



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.

	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

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%

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

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

Previous performance of disadvantaged pupils in KS1 SATs			
Total Pupils	42		
KS1 SATS	2018/19		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	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%

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%

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.

Planned expenditure				
Barrier	Action	Intended Outcome	Target Group Cost	Review / Evaluation of Impact
<p>Effectiveness of Teaching & Learning Identification: Ofsted inspection 2018 highlights inconsistencies in teaching that has led to weaknesses in learning and progress at KS2.</p> <p>2019 outcomes were significantly below in: EYFS- 59% Phonics- 46% KS1- 50% (RWM) and below in KS2- 40% (RWM)</p>	<p>School leaders deliver quality CPD in relation to modelling, differentiation, challenge, pitch, high expectations and engagement.</p> <p>School leaders to lead whole school CPD (including planning, coaching, team teaching etc.) linked to improving teaching and QofE, including both teachers/support staff.</p> <p>Staff will attend relevant external CPD and access support from SLEs/Directors of T&L/Tykes TSA</p>	<p>Quality of teaching contributes to improved pupil outcomes and pupils make at least expected if not better progress from starting points.</p> <p>Lesson observations are good or better.</p> <p>Work scrutiny monitoring reflects a good standard of teaching and learning.</p> <p>Support staff have a positive impact on improving progress and outcomes.</p> <p>Middle leaders</p> <p>Termly Pupil Progress Meetings to track progress of all PP pupils</p>	<p>DH & JH</p> <p>SLT</p> <p>Middle Leaders</p> <p>ECM Teaching and Learning lead support 1 day a week</p> <p>(39 weeks)</p>	<p>Despite the pandemic. CPD has continued across school and with individuals. Staff have had access to RWI development days with Ruth Miskin and Jerry Clay have taken place virtually to keep embedding early reading and phonics which has been the focus this year.</p> <p>CPD has linked to maths, behaviour, restorative practise, and SEND. CPD covering subject leadership. This has had a focus on developing the impact of the curriculum. This had enabled leaders to map out curriculum areas and how these will be taught year in year.</p> <p>This has improved the reported profile of teaching and learning as skills have been developed impacting on the progress of all groups of children including PP</p>
Social, emotional and educational needs of PP and SEND children	SENDCO lead part time class based.	Progress against individual/personalised targets will be met.	SENDCO 2 day per week (38 weeks)- £14,298	This is now in place. All PP children as required are receiving tailored intervention to meet their educational and SEMH need.

	<p>Targeted meetings with parents and other stakeholders to ensure pupils across school with particular SEND are receiving same access to QFT.</p> <p>SEND pupils catered for through SMART targets on IEPs for all pupils on SEND register.</p> <p>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.</p>	<p>Improved progress in R,W,M for identified group- SEND/PP</p> <p>SEMH and educational needs of all PP and SEND children are met and closely monitored to lead to improved outcomes.</p>	<p>Education Psychologist Support- £3,600</p> <p>£17,898</p>	<p>This focus is now on narrowing the gap that has widened due to the pandemic for PP children against non PP children and will be further measured in 2021 data drop 1.</p>
<p>Attainment and Progress There is a significant gap between the attainment of disadvantaged and non - disadvantaged pupils.</p> <p>2019 KS1 Gap R 15% W 21% M 20%</p> <p>2019 KS2 Gap R 16% W 12% M 24%</p>	<p>Deputy Headteacher to be non – class based.</p> <p>The DHT will promote, direct and oversee high standards of teaching and learning. Ensure pupil progress and achievement is a priority.</p> <p>CPD to focus on the use of assessment to accurately pitch and challenge pupils across the curriculum.</p> <p>DHT to support and model high quality first wave 1 teaching across school to ensure teaching is at least good.</p>	<p>Quality of teaching contributes to improved pupil outcomes and pupils make at least expected if not better progress from starting points.</p> <p>The attainment gap between disadvantaged pupils and their peers narrows.</p> <p>Increase in the percentage of disadvantaged pupils achieving age related expectations.</p> <p>All disadvantaged pupils will make at least typical progress in reading, writing and maths.</p> <p>All teaching to be good or better.</p>	<p>DHT</p> <p>£47,487</p>	<p>Due to the lockdowns as a result of the COVID pandemic, this has not been achieved and in fact the gap has widened. This will be a continued focus in 2021-22.</p>

