected if not better progress from starting points.  Lesson observations are good or better.  Work scrutiny monitoring reflects a good standard of teaching and learning.  Support staff have a positive impact on improving progress and outcomes.  Middle leaders  Termly Pupil Progress Meetings to track progress of all PP pupils | DH & JH  SLT  Middle Leaders  ECM Teaching and Learning lead support 1 day a week  (39 weeks) |  |
| Social, emotional and educational needs of PP and SEND children | SENDCO lead part time class based.  Targeted meetings with parents and other stakeholders to ensure pupils across school with particular SEND are receiving same access to QFT.  SEND pupils catered for through SMART targets on IEPs for all pupils on SEND register.  Whole school provision map created with SENDCO to ensure all children who are borderline SEN Support are monitored closely and support provided through graduated approach (Assess, plan, do, review). Any changes communicated to parents in prompt and timely manner. | Progress against individual/personalised targets will be met.  Improved progress in R,W,M for identified group- SEND/PP  SEMH and educational needs of all PP and SEND children are met and closely monitored to lead to improved outcomes. | SENDCO 2 day per week  (38 weeks)- £14,298  Education Psychologist Support- £3,600  **£17,898** |  |
| Attainment and Progress  There is a significant gap between the attainment of disadvantaged and non -disadvantaged pupils.  **2019 KS1 Gap**  R 15%  W 21%  M 20%  **2019 KS2 Gap**  R 16%  W 12%  M 24% | Deputy Headteacher to be non – class based.  The DHT will promote, direct and oversee high standards of teaching and learning. Ensure pupil progress and achievement is a priority.  CPD to focus on the use of assessment to accurately pitch and challenge pupils across the curriculum.  DHT to support and model high quality first wave 1 teaching across school to ensure teaching is at least good.  Robust approach to assessment embedded throughout school, ensuring teachers identify gaps in learning.  Clear identification of disadvantaged pupils and their needs to be highlighted through moderation challenge meetings, pupil progress meetings and identification of strategies on cohort action plans.  Teacher and TA support to provide targeted Wave 1 support to ensure a greater number of pupils achieve age related expectations. | Quality of teaching contributes to improved pupil outcomes and pupils make at least expected if not better progress from starting points.  The attainment gap between disadvantaged pupils and their peers narrows.  Increase in the percentage of disadvantaged pupils achieving age related expectations.  All disadvantaged pupils will make at least typical progress in reading, writing and maths.  All teaching to be good or better. | DHT  **£47,487** |  |
| **Early Reading/ Phonics**  Identification:  Significantly below end of KS1 and Phonics outcomes (2019).  Y1 46%  Y2 13%  Significant gap between the attainment of disadvantaged and non-disadvantaged pupils in Phonics and Reading:  Y1 Phonics Screening -24% gap  Y2 Reading -13% gap | Leaders to deliver high quality CPD in relation to early reading and phonics.  Consistent approach to teaching of early reading and phonics to be embedded across EYFS/KS1.  Identification of strategies and interventions to close gaps in phonics from end of Y1, Y2 and into Y3 to ensure children continue to make good progress towards reading and comprehension.  ECM Trust Reading lead to support the Early Reading Lead.  English Hubs connection and support. | Outcomes in phonics attainment improve- gap between school/national narrows inc. for PP  Outcomes in reading attainment at the end of KS1 improve- gap between school/national narrows inc. for PP  Disadvantaged pupils make at least expected progress from starting points.  Phonics teaching is at least good consistently across EYFS and KS1. | Phonics lead support 0.5 day a week (39 weeks) **£4472** |  |
| Maths SLE for inclusive classrooms and development of ‘Ready to Progress’ statements. | To improve the delivery of Maths across school and enable more pupils to achieve GDS | Greater number of pupils will achieve GDS in Maths.  All children to be able to access key maths skills using manipulatives to scaffold. | **£600**  ½ day SLE support. | . |
| Focused Writing Y6 group | To support pupil premium children achieving the expected standard | Increased number of children achieving expected standard by the end of the year. | **£1,240**  £155 x 8 weeks |  |
| 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. | 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 | **£18,720**  39 weeks  5 TA’s  4 afternoons a week 1:1. |  |
| Effective deployment of support staff | CPD for support staff on effective support and feedback in phonic sessions and lessons.  CPD led by leaders, trust to embed deeper understanding of how to develop children’s understanding in Literacy and Maths.  All TAs 0.5 day half-termly led by a member of SLT. | Monitoring evidences positive impact of TAs support in lessons on pupil progress and attainment.  Book scrutiny clearly shows the impact TAs are having on pupils learning. | CPD – all TAs x0.5 days half termly  3 hours £234.23 per TA x10 TAs  **£2342** |  |
| Parent Support Advisor to encourage more parental engagement and support families on EHA and Social Care plans. | PSA work with vulnerable PP children and families supporting behaviour, engagement and attendance.  Support and identify EHA for families.  Support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help with SEMH needs.  Attend/conduct TAF meetings.  Conduct parent support sessions and parenting workshops.  Implement and lead nurture groups for identified pupils. | Parent feedback highlights how vulnerable pupils and families are effectively supported  Improved/positive relationships continue.  The emotional wellbeing of all children is improved.  Children have high aspirations.  Pupils make progress against identified targets. | **£27,760** |  |
| Attendance  Attendance data indicates attendance of disadvantaged pupils is lower than non-disadvantaged | Weekly, monthly and termly monitoring and tracking of attendance and PA of disadvantaged pupils is conducted; immediate action is implemented.  Appropriate actions are taken by Attendance Team /EWO inc. ISAPs, home visits etc.  EWO involvement of support families who are struggling.  EWO to work with the PSA in school to monitor and support families with persistent attendance issues.  Use of CPOMs to record and monitor attendance.  Incentives schemes and strategies to support improving attendance. | Improved attendance of disadvantaged pupils. Gap between dis/non-dis narrows.  Disadvantaged children meet school attendance expectations  Disadvantaged children are arriving to school on time. | EWO SLA x 39weeks **£3000**  Licence cost of CPOMs  **£1,250** |  |
| Opportunities for using a musical instrument. | All Year 5 pupils will be provided with instrumental tuition, instrument hire and the opportunity to perform.  Qualified music teacher to deliver weekly ukulele tuition to all Year 5 children. | Musical tuition offers an opportunity to broaden children’s experiences and cultural capital | £1230 |  |
| **Total** | **125,999** | | | |