Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	Sandfield Primary School – GEP Academies				
Academic Year	2018/2019	**Total PP budget**	£43,560	**Date of most recent PP Review**	July 2018
Total number of pupils	207	**Number of pupils eligible for PP**	33	**Date for next internal review of this strategy**	July 2019

2. Current attainment (2018 KS2 outcomes)		
	Pupils eligible for PP (National)	*Pupils not eligible for PP (national average)*
% 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)*

A.	41% of pupils across the school who are eligible for pupil premium have multiple vulnerability; including SEND, persistent absence, child protection and safeguarding and home background. As a result this is having an impact on the pupils attainment and the progress they are making.
B.	Whilst the average gaps between disadvantaged and non-disadvantaged have improved there is a clear need to further accelerate the progress of pupil premium children in Maths. This is also a whole school development opportunity
C.	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, particularly in Maths.

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

D.	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.
E.	Increased level of families struggling to support the family network and provide the increased level of expectations on their children. Increased changes in family setting and the emotional impact this has on the pupils readiness to learn

4. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	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 GEP moderation.
B.	Increase the number of pupils who are eligible for Pupil Premium to attain a higher level of outcomes at the end of KS1 and KS2 as a result of accelerated progress	Pupils identified and targeted to make greater depth 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 to ensure all identified pupils and parents are guided and supported to work together as a family unit	A decrease in the level of need from parents for the school is support with basic parental actions/tasks

5. Planned expenditure

Academic year	**2018/2019**

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 Mathematics	Subject Leader to implement a revised approach to Mathematics focused around making Maths more accessible for all learners CPD opportunities given to leaders, teachers and teaching assistants	Through school evaluation it has been identified that Maths outcomes do not match that of English outcomes for pupils. School leaders have seen that the progress made by pupils (see page 1) in writing is improved for pupil premium children but not in Maths	Through monitoring and evaluating the teaching and learning of Maths leaders will be able to establish an understanding of the impact Monitoring of outcomes for pupils through pupil progress meetings termly Learning walks and pupil voice of pupil premium children will indicate the impact	SG	June 2019
To develop the quality of teaching and learning for the most vulnerable pupils in order to accelerate progress and narrow the gap	Ensure that research approaches are carried out by key leaders and senior leaders to identify most effective pedagogical approaches to learning CPD opportunities are provided for specific members of staff	Reviews carried out by the GEP and in school research has highlighted that our most vulnerable children with multiple vulnerability are not making quick enough progress. Whilst actions to support some of these barriers the school needs to continue to provide training and support for teachers	Through monitoring and evaluating the teaching and learning leaders will be able to establish an understanding of the impact Monitoring of outcomes for pupils through pupil progress meetings termly Learning walks and pupil voice of pupil premium children will indicate the impact	KC/LK	April 2019
			Total budgeted cost		21,060

Impact Review

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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?**
To develop sociable, confident learners Children to become self-directed and creative learners	Delivery of 'Forest Schools' 10 week program by a trained outdoor Ed leader Implement and review the delivery of Forest schools for identified KS2 children and measure the impact on their confidence and independence Train and develop a qualified 'Forest Schools' leader in school over the academic year	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. To build a sustainable approach outdoor learning and ensure that staff members deliver effective intervention	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 Use of STATonline and the Leuven scale to assess the progress made by individual pupils	KC	June 2019

Impact Review

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				Total budgeted cost	£8,300

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 those with a persistent absence. Reach targets set with EWO for attendance	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	A significant amount of research has been carried out both in school and nationally identifying the impact low attendance has on attainment and progress. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf	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	KC & LL	Termly review of attendance with an overall review in June and July 2019
Increase the opportunity for pupil premium children to take part in extracurricular activities for their social and communication development	Provide opportunities throughout the year for children to take part in clubs through individual invite and teachers supporting parents understanding of clubs. Provide funding for the most vulnerable pupils to attend both school trips and residential trips Increase communication with parents to make them aware of the opportunities provided	From internal review school leaders highlighted the need to get more vulnerable pupils involved in extra-curricular activities. School leaders decided to provide some funding to support the most vulnerable pupils who are not likely to be given the opportunity within their school life	Training for teachers and other key staff to understand the importance of building positive relationships and communication with most vulnerable families. Termly review of clubs attended by both PP children and non-PP children Communication in letter and information to parents to emphasize the importance of equality of opportunities	KC	Termly review with a full review in July

Impact Review	
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	Total budgeted cost £14,200

Impact End of Year 2018

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

End of Year Progress for multiple vulnerability pupils

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

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

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					
Reading					
SPAG					
Writing					

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					
Reading					
SPAG					
Writing					

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					
Reading					
SPAG					
Writing					

PP Attendance Trends over the Years

Academic Year	Year Group	PP %	Non PP %
2018-2019	Year R		
	Year 1		
	Year 2		
	Year 3		
	Year 4		
	Year 5		
	Year 6		
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