



Sandhill Primary School

Pupil Premium Strategy Statement Review 2022 - 2023

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation of Impact
<p>Long term plans identify trips, visitors and possible links in community to build experiences and aspirations of all pupils.</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>2 and 7</p>	<p>All visits that took place across were well received by children, offering a variety of educational and capital cultural visits:</p> <p>KS2: Barnsley Museum – Stone Age Waterworks – Water Purification VR Workshop – Egyptians London – Enterprise</p> <p>KS1: Magma – Science Butterfly House – Science</p> <p>EYFS: Sundown – Personal Development, Speaking, listening and communication, Traditional Tales</p> <p>Sandhill in the Community - to support our local area developing a sense of pride in our local community.</p> <p>Rev Fiona – Spiritual development for children Remembrance – Creating artwork; attending Remembrance events held in the local</p>

			<p>community to show respect and valuing the sacrifices made for our way of life.</p> <p>Choir Carol Singing – Joining the local community in celebrating Christmas festival</p> <p>Young Voices – Being part of the Young Voices choir, working towards an end outcome throughout the year.</p> <p>Crucial Crew – Supporting Y6 children to acquire essential life skills at an impressionable time in their development.</p> <p>Bikeability - to ensure everyone has the confidence to cycle and enjoy this skill for life.</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>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. Pupil Premium progress in to be a focus of assessment and tracking.</p>	1, 3 and 4	<p>Attainment at PSC shows that the gap in phonics attainment is good for PP children. PP children attained better than on PP in 2022 and the there is only a slight difference in 2023:</p> <table border="1"> <thead> <tr> <th>PP</th> <th>NO PP</th> </tr> </thead> <tbody> <tr> <td>22%</td> <td>16%</td> </tr> <tr> <td>0%</td> <td>0%</td> </tr> <tr> <td>78%</td> <td>84%</td> </tr> <tr> <td>78%</td> <td>84%</td> </tr> </tbody> </table> <p>This gap is replicated in EYFS with 70% of PP children being expected in reading and 73% of no PP.</p> <p>The progress made by KS2 children still accessing RWI is ???? PP compared to no PP???</p>	PP	NO PP	22%	16%	0%	0%	78%	84%	78%	84%
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<p>Reading Leader daily coaching, CPD weekly meetings</p>	<p>Daily support to ensure a consistent quality approach to the teaching of phonics and all reading teachers have</p>	3 and 4	<p>See attainment above for impact.</p> <p>The progress of the PP children has been strong. Of the 8 Year 1 children who are PP, all</p>										

