

Pupil Premium Strategy Statement (Primary) 2019-2020

1. Summary information					
School	Sandfield Primary School – GEP Academies				
Academic Year	2019/2020	Total PP budget	£38,280	Date of most recent PP Review Impact of PP strategy 2018-19 (see previous report)	July 2019
Total number of pupils	210	Number of pupils eligible for PP	23	Date for next internal review of this strategy	July 2020
		Pure PP 70% (16/23) PP + SEN 30% (7/23)		Pupil Premium Lead Governor Lead	Kate Collins KH/ES

2. Current attainment (2018 - 2019 KS2 outcomes – FFT data) (4 FSM pupils – 2 x SEND, EHCP, 1 x EAL)		
	<i>Pupils eligible for PP (National)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	25% (1:4)	84% (65%)
progress in reading	-5.8%	+0.8%
progress in writing	+1.0%	-5:0%
progress in maths	-31%	+3.0

Year Group	Number of PP pupils	Maths – Puma June 2019				Reading - Pira June 2019			
		National Av	All pupils	PP	PP + SEN	National Av	All pupils	PP	PP + SEN
1	1	100	112	104	N/A	100	107	95	N/A
2	2	100	103	92	N/A	100	103	91	N/A
3	5	100	103	106	80	100	101	96	83
4	5	100	115	83	92	100	106	86	91
5	3	100	105	114	90	100	103	111	94
6	5	100	108	95	70	100	105	101	70
Total	29	100	108	99	83	100	104	97	85

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)*

A.	30% (7/23) of PP pupils are PP + SEND
B.	Maths shows the greatest progress gap, due to the reasoning element and the reading level required to access these types of questions. (KS2 outcome data – 1 Pure PP, 1 x EAL pupil + 2 PP SEN - EHCP)
C.	Self-belief has been identified as the barrier for many of our PP + SEND pupils.

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

D.	Attendance - non PP = 97.18% compared to PP 90.92% (September – November 2019) Persistence Attendance (below 95%) 14 pupils (September – November 2019) 31% (6/14) PP
E.	Safeguarding concerns – 1 x CP, 1 x CIN, 4 x TAF Homeschool link worker involved – 3 x HSLW 43 % (10/23) PP families in receipt of extra support for the family: mental health issues, alcohol + drug parental issues, complex family situations

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase the self-belief of PP + SEND pupils (SDP links) by offering Enrichment curriculum opportunities and support from Mental Health and Pupil Premium Champion	Positive impact of Forest, evidence shown in the pupil diaries annotated with adult feedback. Pupil voice. Triangulation of data. 100% of PP pupils attend residential and trips, school clubs and swimming lessons 100% of PP pupils access free clubs in school 22% (4/18) PP (KS2) pupils given leadership roles
B.	Increase the number of pupils (PP + SEND) to attain an expected level of outcomes at the end of KS1 and KS2 as a result of accelerated progress –	Pupils identified and targeted to make expected at the end of key stage achieve their targets
C.	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.
D.	Improve the level of engagement with targeted parents	A decrease in the level of need from parents for the school is support with basic parental actions/tasks 100% of PP pupils attend residential and trips, school clubs and swimming lessons

5. Planned expenditure

Academic year

2019/2020

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?
<p>B. To train all staff with the Word Aware program which will provide a structured whole school approach to promote the vocabulary of all learners</p>	<p>CPD opportunities given to leaders, teachers and teaching assistants to ensure a vocabulary rich learning environment across the school</p>	<p>Through SWOT analysis of our curriculum – a focus on vocabulary “knowledge of words makes you smarter,” will facilitate our PP pupils to make increased progress across the curriculum EEF Reading comprehension strategies - an extensive evidence base shows this to be low cost with high impact of + 6 months</p>	<p>Triangulation of data, including drop ins, SLT will be able to establish an understanding of the impact</p> <p>Monitoring of outcomes for pupils through pupil progress meetings termly</p> <p>Learning walks and pupil voice of pupil premium children will indicate the impact</p>	<p>LK, MM</p>	<p>April 2020</p>
<p>A. To improve PP pupils self belief, by building a positive and safe culture, with use of learning conversations to identify individual children’s barriers to learning.</p>	<p>Mental Health Champion, HSLW and SENCO to write a mental health action plan, with a clear focus on PP pupils</p> <p>Introduce PSHE Association emotional health program</p> <p>Positive touch training for identified staff</p>	<p>Pupil voice activities indicates that our most vulnerable pupils have a low self belief</p> <p>For staff and children to understand that some children need different things to be the best they can be</p> <p>EEF Social and Emotional learning -based on extensive evidence these programmes have a moderate impact + 4 months for moderate cost</p>	<p>Action plan written and delivered to all staff</p> <p>Triangulation of data to show the impact of plan and next steps</p> <p>Staff report improved understanding of positive mental health post training</p> <p>Staff will be trained how to deliver the PSHE programme effectively. Impact assessed through triangulation of data, to highlight increased “self-belief,” in Sandfield pupils</p> <p>Pupil survey – 95%+ “I feel proud of what I can achieve.” “I feel safe and happy in school.”</p>	<p>LK, MM, KC</p>	<p>February 2020</p>

