



Pupil Premium Strategy Statement (Primary) End of Year Review

1. Summary information					
School	Sandfield Primary School – GEP Academies				
Academic Year	2017/2018	Total PP budget	£43,560	Date of most recent PP Review	12/01/2017
Total number of pupils	207	Number of pupils eligible for PP	33	Date for next internal review of this strategy	March 2018

2. Current attainment (2018 KS2 outcomes)		
	<i>Pupils eligible for PP (National)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	75% (67%)	85% (67%)
progress in reading	+2.7	+1.2
progress in writing	+2.6	+1.3
progress in maths	-1.0	-0.6

Year 1 (5)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Maths	0%	60%	40%	0%	0%
Reading	20%	20%	40%	20%	0%
SPAG	20%	40%	20%	20%	0%
Writing	0%	20%	80%	0%	0%

Year 2 (5)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Maths	0%	40%	60%	0%	0%
Reading	0%	40%	60%	0%	0%
SPAG	0%	40%	40%	20%	0%
Writing	0%	20%	60%	20%	0%

Year 3 (6)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Maths	0%	50%	50%	0%	0%
Reading	0%	33%	67%	0%	0%
SPAG	0%	33%	67%	0%	0%
Writing	0%	33%	67%	0%	0%

Year 4 (7)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Maths	0%	29%	71%	0%	0%
Reading	0%	57%	29%	14%	0%
SPAG	43%	14%	43%	0%	0%
Writing	14%	43%	43%	0%	0%

Year 6 (5)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Maths	40%	0%	60%	0%	0%
Reading	40%	0%	60%	0%	0%
SPAG	40%	0%	60%	0%	0%
Writing	40%	20%	40%	0%	0%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | An increased level of pupils coming into EYFS with low baselines particularly with language, speaking and communication. This is resulting in further support and intervention needing to be put in place throughout KS1. |
| B. | 33% of pupils who are PP are also on SEND register. As a result the multiple barriers to learning impact the attainment and progress pupils are making. The school needs to address the most significant barrier |
| C. | Whilst the average gaps between disadvantaged and non-disadvantaged has improved there is a clear need to further accelerate the progress of pupil premium children in English where the gap sits between 0.32-0.48. Alongside this end of KS2 data shows that the gap for reading is quite significant. |
| D. | Although the number of pupils that are under the category of pupil premium is low, the school has identified that more pupils need to be achieving a higher standard at the end of Key Stage 2 |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| E. | The rates of attendance compared with non-disadvantaged pupils continue to be a concern. The school needs to identify further approaches to encouraging pupils and families to attend more regularly resulting in positive rates of persistent absence. |
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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerate the progress of pupil premium children who have speech, language and communication challenges, through increased intervention, support from outside agencies, improvements in first quality teaching and tailored interventions to support the need	Pupils identified with low baseline for speech, language and communication make a least expected progress with some identified to make accelerated progress. Measured against the pupils achieving a good level of development
B.	Overall progress for Reading across KS2 is above National and exceeds outcomes from the previous academic year.	Pupils eligible for PP identified and make as much progress or more than those who are non-PP. Measures of progress across KS2 are carried out through teacher assessment and internal and across confederation moderation.
C.	Specific children who have been identified to have multiple barriers to learning both in school and external, meet targets that indicate good or better progress.	Pupils eligible for PP and who meet other criteria for vulnerability make good or better progress. Targets set by the leaders are met for these children.
D.	The school and HSLW identify targeted support and intervention for families who have an attendance barrier to school and learning, this may involve other outside agencies	Whole school attendance and persistent absence targets are met or exceeded. Evidence of improvement for the most vulnerable pupils.

5. Planned expenditure					
Academic year		2017/ 2018			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop the quality of teaching and learning and provision offered for speech and language	CPD training for specific staff from recognized speech and language providers Teaching assistants to deliver planned interventions to specific PP pupils	We want to continue to develop the quality of interventions delivered to PP children and EEF research identifies the importance of providing training to teaching assistants to make them most effective. This is also a suitable approach to deliver to all staff as part of the School Development Plan	Courses identified throughout the year INSET and staff meetings delivered on making the most of data and AfL Training opportunities for teaching assistants throughout the year Planning time given to teachers and TAs to ensure interventions take place in an effective and timely manner	Headteacher	Termly with a full review at the end of the year