<p>and development days to support the delivery to ensure quality and consistent approach in all groups.</p>	<p>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.</p>		<p>but 1 (who is currently being assessed for an EHCP) have made rapid progress moving from being 2 or more groups behind expected at the end of Reception to being 1 group behind or inline with end of year 1 attainment in their RWI groups.</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. Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</p>	<p>3 and 4</p>	<p>High quality text drivers immerse children in their education. Spine books allow children to listen to a range of stories and develop their vocabulary. Weekly access to the library to promote the love of reading. Reading books grouped into year groups for children to take home. Pupil Voice of PP children asked what books they would like in school, these were purchased / brought to their attention. Reading areas linked to topic to further engage pupils in their learning including high-quality texts. Attainment in writing across the school is improving</p>
<p>Support for writing for key stage 1 to narrow the gap of disadvantaged and non-disadvantaged.</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</p>	<p>3, 4 and 5</p>	<p>The gap has closed through KS1 in writing this academic year: Current Year 2: Gap has closed by 30% and PP are attaining better than no PP Current Year 1:</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>vocabulary; collaborative learning activities where pupils can share their thought processes.</p> <p>The literacy writing process is working well and follows an 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>-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.</p> <p>-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.</p> <p>-monitor effectiveness of planning to address gaps for specific pupils. Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</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>The gap is closing in attainment to no PP</p>
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<p>Standardised diagnostics assessments purchased (YARC with NFER)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>	<p>All children off RWI phonics scheme assessed in YARC; diagnostic assessments used effectively to identify gaps in knowledge / skills that were addressed through Wave 1 quality teaching and learning. NFER scores show significant improvement throughout the academic year.</p>																																				
<p>Daily targeted intervention by teachers linked to classroom teaching and the curriculum in core subjects -fluency and comprehension in reading Spelling and grammar in writing -core basic facts in maths</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 (educationendowmentfoundation.org.uk) and in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4 and 5</p>	<p>Reading Attainment and Progress</p> <table border="1" data-bbox="1384 564 1877 938"> <thead> <tr> <th colspan="3">READING Attainment percent at EXS at the end of the academic year</th> </tr> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>FS2</td> <td>70%</td> <td>73%</td> </tr> <tr> <td>YEAR 1</td> <td>50%</td> <td>90%</td> </tr> <tr> <td>YEAR 2</td> <td>67%</td> <td>65%</td> </tr> <tr> <td>YEAR 3</td> <td>64%</td> <td>75%</td> </tr> <tr> <td>YEAR 4</td> <td>70%</td> <td>95%</td> </tr> <tr> <td>YEAR 5</td> <td>73%</td> <td>80%</td> </tr> <tr> <td>YEAR 6</td> <td>63%</td> <td>100%</td> </tr> </tbody> </table> <p>Where there are gaps in attainment, this is cohort specific and also links to the number of children that are PP and SEND. CPP children have been tracked closely through PPM to ensure rapid progress and appropriate intervention is having impact.</p> <p>Progress from Summer 22 to Summer 23 is positive in many year groups and the gap is closing in some:</p> <table border="1" data-bbox="1384 1315 1877 1471"> <thead> <tr> <th colspan="3">% increase in attainment from data drop 3 2022 to data drop 3 2023</th> </tr> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>YEAR 1</td> <td>+ 7%</td> <td>+ 24%</td> </tr> </tbody> </table>	READING Attainment percent at EXS at the end of the academic year				PP	Non PP	FS2	70%	73%	YEAR 1	50%	90%	YEAR 2	67%	65%	YEAR 3	64%	75%	YEAR 4	70%	95%	YEAR 5	73%	80%	YEAR 6	63%	100%	% increase in attainment from data drop 3 2022 to data drop 3 2023				PP	Non PP	YEAR 1	+ 7%	+ 24%
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YEAR 2	+ 7%	+ 6%
YEAR 3	=	+ 8%
YEAR 4	+ 48%	+ 32%
YEAR 5	+ 28%	+ 6%
YEAR 6	+ 13%	+ 12%

Writing Attainment and Progress

WRITING Attainment percent at EXS at the end of the academic year		
	PP	Non PP
FS2	70%	60%
YEAR 1	38%	75%
YEAR 2	50%	45%
YEAR 3	36%	71%
YEAR 4	60%	70%
YEAR 5	55%	65%
YEAR 6	63%	84%

Where there are gaps in attainment, this is cohort specific and also links to the number of children that are PP and SEND.

Progress from Summer 22 to Summer 23 is positive in many year groups and the gap is closing in the majority:

% increase in attainment from data drop 3 2022 to data drop 3 2023		
	PP	Non PP
YEAR 1	+ 9%	+ 4%
YEAR 2	+30%	+ 4%
YEAR 3	- 29%	- 17%
YEAR 4	+ 49%	+ 13%
YEAR 5	+ 19%	+ 6%
YEAR 6	+ 38%	+ 40%

Book looks show that the writing process is well understood by teachers and that PP children are accessing quality wave 2 intervention to make the progress required.

Maths Attainment and Progress

MATHS Attainment percent at EXS at the end of the academic year		
	PP	Non PP
FS2	70%	80%
YEAR 1	38%	85%
YEAR 2	50%	55%
YEAR 3	45%	79%
YEAR 4	40%	80%
YEAR 5	45%	80%
YEAR 6	75%	89%

Where there are gaps in attainment, this is cohort specific and also links to the number of children that are PP and SEND.

