



# Sandhill Primary School

## Pupil Premium Strategy Statement 2023 - 2024

Head	James Haywood	Chair of Governors	Jane Mackay	Business Manager	Richard Wilkinson
Teacher Deputy Head	Connor Jordan				
Pupil Premium Lead	Connor Jordan				

Information Summary:			
Number of pupils on roll:	228 pupils		
Number of eligible pupils	90 pupils (As of 05.10.23)	Date of most recent review	NA
Total pupil premium budget	£135,140	Date of next review	15.12.2023 (termly to follow)

Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year	£123,250
Recovery premium funding allocation this academic year	£11,890
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	£135,140
Agreed and signed: Chair of governors: _____ Date: _____	Agreed and signed: Head Teacher: _____ Date: _____

<b>2023 Attainment Data</b>		
<b>Key Stage 2 in 2023</b>	<b>Pupils eligible for PP 2023</b>	<b>Pupils not eligible for PP 2023</b>
% achieving EXPECTED + in Reading, Writing and Maths	56%	80%
% achieving EXPECTED + in Reading	63%	100%
% achieving EXPECTED + in Writing	63%	84%
% achieving EXPECTED + in Maths	75%	89%
% achieving at Greater Depth in Reading	19%	37%
% achieving at Greater Depth in Writing	0%	0%
% achieving at Greater Depth in Maths	25%	63%
<b>Key Stage 1 in 2023</b>	<b>Pupils eligible for PP 2023</b>	<b>Pupils not eligible for PP 2023</b>
% achieving EXPECTED + in Reading, Writing and Maths	38%	44%
% achieving EXPECTED + in Reading	75%	61%
% achieving EXPECTED + in Writing	50%	44%
% achieving EXPECTED + in Maths	63%	50%
% achieving at Greater Depth in Reading	0%	22%
% achieving at Greater Depth in Writing	0%	0%
% achieving at Greater Depth in Maths	13%	6%
<b>EYFS Attainment in 2023</b>	<b>Pupils eligible for PP 2023</b>	<b>Pupils not eligible for PP 2023</b>
% achieving EXPECTED GLD	70%	60%
% achieving EXPECTED in Reading	70%	73%
% achieving EXPECTED in Writing	70%	60%
% achieving EXPECTED in Maths Number	70%	80%
<b>Attendance for 2023</b>	<b>Pupils eligible for PP 2023</b>	<b>Pupils not eligible for PP 2023</b>
<b>Persistent absence % for PP pupils.</b>		

## **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. Sandhill recognise the importance of narrowing the language deficit between disadvantaged and non-disadvantaged pupils as research has now shown the impact that this gap has on attainment and future career prospects for all children. Our targeted interventions and whole-school approach to Oracy now addresses these concerns so that all children become more fluent talkers and can not only, explain their emotions when dysregulated but also explain their reasoning and justifications verbally (and written) to solve problems across the curriculum.

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. Dedicated time to talk is provided to all vulnerable children so that when they arrive in school, they know that any concerns that they have will be addressed, allowing them to concentrate on their academic progress rather than worrying about external concerns.

### **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 with targeted support given to children that require it.
- 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 228 pupils on roll (FS1 to Y6).

Pupils live in an area of above average income deprivation with 35.1% of pupils living within disadvantaged households (23.5% National).

<b>Challenge number</b>	<b>Detail of challenge</b>
1	A number of children enter EYFS with poor speaking, listening and communication skills.
2	Disadvantaged children 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 at a younger age.
5	Research shows that children from a disadvantaged background arrive in school with a language deficit that can severely impact on their academic attainment, Sandhill's context mirrors this recent research.
6	Internal assessments indicate that attainment in writing amongst some of our disadvantaged pupils is below that of their peers.
7	Disadvantaged children's attendance rates are traditionally not as high as their non-disadvantaged peers including the number of children who are persistently absent from school.
8	Our Pastoral records show some of our disadvantaged pupils will require additional support for (anxiety, self-esteem, behaviour management) and will require further support from school. 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, especially for those that are non-SEND	More disadvantaged pupils attain in line with national data at EYFS, KS1 and KS2 points of assessment
Improved Reading, Writing and Maths combined attainment amongst disadvantaged pupils especially at GDS levels	KS1 Reading, Writing and Maths combined outcomes in 2023 - 2024 show that more disadvantaged pupils meet the expected standard in all 3 subjects. The percentage achieving GDS in all three subjects is will increase to be in line or above National figures.
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 through granular knowledge to ensure it is embedded into long term memory.	Language is evident in all environments, pupils are confident to use the vocabulary verbally and in their written work. Parents are aware of the key vocabulary they can use to support at home as well as their child's current Oracy (Child's Typical Talk At Primary) levels.
The school's curriculum for disadvantaged centres around; a love of learning, excellent personal development with ambition and aspiration	There significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Pupils talk positively; about the curriculum they receive.
Sustained improvement in wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022 - 2023 demonstrated by: -Qualitative data from pupil voice, parent feedback and teacher observations -Pupils are able to articulate their feelings more confidently due t the Oracy interventions they are receiving.
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. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