<p>To develop the quality of teaching and learning for the most vulnerable pupils in order to accelerate progress and narrow the gap</p>	<p>CPD training for specific staff from recognized speech and language providers</p> <p>Teaching assistants to deliver planned interventions to specific PP pupils</p> <p>Time spent delivering reading approach to whole school including teaching staff and teaching assistants</p>	<p>As a school evaluating the data from last academic year we saw that the gap between pupil premium children and non-pupil premium children was larger than expected.</p> <p>The school and its leaders identified the need to develop interventions within the school to further accelerate progress for the most vulnerable pupils</p>	<p>Termly pupil progress meetings will identify pupils progress and the gap being narrowed</p> <p>Evaluation reports on pupil premium will highlight the success of the actions implemented.</p>	<p>SLT</p>	<p>Termly with a full review at the end of the year</p>
Total budgeted cost					<p>£26,878</p>
<p>Impact Review</p> <ul style="list-style-type: none"> Over the past two terms, support staff have developed their own skills in delivering interventions and working with the most vulnerable pupils. A significant amount of time is utilised to work alongside our most vulnerable pupils. Speech and language has led to three members of staff in EYFS being trained through Meath School to deliver a specific intervention to support a group of pupils with speech and language needs. This has been successful and the school is looking at developing this intervention further through KS1 The impact of interventions are having the most positive outcome on those pupils who do not have multiple vulnerability or low attendance. Therefore, 65% of pupil premium pupils are at or above age related expectation in KS1 and 50% in KS2. Whilst this is lower than hoped in KS2 this is as a result of needs of those pupils that go beyond the classroom. The difference in progress for KS1 pupils is looking positive with the average progress gap of pupil premium children versus non pupil premium is only -0.2, with KS2 being a difference of only -0.3. This indicates that the gap over time is improving. Leaders and staff need to ensure this trajectory continues for our most vulnerable pupils. 					

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the outcomes for pupil premium children throughout KS1 and EYFS	Delivery of 'Forest Schools' 10 week program by a trained outdoor Ed leader	To provide an opportunity across KS1 and EYFS to develop key inter-personal skills such as independence, communication, resilience and team work, which can be transferred into everyday learning. Significant amount of research into outdoor learning and the impact it has on both academic and inter-personal skills.	Monitored by Pupil Premium lead CPD opportunities identified for lead practitioner Formal reports written half termly looking at impact of skills and impact on attendance	J.Kirkham	Termly, reviewed in summer term to look at sustainability of initiative
Impact Review					
<ul style="list-style-type: none"> Leaders and staff have been impressed with the interpersonal outcomes that Forest Schools has had on the pupils, with teachers commenting on how well children are tackling activities in class with resilience and independence. See teacher feedback below: <ul style="list-style-type: none"> Children have enjoyed the sessions and it has led to lots of talking Some children, have shown a marked increase in confidence and have enjoyed demonstrating their knowledge during Forest school sessions. A noticed improvement in unprompted peer support. Some children have noticed others needing help and have offered to help without being asked. Some of them are also persevering more with challenging tasks. One child in particular is showing improved engagement and perseverance e.g. learning to tie a knot! In class we were designing our own monsters, so one session they made 'mud faces' on the trees. The other work the leader has done is about using our senses which is the science topic for next half term. It has worked well having the class split. It means that teachers can give individual attention to hearing children read and follow intervention plans. Feedback from the Forest school lead has also been positive with him seeing improvements over the ten week period of the intervention being delivered. The school wants to look at opportunities to provide CPD for identified staff and to further develop Forest Schools as an intervention for the most vulnerable pupils with SEN(D) needs as well The attendance outcome has been mixed and we saw improved outcomes for certain groups and year groups, particularly EYFS and Year 2. Where there was a dip in attendance was as a result of outside factors. 					
Total budgeted cost					£3417
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the attendance of PP pupils including persistent absence	HSLW employed to work with children and families whose attendance is below expectations Increased interventions put in place with the EWO Admin team – improved communication across the school to engage further with PP children	Research carried out by the Headteacher and training courses attended support the rationale to invest time and money in improving attendance for the most vulnerable. Analysis of school data shows that the small minority of PP pupils also have situations and barriers outside of school that impact their attendance, therefore their progress.	Termly review meetings with the EWO will identify the actions taken by the school to improve attendance. Relevant training for staff who will need to engage with the most vulnerable families. Termly review of attainment and progress of PP children	Headteacher	Termly review of attendance. Overall review to implement further resources July 2017