Progress from Summer 22 to Summer 23 is positive in many year groups but the gap is still an issue in maths

% increase in attainment from data drop 3 2022 to data drop 3 2023		
	PP	Non PP
YEAR 1	- 5%	+ 6%
YEAR 2	- 10%	- 4%
YEAR 3	+3%	+1%
YEAR 4	+ 7%	+ 28%
YEAR 5	+ 9%	+ 3%
YEAR 6	+ 37%	- 5%

Purchase of high quality resources to support with teaching (Wider curriculum books, Purple Mash, Times tables Rockstars, Numbots etc..).	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1 and 4	PP children are able to articulate the vocabulary and knowledge they have learnt inline with their peers. TT Rockstars has enabled PP children to access the ongoing learning they need to attain in the MTC with 38% achieving 23+ which is only marginally less than no PP.
Provide enrichment clubs to support pupils' social and emotional development and give pupils an opportunity to develop specific talents.	There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	2 and 7	*See Appendix 1 on ASC and Breakfast club breakdown.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation of Impact
<p>Highly qualified TA's across school.</p> <p>Targeted intervention for core subjects (Reading/ Writing/ Maths)</p>	<p>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.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4, 5 and 7</p>	<p>See data analysis above</p>
<p>1:1 TAs to support RWINC bottom 20% across school.</p>	<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>	<p>3</p>	<p>See data analysis above</p>

	Close tracking by phonics leader and constant dialogue with SLT to ensure children not on track catch up quickly																										
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: -managing feelings -fine motor skills -comprehension -writing	Evidence suggest that oral language interventions have an immediate impact on children’s participation in classroom discussion. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 and 7	Early intervention has worked well in EYFS with attainment and progress of PP children being a strength from baseline: <table border="1"> <thead> <tr> <th colspan="3">EYFS attainment</th> </tr> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>70%</td> <td>60%</td> </tr> <tr> <td>CLL</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>PSED</td> <td>100%</td> <td>73%</td> </tr> <tr> <td>Word Reading</td> <td>70%</td> <td>73%</td> </tr> <tr> <td>Writing</td> <td>70%</td> <td>60%</td> </tr> <tr> <td>Number</td> <td>70%</td> <td>80%</td> </tr> </tbody> </table>	EYFS attainment				PP	Non PP	GLD	70%	60%	CLL	80%	80%	PSED	100%	73%	Word Reading	70%	73%	Writing	70%	60%	Number	70%	80%
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Wider Strategies: (e.g attendance, behaviour, well-being)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation of Impact
3 wave approach to attendance outlined in strategy document Fortnightly meetings to be held to monitor	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.	6 and 7	PP children attendance is closing to no PP due to the interventions and actions in place. The gap has closed this academic year by 1.55% This academic year, the number of PP classed as PA has decreased at a fast rate than no PP PP = -16.9% No PP = - 10.2%

<p>attendance and decide on actions to reduce persistent absence and intervention prior to falling into persistent absence. 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>Targeted support from EWO for families struggling with attendance. Home visits to take place as required</p>	<p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Pupil Premium attendance to be analysed to ensure positive trends this academic year and action taken as needed based on analysis</p>		<p>ISAP meetings for persistent absentees showed positive results in both pupil attendance and punctuality.</p>
<p>Early identification of children with</p>	<p>EEF evidence shows that targeted social and emotional interventions support</p>	<p>7</p>	<p>UPDATE:</p>

