

Pupil Premium Strategy Statement (primary)

1. Summary information					
School	Sandfield Primary School – GEP Academies				
Academic Year	2016/2017	Total PP budget	£43,560	Date of most recent PP Review	n/a
Total number of pupils	207	Number of pupils eligible for PP	33	Date for next internal review of this strategy	April 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50%	75%
progress in reading	-0.3	4.6
progress in writing	2.2	6.3
progress in maths	-2.4	0.6

1YR 1	Below	Working Towards	On Track	Exceeding	Working Beyond
Mathematics	20%	40%	40%	0%	0%
Reading	20%	40%	40%	0%	0%
Spelling, Punctuation &	20%	40%	40%	0%	0%
Writing	20%	40%	40%	0%	0%

2YR 2	Below	Working Towards	On Track	Exceeding	Working Beyond
Mathematics	0%	14%	57%	29%	0%
Reading	0%	14%	57%	29%	0%
Spelling, Punctuation &	0%	14%	57%	29%	0%
Writing	0%	14%	57%	29%	0%

3YR 3	Below	Working Towards	On Track	Exceeding	Working Beyond
Mathematics	0%	71%	14%	14%	0%
Reading	0%	29%	29%	43%	0%
Spelling, Punctuation &	0%	71%	14%	14%	0%
Writing	0%	14%	71%	14%	0%

4YR 4	Below	Working Towards	On Track	Exceeding	Working Beyond
Mathematics	50%	25%	25%	0%	0%
Reading	25%	0%	50%	25%	0%
Spelling, Punctuation &	75%	0%	25%	0%	0%
Writing	50%	0%	50%	0%	0%

5YR 5	Below	Working Towards	On Track	Exceeding	Working Beyond
Mathematics	33%	0%	67%	0%	0%
Reading	0%	17%	83%	0%	0%
Spelling, Punctuation &	33%	0%	50%	17%	0%
Writing	0%	50%	33%	17%	0%

6YR 6	Below	Working Towards	On Track	Exceeding	Working Beyond
Mathematics	0%	25%	75%	0%	0%
Reading	0%	25%	25%	50%	0%
Spelling, Punctuation &	25%	0%	75%	0%	0%
Writing	0%	25%	25%	25%	25%

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. | Pupils who are eligible for pupil premium in KS1 are not attaining high enough to achieve greater depth. This has the risk of reducing the future prospects for the most disadvantaged. |
| B. | The Maths Overall Progress Score amongst disadvantaged students in KS2 is 3.0 points less than the non-disadvantaged students average, and 1.9 points less than the national disadvantaged students average |
| C. | The attainment and progress of pupil premium pupils who have multiple barriers to learning including SEN(D) are not making as much progress as expected throughout the key stage |

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

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| D. | Overall absence amongst FSM students at Sandfield is 4.8% greater than the school average, and 3.0% greater than the national FSM student's average. The school gap has widened by 3.3% from last year |
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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the outcomes for KS1 pupils to increase the % of pupil premium children attaining greater depth by the end of Year 2.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 in maths, reading and writing. Measured in Y1 and 2 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
B.	Overall progress for Maths 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	2016/2017				
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?
Improve the quality of provision for PP children in delivering 1:1 or small group intervention	Staff training in delivering precision teaching methods for core subjects 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 review of interventions April 2017
Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	The percentage of pupils attaining greater depth in KS1 was lower than expected. As a school we need to address this and provide the opportunities to PP children as well. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Provide courses to teachers in KS1 to further support more able pupils. Whole school development in improving the quality of teaching and learning in Maths and Reading When identified through monitoring implement further support for staff in KS1	Headteacher & Subject Leads	April 2017
Total budgeted cost					£24,208
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?
Improved progress scores at the end of KS2 in Maths	1:1 online tuition for pupils who are PP in both Year 5 and Year 6	We wanted to implement some changes to the way we use pupil premium money and identify support that has been successful elsewhere. By introducing Third Space learning 1:1 tuition, all PP pupils no matter what their ability will have equal opportunities to succeed in Maths.	Training of two members of staff, with one teacher taking responsibility and feedback information to the pupils and Third Space Learning. Review at the end of the 10 week period to be reported back to the Headteacher.	Maths Subject lead	April & July 2017

Improved outcomes at the end of KS2 for PP children	Small group targeted teacher support	From analysing previous data and looking at the impact of small group interventions we can see the need to provide further small group support for specific objectives within the curriculum.	Time given within the timetable for Year 6 pupils who are most vulnerable to be given further support in small groups delivered either by the class teacher or another member of staff.	Year 6 teacher	July 2017
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
Increase the opportunities for PP children to carry out extra-curricular tasks for their social and communication development.	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	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.	Training and support given to teachers to engage more with pupil premium families. Termly review of clubs attended by both PP and non-PP children Communication in letters and leaflets to explain the equality of opportunities	Headteacher	Termly review, with a full review in July 2017
Total budgeted cost					£14,225