

Sandfield Pupil Premium Strategy Statement

Metric	Data
School name	Sandfield Primary School
Pupils in school	210
Proportion of disadvantaged pupils	29 /210 = 14%
Pupil premium allocation this academic year	£30 590
Academic year or years covered by statement	2020 - 2023
Publish date	October 2020
Review date	July 2021
Statement authorised by	K Collins
Pupil premium leads	K Collins L Lidstrom
Governor lead	K Hammersley

School Overview

Disadvantaged pupil progress scores for 2018-2019 academic year

4 pupils (2 EHCP – both moved to specialist provision for secondary)

Measure	Score
Reading	+ 0.3 (national average = 0)
Writing	1 (national average = 0)
Maths	- 32 (national average = 0)

Disadvantaged pupil performance overview for 2018-19 academic year

Measure	Score
Meeting expected standard at KS2	25% (1:4)
Achieving high standard at KS2	0

Teaching priorities for current academic year

Year 6 (20-21) – 7 x PP pupils

2 x SEND

2 x SEND + EAL

2 X EAL

2 x Pure PP

Aim	Target	Target date
Attainment in Reading	7 / 8 EXP + = 88%	July 2021 3/8 – 38%
Attainment in Writing	5 / 8 EXP = 63%	July 2021 2/8 – 25%
Attainment in Mathematics	4 / 8 EXP = 50%	July 2021 4/8 – 50%
Phonics 4 x PP	3 / 4 to pass = 75%	July 2021 No year 1 phonics screening taken this year
Attendance PP attendance average last year 92%	To improve attendance of disadvantaged pupils to school target 96.5%	03.09.21 – 07.07.21 80%

Targeted academic support for current academic year

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

Measure	Activity
Priority 1	To develop the quality of teaching and learning for the most vulnerable pupils in order to accelerate progress and narrow the gap
Priority 2	To provide targeted academic support and small group intervention which are regularly reviewed and refined. (EEF – A tiered approach to PP spending – 2)
Barriers to learning these priorities address	The impact of COVID on increasing learning gaps. Resilience to learning. Engagement in blended learning and use of Seesaw.
Projected spending	Staff costs: HSLW, ELSAs, TAs Seesaw and Tapestry, CPD. Buyback services from SCC. Edukey. £8,950

Wider Strategies for Current Academic Year

Measure	Activity
Priority 1	To increase the self-belief and resilience of PP + SEND pupils (SDP links) by offering Enrichment curriculum opportunities and support for Mental Health and Wellbeing.
Priority 2	Improve the level of engagement with targeted parents and outside agencies
Barriers to learning these priorities address	The impact of COVID Persistent non- attendance Family circumstance (housing, finance etc) Mental health of pupils and their families
Projected spending	Study bugs, Forest School, HSLW (plus supervision), ELSAs, S4K (lunchtime clubs), funding of trips, residentials and uniform, PSHE association membership. Wrap around care costs, music lessons. £22,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given to allow for CPD	Use of inset days and staff meetings and shadowing existing staff. Triangulation of data, including drop-ins, SLT will be able to establish an understanding of the impact.
Targeted support	To ensure that our wave one provision is effective.	CPD, use of Edukey, observations by Inclusion Team. Shadowing existing staff members. Clarity of classroom expectations.
Wider strategies	Engaging the most vulnerable families. Increasing attendance.	HSLW to work with targeted families. Working closely with the Education Welfare Officer and other LA teams. Use of study bugs.

Review: last year's aims and outcomes

Aim	Outcome
To develop the quality of teaching and learning for the most vulnerable pupils in order to accelerate progress and narrow the gap	All staff have access to a half termly updated vulnerability list, so any additional pupils are quickly noted and support given. Weekly inclusion team meetings allow for regular discussions on pupils we are worried about. Strategies to support learning are discussed during this meeting with the SENCO and these are then shared, in a timely manner, with the relevant staff members. These strategies are