<p>wellbeing difficulties and action taken.</p> <ul style="list-style-type: none"> • Incredible Me to support children presenting with SEMH difficulties. 1:1 and group intervention in Incredible Me • Pastoral team to support families through EHA framework, Social Services support and intervention • Books Beyond Words Intervention • Social media celebration of achievements 	<p>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>Pupil Premium children to be the main focus of intensive support</p>		<p>41% of children who participate in Incredible Me! And Books Beyond Words are PP children compared to 9% of children who were non-disadvantaged.</p> <p>71% of PP children on Incredible Me OR Books Beyond Words, have had an improvement reported in their emotional wellbeing either through their own self-confidence, a drop in behavioural incidents or social incidents such as falling out with their friends.</p> <p>This is exactly the same as the percentage of Non-PP that have made good progress.</p>
<p>Additional support for social, behavioural and emotional issues (provided by external professionals including SLE from Springwell, staff from BESST, EP, and TADS)</p>	<p>Sandhill has a vast number of pupils who have experienced trauma and need specialist intervention. External agencies and therapists works closely with the families to offer guidance and support. Pupil Premium children to be the main focus of intensive support</p>	<p>7</p>	<p>All children that have taken part in interventions have shown an increase in confidence, self esteem, relationships with staff and pupils and the vast majority, where the intervention have been tailored to meet these needs, have seen a reduction in behaviour incidents.</p> <p>School have seen a 65% reduction in Non-SEND related behaviour incidents in school compared to the last academic year.</p>

			There was a 20% reduction of SEND behaviour across school when children who have been granted specialist provision were removed from the overall school picture.
Breakfast Club provides a free breakfast for all children to start their day.	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	7	*See Appendix 1
Subsidising of trips and residential for PP children	To enable all pupils, irrespective of family circumstances, to take part in a residential visit experience	7	7 pupil premium children participated in school's residential last year; all Y6 children who wished to participate in their end of year reward to London had any additional costs subsidized by school.
Uniform support for pupil premium children.	Research shows that wearing a school uniform enables a school to build a school ethos and improve behaviour. School uniform EEF (educationendowmentfoundation.org.uk)	7	Sandhill offer parental support towards uniform so that all children feel valued and part of the Sandhill team. All children on entry are encouraged to change into school uniform to increase their self-esteem and reduce anxiety around peer acceptance.

Appendix 1

Breakfast Club

Term	Sports / Breakfast Clubs	Total No. of PP Children across both clubs	Percentage of B/S who are PP	Percentage of PP accessing a club	Difference
Autumn 1	103	17	9%	12%	
Autumn 2	241	79	33%	32%	+24%
Spring 1	292	114	39%	41%	+6%
Spring 2	348	108	31%	41%	-8%
Summer 1	342	92	27%	41%	-4%
Summer 2	422	127	30%	49%	+3%
Average PP Attendance			28%		

**Totals are counted on a child entering breakfast at least one session per week (and not daily)*

After School Clubs

Term	Number of Clubs	Total No. of Children	Total No. of PP Children	Percentage of ASC who are PP	Percentage of PP accessing a club	Difference
Autumn 1	5	97	26	27%	23%	
Autumn 2	5	74	28	38%	38%	+11%
Spring 1	4	61	21	34%	41%	-4%
Spring 2	5	85	27	32%	43%	-2%
Summer 1	3	69	24	35%	51%	+3%
Summer 2	10	159	36	23%	54%	-12%
Average PP Attendance				31.5%		

Both clubs have attracted a similar number of PP children (49% / 54%).

A deeper analysis shows that these are not the same children for both opportunities: 74% of PP have taken up either breakfast, ASC or both clubs.

28% of children have taken up both clubs on a regular basis.

The percentage of PP children who participated in breakfast club increased significantly after the first half term due to school's successful marketing scheme designed to target PP and / or children who are struggling with attendance and punctuality. A 24% increase in uptake in Autumn 2 which then maintained throughout the rest of the year.

Next Steps

School to have 100% of PP attend a club this year (compared to 74% this year). Children will be carefully monitored to watch uptake throughout the year with PP encouraged to participate in clubs; clubs to be designed with specific children in mind.

PP uptake for both ASC and Breakfast clubs to increase to 50%. PP children to be asked what clubs / breakfasts would encourage them to participate more often.

PP lead (DHT) to rigorously monitor PP registers; PSA to work closely with PP families to encourage their participation in clubs.