## Activity in this academic year

### Teaching:

<b>Action</b>	<b>Costings</b>
Daily RWI Sessions (1hr per day) completed by teachers and TA s in EYFS and KS1 (39% PP)	£24,207
RWI and through 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 and librarian system	£4000
<b>Budgeted cost:</b>	<b>£35,707</b>


### Budgeted cost:

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Intensive & high quality CPD for leadership, teaching and support staff: a) National Professional qualifications b) Oracy and Writing c) Weekly PPA & Pupil Progress Meeting time facilitated by SLT	QFT is widely acknowledged as having the greatest impact on outcomes for all pupils including those in receipt of pupil premium funding (instant feedback +8 months, reading comprehension strategies +6 months, mastery maths +5months, phonics +4 months–EEF) EEF PPG report linked to tier 1 of supporting new teachers. CPD.	1, 3, 4, 5 and 6
Staff CPD Programme	EEF: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.	1, 3, 4, 5 and 6

	CPD programme is evident in staff meetings, network meetings, subscription to The National College, Trust wide training, CPD opportunities with the Alliance Board and online courses	
SENDCo to deliver and co-ordinate SALT training, bespoke programmes and CPD across EYFS and KS1  LAUNCHPAD LITERACY & WELCOMM	Launchpad for Literacy is all about children, the skills they have and the skills they need for all aspects of literacy. It is a systematic, skill-based approach to improve outcomes in the Early Years and beyond by creating firm foundations and a broad base of readiness, addressing whole school attainment issues from the 'bottom-up.' Identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and 'Quality First Teaching.'  WELCOMM: Both the Early Years and the Primary toolkits enable you to quickly and easily identify children needing support. Both toolkits provide play-based activities and activities that can be used with parents at home too	1, 3, 4, 5 and 6
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.	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. Pupil Premium progress in to be a focus of assessment and tracking.	1, 3 and 4
Reading Leader daily coaching, CPD weekly meetings and development days to support the delivery to ensure quality and consistent approach in all groups.	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. Pupil Premium progress in to be a focus of assessment and tracking.	3 and 4

<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. Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</p>	<p>3 and 4</p>
<p>Support for writing for key stage 1 to narrow the gap of disadvantaged and non-disadvantaged.</p> <p>Staff CPD for writing using the writing framework, ensuring confidence in the subject knowledge and delivery of targeted intervention when required</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 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> <ul style="list-style-type: none"> <li>-literacy lead and PP lead to work together to develop planning with a view to making sure all pupils next steps are planned for and embedded.</li> <li>-staff to be trained on the changes to planning and how we can ensure all pupils have access to their year group related objective whilst ensuring gaps in knowledge are filled.</li> <li>-monitor effectiveness of planning to address gaps for specific pupils.</li> </ul> <p>Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</p>	<p>3, 4 and 6</p>



	<p>-lessons observations and feedback to be related to progress of pupils working below age related expectations. Pupil Premium progress in to be a focus within monitoring</p>	
<p>SENCO, Inclusions services, diagnostic tools such as SNAP/YARK, BSquared, CPD training for SENCO and teaching teams on the wide range of SEND needs to address learning styles and ensure progress</p>	<p>EEF - 5 recommendations for SEND in mainstream schools.</p> 	<p>1, 3, 4, 5 and 6</p>
<p>Daily targeted intervention by teachers linked to classroom teaching and the curriculum in core subjects -Spelling and grammar in writing across both phases -core basic facts in maths at KS1</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) and in small groups: Small group tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 3, 4 and 6</p>
<p>CPD and daily targeted intervention with effective classroom practise in core subjects to increase the proportion of GDS</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) and in small groups: Small group tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1, 3, 4 and 6</p>