<p>B. To develop the quality of teaching and learning for the most vulnerable pupils in order to accelerate progress and narrow the gap</p>	<p>Ensure that our PP pupils study a full, rich curriculum</p> <p>Use of collaborative learning, instant verbal feedback, pre-teaching of key vocabulary, use of scaffolds to supporting learning, study skills interventions</p> <p>SENCO to monitor provision of PP pupils with SEND to ensure they can access the full curriculum and to suggest strategies to support where needed</p>	<p>Consultation of Ofsted Framework 2019 – rational of all learners to be in receipt of a curriculum designed to be ambitious and equally to meet their needs</p> <p>Training and support for teachers and TAs to deliver keep up sessions and targeted interventions to ensure that barriers are overcome for the pupils they teach</p> <p>CPD opportunities are provided for specific members of staff: talk for writing, word aware, wigit tool (vocabulary aid), mental health awareness, attachment training (TAMBS) anxiety workshop</p>	<p>Through monitoring and evaluating the teaching and learning leaders will be able to establish an understanding of the impact</p> <p>Monitoring of outcomes for pupils through pupil progress meetings termly</p> <p>Learning walks and pupil voice of pupil premium children will indicate the impact</p>	<p>KC/LK</p>	<p>April 2019</p>
Total budgeted cost					2,200
<p>Impact Review</p> <ul style="list-style-type: none"> • 					

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?
<p>A.To develop self –belief and communication, collaboration and resilience skills, which can then be applied to their learning</p>	<p>Delivery of ‘Forest Schools’ 10 week program by our Forest School teacher in KS1</p> <p>HSLW self-esteem sessions</p> <p>Dedicated LSA support to focus on specific targets with individuals</p> <p>Extra library reads</p>	<p>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</p> <p>Significant amount of research into outdoor learning and the impact it has on both academic and inter-personal skills.</p>	<p>Triangulation of data – drop in visit, pupil voice</p> <p>Use of case studies for PP pupils termly looking at impact of skills and impact on attendance</p> <p>KS2 pupils to keep a diary of activities focusing on skills development</p>	KC	June 2019
<p>PP pupils with multi vulnerabilities in KS2 to receive extra forest school to boost their confidence and self-belief</p>	<p>Implement and review the delivery of Forest schools for identified KS2 children and measure the impact on their confidence and independence</p>	<p>To build a sustainable approach outdoor learning and ensure that staff members deliver effective intervention</p>		LK	On-going
<p>B—PP pupils with multi vulnerabilities to have a specific adult for targeted support to overcome challenging barriers to learning</p>	<p>Employing a “Pupil Premium Champion” to work very closely with the SENCO to support our most vulnerable pupils</p> <p>Dedicated LSA support to focus on specific targets with individuals</p>	<p>School has identified very significant needs of PP + SEND (EHCP) pupil (year R),</p> <p>PP champion to focus on PP + SEND pupils in KS2 (6 pupils)</p>	<p>SENCO, HSLW and PP champion to meet weekly to review actions and next steps. These will be communicated clearly to all staff working with the pupils and families, so there is a joined up approach.</p>		
<p>Impact Review</p> <ul style="list-style-type: none"> • 					

Total budgeted cost £19,500

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?
<p>C. Improve the attendance of PP pupils including those with a persistent absence. Reach targets set with EWO for attendance</p>	<p>HSLW employed to work with identified children and families whose attendance is below expectation. Increased interventions put in place by the EWO Through the user of CPOMS admin team improve communication regarding pupils attendance Introduction of study bugs to improve attendance (especially persistent absence) 6/14 PP</p>	<p>A significant amount of research has been carried out both in school and nationally identifying the impact low attendance has on attainment and progress.</p>	<p>Termly meeting and reporting with the EWO and HSLW will identify those children most at risk. Relevant training to be carried out to enable key staff to work more effectively with pupils and families (including HSLW) Termly review of attainment and progress of PP children</p>	<p>KC & LL</p>	<p>Termly review of attendance with an overall review in June and July 2020</p>
<p>D. To ensure that all PP pupils have access to the full range of enrichment activities with the Sandfield Curriculum offer, by ensuring that they are fully funded; trips, swimming, residentials</p>	<p>Provide funding for the most vulnerable pupils to attend both school trips and residential trips</p> <p>Inclusion team (including PP champion) support PP families with family conflicts, financial, housing, complex SEND needs</p>	<p>Most vulnerable pupils benefit from these enriching experiences, increasing their self-belief by giving new things a go</p>	<p>Parents/carers aware that their children will be fully funded by communicating our PP offer clearly on our school website and talking to parents about this</p>	<p>KC</p>	<p>Termly review with a full review in July</p>

Impact Review	
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	Total budgeted cost £16,500

Impact End of Year 2020

Desired Outcomes	Impact	Next Step to Consider
	•	•
	•	•
	•	•
	•	•

End of Year Attainment results
National Average v All pupils v PP

Year Group	Number of PP pupils	Maths – Puma June 2020			Reading - Pira June 2020		
		National Av	All pupils	PP	National Av	All pupils	PP
1	1	100			100		
2	5	100			100		
3	6	100			100		
4	6	100			100		
5	6	100			100		
6	5	100			100		
Total	29	100			100		

PP Attendance Trends over the Years

Academic Year	Year Group	PP %	Non PP %
2019-2020	Year R		
	Year 1		
	Year 2		
	Year 3		
	Year 4		
	Year 5		
	Year 6		
2018-2019	Year R	97.95	97.52
	Year 1	95.05	96.86
	Year 2	88.32	96.95
	Year 3	97.31	97.61
	Year 4	90.07	97.03
	Year 5	92.86	97.84
	Year 6	98.32	93.96
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