<p>Increase the opportunities for PP children to carry out extra-curricular tasks for their social and communication development.</p>	<p>Provide opportunities throughout the year for pupils to attend clubs, trips and residential activities at a lower cost. Increase communication to these parents to make them aware of the opportunities we offer to their children</p>	<p>From internal review of the clubs and extra-curricular activities we identified that the large majority of pupils who were attending clubs before or after school were non-PP children. School leaders decided to provide some funding to support the most vulnerable pupils in opportunities that they may not have during their time at school.</p>	<p>Training and support given to teachers to engage more with pupil premium families.</p> <p>Termly review of clubs attended by both PP and non-PP children</p> <p>Communication in letters and leaflets to explain the equality of opportunities</p>	<p>Headteacher</p>	<p>Termly review, with a full review in July 2017</p>
<p>To research and develop approaches to target pupils with multiple vulnerability</p>	<p>Headteacher to research and carry out targeted monitoring of most vulnerable pupils to identify the key factor hindering progress of multiple vulnerable pupils</p> <p>Carry out SEND review to highlight the actions required to support pupils SEN(D) in order to impact progress</p> <p>Headteacher to develop a review of roles and responsibilities within the school to tackle specific vulnerabilities</p>	<p>Clear evidence to highlight the impact on learning for children who have a barrier to learning that is not specifically around deprivation</p> <p>Schools' success around children with single vulnerability is clear, but school needs to address where children have multiple vulnerability</p>	<p>Attend CPD related to vulnerable children and pupil premium</p> <p>Develop a long term plan that looks at CPD for specific staff such as ELSA</p> <p>Pupil progress meetings will provide the evidence to support the research</p>	<p>J.Kirkham</p>	<p>Reviewed at the end of the year against a long term plan</p>

Impact Review

- To fully review the outcomes against attendance and the work of outside agencies such as the EWO we look at each individual case individually. Currently we have cases under review from the EWO which are leading to legal action being taken against the families due to attendance issues.
- Within school, leaders have worked closely with the two EWOs who have attended the school reviewing each individual case and putting into action the recommendations made. These have had a positive impact on those families who work closely with the school, however, again our most vulnerable pupils (despite intervention from the school and Surrey) have yet to make the progress we would expect.
- Training to support new staff has meant that pupils and families build a positive relationship with the families, however, the school doesn't hold the authority to implement sanctions that make a difference.
- We have recently appointed a new HSLW whose challenge will be to work alongside these families to break down the barriers. Fortnightly meetings take place with the SENDco, Headteacher and HSLW to evaluate actions and identify next steps.
- The school has seen an increase in the attendance of pupils attending before or after school clubs. More recently, the Headteacher has put in place support for two families (three pupils) to be dropped off at school to enable parents to work or bring children in on time.
- As clubs from Sports 4 Kidz have been free this year, leaders are quite keen to establish an element of this going into next academic year. Leaders would also like to review the opportunity for a breakfast club for children targeted mainly at pupil premium students.
- The Headteacher, through research and attending CPD opportunities will be looking at rolling at a review of roles and responsibilities within the school. Alongside this there will be a full review of pupil premium during the summer term, led by the GEP. This will identify actions required moving into 2018-2019.

Total budgeted cost | £17,225

Impact End of Year 2018

Desired Outcomes	Impact	Next Step to Consider
Accelerate the progress of pupil premium children who have speech, language and communication challenges, through increased intervention, support from outside agencies, improvements in first quality teaching and tailored interventions to support the need	<ul style="list-style-type: none"> • EYFS APS score compared with Surrey is higher in both Communication and Language and Literacy (Surrey C&L 1.93, School 2.11, Surrey Literacy 1.67, School 1.67) • One key member of staff in EYFS has been trained to deliver effective intervention for speech and language • Outside agencies assessed and reviewed identified pupils and suggested actions were implemented • Effective transition means pupils are making good progress in Year 1 	<ul style="list-style-type: none"> • Further CPD to be delivered to identified members of staff who support pupils with Speech and Language difficulties • Early identification and implementation of S&L intervention in Early Year • Whole school CPD development on provision in the classroom to support quality first teaching
Overall progress for Reading across KS2 is above National and exceeds outcomes from the previous academic year.	<ul style="list-style-type: none"> • Overall outcomes for reading and progress are excellent with Pupil Premium pupils outperforming at end of Key stage progress • Progress in Reading for eligible pupils at KS2 was +2.7, with non-pupil premium being +1.2 • As a result of effective CPD, whole school development and implemented interventions, outcomes for PP children in reading was exceptional 	<ul style="list-style-type: none"> • Consider and plan for the same strategic approach in Mathematics to impact outcomes at the end of KS2 for pupils • Continue to invest in the CPD and development of effective teaching and learning in reading • Further development of reading across the school in relation to interventions
Specific children who have been identified to have multiple barriers to learning both in school and external, meet targets that indicate good or better progress.	<ul style="list-style-type: none"> • See table overleaf • There is a mixed picture both across year groups and subjects. When analysed the impact is clear – where a child has missed a significant amount of school and attendance is significantly low – progress is slow • Despite effective strategies put in place including intervention and pre-teaching, the gaps missed were too great, therefore impact was limited 	<ul style="list-style-type: none"> • Continue to develop approaches to supporting most vulnerable pupils • Increased expectation on staff to inform parents of the impact on learning with low attendance