	<p>also added to SEND plans via Edukey and shared with parents.</p> <p>Our new feedback and marking policy prioritises “in the moment verbal feedback”. The use of Apple TV to model good examples and address misconceptions. This has been instrumental for our most vulnerable pupils, because feedback is bespoke, visual and instant.</p> <p>Use of Pira + Puma testing has identified gaps in learning and teachers and support staff have systematically addressed these, through whole class teaching and precision teaching for individuals and small groups. Testing periods were October 20, May 21 and June 21.</p> <p>Although our remote learning offer was strong, the lack of face to face teaching, did have a detrimental impact on our most vulnerable pupils, who need little and often tailored support from trained staff.</p> <p>During the spring term lockdown we invited in all our PP pupils alongside our key worker children into school. Out of 34 PP pupils who were offered places 25 initially declined the place. 7 of these pupils did come in towards the end of that period.</p>
<p>To provide targeted academic support and small group intervention which are regularly reviewed and refined. (EEF – A tiered approach to PP spending – 2)</p>	<p>Use of a TA in KS1 who provides daily interventions for all our PP pupils in that key stage. These include; reading, phonics, catch up writing and maths sessions. These sessions are closely planned and monitored by the classteachers and feedback is used to plan future learning sessions.</p> <p>Also an inclusion TA in KS1 has led ELSA groups to support wellbeing so children are more ready to access learning. These groups are recorded on Edukey and feedback given to classteachers. Children have greatly enjoyed these sessions making them feel more confident. Positive feedback from parents has also been received.</p> <p>In KS2, an experienced teacher, leads intervention groups and precision teaching for pupils within year 5 + 6. These sessions focused on identified gaps in reading, writing and maths, building on the knowledge that the children already had. These sessions are</p>

	<p>closely planned and monitored by the classteachers.</p>
<p>To increase the self-belief and resilience of PP + SEND pupils (SDP links) by offering Enrichment curriculum opportunities and support for Mental Health and Wellbeing.</p>	<p>The inclusion team carefully consider the needs of our most vulnerable pupils and half termly groups are set up to meet these needs. Currently, the inclusion team are running; self-esteem, anxiety, transition, art therapy, bereavement and forest school groups. These groups are regularly reviewed and discussed in the weekly inclusion team meetings, which feeds into what we provide in the next half term and who attends them.</p> <p>Evidence of pupils' participation is stored on Edukey – provision map.</p> <p>Our lunchtime offer supports all our pupils, especially the most vulnerable. All our PP pupils access this offer, either being involved in weekly sports squads, trying something new on the playground, the quiet area or the construction area. The S4Ks coaches provide excellent role models for our pupils.</p> <p>Our Childrens' Wellbeing Practitioners (from CAMHS), are offering weekly sessions to 5 of our PP pupils. These children were identified for displaying low mood or anxiety. Feedback form the children is very positive. However, 2 families have declined this support, despite written and verbal communication from the inclusion team.</p> <p>Our health and wellbeing week allowed all pupils to get active, get involved, try something new and fun, as well as a focus on healthy eating and mindfulness. Information on these activities were shared with parents via the newsletter and Seesaw. Very positive week, which children greatly enjoyed.</p> <p>Since the beginning of the academic year both the SENCO and HSLW have lead a weekly wellbeing assembly. This has focused on zones of regulation, sharing good news and has increased visibility of key staff that the children may want to talk to.</p> <p>HSLW has accessed various free summer camps and targeted PP families. The uptake of these free camps has been good. So far, 11 pupils have taken up these offers with some</p>

	<p>pupils attending more than one camp this summer. Our Sandfield – S4Ks summer school - has also offered free places to our PP pupils and we are in the process of finalising these places.</p>
<p>Improve the level of engagement with targeted parents and outside agencies</p>	<p>During the spring term lockdown, the inclusion team re-started their weekly phone calls to our most vulnerable families, who had declined their school place.</p> <p>HSLW + SENCO engaged with young carers, Guildford Family Centre, Guildford Action for Families, Barnardos, Bereavement Charities, Food banks, Surrey County Council specialist teachers and EP service. This enables our families to have the best support they can.</p> <p>Five PP + SEND pupils have worrying levels of absence. HSLW has worked very closely with the EWO to support these families and get their children back to school. This has been successful in 4 out of 5 cases.</p> <p>The HSLW and EWO have weekly catch ups due to the levels of concern.</p> <p>The inclusion team have set up a padlet on the school's website: https://padlet.com/Sandfield/dq58cw4jfndo63ys</p> <p>This padlet contains links and signposting for wellbeing activities, training courses, advice and information on topics such as: anxiety, community activities. This padlet is regularly updated. Both the HSLW and SENCO regularly signpost parents to this resource. Families are very impressed with the quality of the resource and ease of access.</p> <p>Our Parent survey – June 2021 – feedback was noted, “The supportive pastoral environment and dedication of the staff to the wellbeing and development of the children.”</p> <p>99% pupils – My child is happy at Sandfield. 97% pupils – My child knows who to speak to if they are upset. 95% pupils – Sandfield staff know my child well and gives them the support they need to succeed.</p>