



Sandhill Primary School

Pupil Premium Strategy Statement 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
Agreed and signed: Chair of governors: J Mackay Date: 24.11.2021	Agreed and signed: Head Teacher: D Hickey Date: 26.11.2021

KS2 Attainment 2019 last published data.		
Key Stage 2	Pupils eligible for PP	Pupils not eligible for PP 2019
% achieving EXPECTED + in Reading writing and maths	23%	48%
% achieving EXPECTED + in Reading	62%	85%
% achieving EXPECTED + writing	30%	48%
% achieving EXPECTED + in maths	54%	89%
% achieving at Greater depth in Reading	23%	22%
% achieving at Greater depth in writing	0%	0%
% achieving at Greater depth in maths	15%	26%
Key Stage 1		
% achieving EXPECTED + in Reading writing and maths	41%	76%
% achieving EXPECTED + in Reading	59%	84%
% achieving EXPECTED + writing	41%	76%
% achieving EXPECTED + in maths	59%	92%
% achieving at Greater depth in Reading	6%	24%
% achieving at Greater depth in writing	0%	20%
% achieving at Greater depth in maths	0%	24%
EYFS Attainment 2019		
% achieving EXPECTED GLD	50%	62%
% achieving EXPECTED in reading	50%	72%
% achieving EXPECTED in writing	50%	65%
% achieving EXPECTED in maths number	63%	76%
% achieving EXPECTED in maths SSM	63%	79%
Attendance for 2019	Pupils eligible for PP	Pupils not eligible for PP
Persistent absence % for PP pupils.	91.7	94.7

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 224 pupils on roll on 24.9.2021 (FS2 to Y6). There are 19 FS1 children (9 am 10 pm) in the 52 place nursery.

Pupils live in an area of above average income deprivation with 35.6% 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 wellbeing is poor and the households in which they live 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. There is proportion of disadvantaged pupils in school that are also SEND
5	Disadvantaged children's attendance rates are traditionally not as high as their non-disadvantaged peers
6	School closure had a significant impact on our disadvantaged children with some not accessing the online learning offer and not having access to support at home.
7	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	More disadvantaged pupils attain inline with national data at EYFS, KS1 and KS2 points of assessment
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	Language is evident in all environments, pupils are able to use the vocabulary confidently verbally and in their written work.
Staff, pupils and parents have support for mental health and well-being.	All stakeholders are aware of the support available for well-being and mental health. Staff illness will reduce based on stress/anxiety. Pupils are able to explain emotions and have solutions to support
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

Activity in this academic year

Teaching:

Action	Costings
RWI 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 Following pupil questionnaire identifying texts that PP pupils would engage with	£4000
Budgeted cost:	£11,500

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>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>Quality wave 1 to be embedded in everyday practise. Tracker and assessment systems used for rigorous analysis and PPMs.</p> <p>Regular and targeted pupil progress meetings for children vulnerable to agree strategies and reflect on impact of interventions. Pupil Premium progress in writing to be a focus of these meetings.</p>	1, 2, 4 and 6

<p>Consistent delivery of all subjects and accurate assessment 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>Clear progression maps and assessment criteria ensures that the whole curriculum is taught with the same rigor and emphasis of core subjects. Pupils experience and knowledge is varied based on their life experiences and through the delivery learning experiences widen their opportunities.</p> <p>Covid-19 lockdowns disrupted learning for all pupils and meant that coverage of the wider curriculum was incomplete. Subject leader roles to be developed further to ensure the implementation of the curriculum is effective through monitoring of the effectiveness of the teaching of the wider curriculum.</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>EEF: Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p>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>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.</p> <p>There will be a specific focus on PP attainment to continue to close the gap to no PP.</p>	<p>1, 2, 3, 4 and 6</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.</p> <p>Reading for Pleasure: investment in update to KS2 book stock with titles selected to prioritise children's access that PP children will enjoy. This will ensure high quality literature and experience-widening texts to support cultural capital and knowledge of the wider world for the PP children especially.</p>	
<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 making the accelerated progress that they need to, to close the gap to their peers.</p> <p>- Year 5/6 writing project disseminated to literacy lead to impact across school</p> <p>-literacy lead to develop staff to ensure all pupils have access to their year group related objective whilst ensuring gaps in knowledge are filled.</p>	<p>4</p>

	<p>-monitor effectiveness of planning and delivery to address gaps for PP attainment to continue to close the gap to no PP</p> <p>-lessons observations and feedback to be related to progress of PP pupils working below age related expectations.</p>	
<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 impact on attainment in the early stages of number</p> <p>Progress and attainment of PP pupils will be closely tracked to ensure progress and closing the gap</p>	<p>1, 4 and 6</p>

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

Budgeted costs:

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>Progress and attainment of PP pupils will be closely tracked to ensure progress and closing the gap</p>	1 and 3
1:1 TAs to support RWINc bottom 20% across school.	<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>	1, 3 and 4

	Progress and attainment of PP pupils will be closely tracked to ensure progress and closing the gap	
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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>Weekly 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>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>The impact on the wellbeing of PP children will be closely tracked to ensure effective systems are in place and having impact</p>	2, 6 and 7

<p>Targeted support from EWO for families struggling with attendance. Home visits to take place as required</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 using the sensory room and The Nest to support as required. • Pastoral team and SLT to support families through EHA framework, Social Services support and intervention 	<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>The impact on the wellbeing of PP children will be closely tracked to ensure effective systems are in place and having impact</p>	<p>2, 4, 5, 6 and 7</p>
<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>The impact on the wellbeing of PP children will be closely tracked to ensure effective systems are in place and having impact</p>	<p>2, 4, 5, 6 and 7</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>The impact on the wellbeing of PP children will be closely tracked to ensure effective systems are in place and having impact</p>	<p>2, 4, 5, 6 and 7</p>

Total budgeted costs: £115,892.36

£7,492 of School Tutor Led Grant – Route 3 to be used to support this plan or Route 1 (Third Space Maths Tutoring)

Part B: Review of outcomes in the previous academic year

See outcomes on previous evaluation

Externally provided programmes: NA