	<p>Robust approach to assessment embedded throughout school, ensuring teachers identify gaps in learning.</p> <p>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.</p> <p>Teacher and TA support to provide targeted Wave 1 support to ensure a greater number of pupils achieve age related expectations.</p>			
<p>Early Reading/ Phonics Identification: Significantly below end of KS1 and Phonics outcomes (2019).</p> <p>Y1 46% Y2 13%</p> <p>Significant gap between the attainment of disadvantaged and non-disadvantaged pupils in Phonics and Reading:</p> <p>Y1 Phonics Screening -24% gap Y2 Reading -13% gap</p>	<p>Leaders to deliver high quality CPD in relation to early reading and phonics.</p> <p>Consistent approach to teaching of early reading and phonics to be embedded across EYFS/KS1.</p> <p>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.</p> <p>English Hubs connection and support.</p>	<p>Outcomes in phonics attainment improve- gap between school/national narrows inc. for PP</p> <p>Outcomes in reading attainment at the end of KS1 improve- gap between school/national narrows inc. for PP</p> <p>Disadvantaged pupils make at least expected progress from starting points.</p> <p>Phonics teaching is at least good consistently across EYFS and KS1.</p>	<p>Phonics lead support 0.5 day a week (39 weeks) £4472</p>	<p>This has been successful. The remote education provided for pupils in this area and the teaching in school has resulted in PP narrowing the gap with no PP PP = 60% No PP = 86.2%</p>
<p>Maths SLE for inclusive classrooms and development</p>	<p>To improve the delivery of Maths across school and enable more pupils to achieve GDS</p>	<p>Greater number of pupils will achieve GDS in Maths.</p>	<p>£600 ½ day SLE support.</p>	<p>The support has resulted in teachers using a wider range of manipulatives to enable all</p>

of 'Ready to Progress' statements.		All children to be able to access key maths skills using manipulatives to scaffold.		pupils, including PP, to visualise mathematics concepts and problems. As a result, PP children on pre teach, quality wave one and post teach are successful in understanding concepts and problems. This has been externally verified by the external work with the Maths Hub
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	The pandemic has impacted on the progress PP pupils have made in this area. This will continue for other PP pupils across the school. The school will engage in the LA writing project in the next academic year
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 + for training £2342 39 weeks 5 TA's 4 afternoons a week 1:1.	This has been successful. The remote education provided for pupils in this area and the teaching in school has resulted in PP narrowing the gap with no PP PP = 60% No PP = 86.2%
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.	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	The PSA continues to work with the most vulnerable families and majority of these being PP. The impact of the work has resulted in pupils on return to school being able to reaccess schools systems and procedures and reengage in wave 1 teaching and interventions. Behaviours for learning are observed to be positive. The improvement of data for PP pupils in the schools data drops will be closely monitored to provide quantitative measures in this area.

	Implement and lead nurture groups for identified pupils.			
Attendance Attendance data indicates attendance of disadvantaged pupils is lower than non-disadvantaged	<p>Weekly, monthly and termly monitoring and tracking of attendance and PA of disadvantaged pupils is conducted; immediate action is implemented.</p> <p>Appropriate actions are taken by Attendance Team /EWO inc. ISAPs, home visits etc.</p> <p>EWO involvement of support families who are struggling.</p> <p>EWO to work with the PSA in school to monitor and support families with persistent attendance issues.</p> <p>Use of CPOMs to record and monitor attendance.</p> <p>Incentives schemes and strategies to support improving attendance.</p>	<p>Improved attendance of disadvantaged pupils. Gap between dis/non-dis narrows.</p> <p>Disadvantaged children meet school attendance expectations</p> <p>Disadvantaged children are arriving to school on time.</p>	<p>EWO SLA x 39weeks £3000</p> <p>Licence cost of CPOMs £1,250</p>	<p>Initiatives and incentives have renewed for attendance so that children are praised and recognised for attending school.</p> <p>Attendance has been impacted upon across the school due the pandemic. This will continue to be a focus next academic year</p>
Opportunities for using a musical instrument.	<p>All Year 5 pupils will be provided with instrumental tuition, instrument hire and the opportunity to perform.</p> <p>Qualified music teacher to deliver weekly ukulele tuition to all Year 5 children.</p>	Musical tuition offers an opportunity to broaden children's experiences and cultural capital	£1230	Provision in this area was intermittent due to pandemic and restrictions in place.
Total			125,999	