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

**Budgeted costs:**

<b>Action</b>	<b>Costings</b>
TA interventions = 50% of TAs time (including: Incredible Me!, ELSA, Books Beyond Words and Lego Therapy) <b>Percentage depends on the % of PP</b>	£151,710 (39% of salary)
<b>Budgeted costs:</b>	<b>£75,855 (50% of allocated time)</b>

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Highly qualified TA's across school. Targeted intervention for core subjects (Reading/Writing/Maths)	Tuition in the form of 1:1 or towards a targeted group is an effective method to support children who are failing to meet the required standard. Small group tuition   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) One to one tuition   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 3, 4, and 6
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. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. 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. TAs are part of development days, have individualised coaching session and training based on the pupils they teach. Intensive CPD	3

	<p>and support provide TAs with appropriate skills to provide specific intervention.</p> <p>Close tracking by phonics leader and constant dialogue with SLT to ensure children not on track catch up quickly</p>	
<p>Disadvantaged children in the Early years are to receive interventions. Staff will use tools specific to need such as Wellcomm, RWI and Incredible Me to close the gap in:</p> <ul style="list-style-type: none"> <li>-managing feelings</li> <li>-fine motor skills</li> <li>-comprehension</li> <li>-writing</li> </ul>	<p>Evidence suggest that oral language interventions have an immediate impact on children’s participation in classroom discussion.</p> <p>Oral language interventions   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1 and 8
<p>Children to receive targeted intervention based on their developmental needs in order to reduce the language deficit.</p> <p>Children to receive targeted intervention based on their developmental needs in order to support their emotional wellbeing.</p>	<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 (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) supports the children, especially during and after the COVID-19 pandemic.</p> <p>Pupil Premium children to be the main focus of intensive support</p>	5, 8

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

**Budgeted Cost:**

<b>Action</b>	<b>Costings</b>
External emotional support (inc. Little Acorns)	£2,281 (39% of costings)
Parent Support Adviser	£12,663 (39% of salary)
Attendance - EWO support and prizes	£4500
Learning Mentor providing SEMH support targeted at PP children	£7618
Lunchtime Club provided by Learning Mentor to support children's SEMH needs at social times	£1270
<b>Budgeted Cost:</b>	<b>£20,714</b>

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>3 wave approach to attendance outlined in strategy document</p> <p>Fortnightly 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"> <li>• Implementation of policy and practice</li> <li>• Pastoral Team supporting vulnerable families to reduce attendance.</li> </ul>	<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 (<a href="http://www.gov.uk">www.gov.uk</a>)</p> <p>Pupil Premium attendance to be analysed to ensure positive trends this academic year and action taken as needed based on analysis</p>	7

<ul style="list-style-type: none"> <li>Reward systems implemented to support attendance and punctuality</li> </ul> <p>Targeted support from EWO for families struggling with attendance. Home visits to take place as required</p>		
<ul style="list-style-type: none"> <li>Pastoral team to support families through EHA framework, Social Services support and intervention</li> </ul>	<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 (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) supports the children, especially during and after the COVID-19 pandemic.</p> <p>Pupil Premium children to be the main focus of intensive support</p>	8
<p>Breakfast Club provides a free breakfast for all children to start their day.</p>	<p>Research shows hungry children do not perform as well. Pupil Premium children will be encourage to attend to the percentage attending should increase through the year</p>	7, 8
<p>Subsidising of trips and residential for PP children</p>	<p>To enable all pupils, irrespective of family circumstances, to take part in a residential visit experience</p>	7, 8
<p>Uniform support for pupil premium children.</p>	<p>Research shows that wearing a school uniform enables a school to build a school ethos and improve behaviour.</p> <p>School uniform   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	7, 8
<p>A range of high quality afterschool clubs and holiday clubs. Including:</p> <ul style="list-style-type: none"> <li>-Sports Clubs that take place daily</li> <li>-Social and Creative Clubs over the course of a week</li> <li>-Lunchtime Clubs that take place daily</li> </ul>	<p>Extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. Some also perceive them as important for their long-term career aspirations as well as useful in building stronger university and job applications.</p>	7, 8

	Barriers to taking part in extracurricular activities for those from low income households include their high cost, a lack of confidence, and difficulties in access.	
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## **Part B: Review of outcomes in the previous academic year**

Pupil Premium Strategy Outcomes:

***SEE PREVIOUS REPORT FOR EVALUATION AND THE PUBLISHED DATA AT THE BEGINNING OF THIS REPORT***