<p>The school and HSLW identify targeted support and intervention for families who have an attendance barrier to school and learning, this may involve other outside agencies</p>	<ul style="list-style-type: none"> • There was not the expected impact as a result of a period with no HSLW and the need to support new HSLW in their role • Long term impact has been identified in some cases where a child's attendance has improved significantly over a yearly period, for example from 58%- 76%. • Implementation of new systems has supported the next step and intervention work carried out by HSLW 	<ul style="list-style-type: none"> • Develop process for prioritising those in greatest need. Ensuring the process is clear to all stakeholders • Develop record keeping system that enables HSLW to effectively track outcomes • Further research into the outside agencies that can support parents of vulnerable pupils
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End of Year Progress for multiple vulnerability pupils

Year 1 (2)	% Below (0 steps or below)	% Working Towards (1 steps)	% On Track (2 steps)	% Exceeding (3 steps)	% Working Beyond (4 steps or above)
Maths	0%	100%	0%	0%	0%
Reading	50%	0%	50%	0%	0%
SPAG	50%	50%	0%	0%	0%
Writing	0%	50%	50%	0%	0%

Year 2 (2)	% Below (1 steps or below)	% Working Towards (2 steps)	% On Track (3 steps)	% Exceeding (4 steps)	% Working Beyond (5 steps or above)
Maths	0%	0%	100%	0%	0%
Reading	0%	50%	50%	0%	0%
SPAG	0%	0%	100%	0%	0%
Writing	0%	0%	100%	0%	0%

Year 3 (2)	% Below (1 steps or below)	% Working Towards (2 steps)	% On Track (3 steps)	% Exceeding (4 steps)	% Working Beyond (5 steps or above)
Maths	0%	50%	50%	0%	0%
Reading	0%	100%	0%	0%	0%
SPAG	0%	50%	50%	0%	0%
Writing	0%	100%	0%	0%	0%

Year 4 (3)	% Below (1 steps or below)	% Working Towards (2 steps)	% On Track (3 steps)	% Exceeding (4 steps)	% Working Beyond (5 steps or above)
Maths	0%	0%	100%	0%	0%
Reading	0%	67%	0%	33%	0%
SPAG	0%	33%	67%	0%	0%
Writing	0%	0%	67%	33%	0%

Year 6 (1)	% Below (1 steps or below)	% Working Towards (2 steps)	% On Track (3 steps)	% Exceeding (4 steps)	% Working Beyond (5 steps or above)
Maths	0%	0%	100%	0%	0%
Reading	0%	0%	100%	0%	0%
SPAG	0%	0%	100%	0%	0%
Writing	0%	0%	100%	0%	0%

PP Attendance Trends over the Years

Academic Year		PP %	Non PP %
2017-2018	Year R	96.38	99.38
	Year 1	89.56	95.69
	Year 2	95.21	95.70
	Year 3	87.89	97.12
	Year 4	91.71	97.20
	Year 5	98.33	95.96
	Year 6	96.86	97.15
2016-2017	Year R	n/a	95.23
	Year 1	95.04	95.93
	Year 2	87.25	96.42
	Year 3	93.46	97.86
	Year 4	98.28	97.21
	Year 5	95.88	96.54
	Year 6	97.65	97.68
2015-2016	Year R	94.60	95.10
	Year 1	89.06	95.58
	Year 2	92.53	98.59
	Year 3	96.59	96.62
	Year 4	89.23	97.71
	Year 5	97.93	97.18
	Year 6	91.50	98.21