

Pupil Premium Strategy Statement 2021-2024

Sandfield Primary School - Guildford

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sandfield Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	$37 / 213 = 17\%$
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	K Collins
Pupil premium lead	K Collins + L Lidstrom
Governor / Trustee lead	K Hammersley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,800
Recovery premium funding allocation this academic year	£ 4600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,400

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive primary school, our intention is to provide an inspirational and inclusive learning environment with opportunity for all. Our ultimate goal is that no child is left behind socially or academically because of disadvantage. We strive to raise lifelong aspirations and focus on removing barriers to enable all our PP pupils to be the best they can.

Our Pupil Premium Plan aims to address the main barriers our children face and through careful planning, targeted support and intervention; provide all children with opportunities to thrive.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The impact of COVID and school closures on increasing learning gaps for the most vulnerable pupils
2	Persistent poor attendance of some of our PP pupils (2020-21 80%) School attendance target was 96.5
3	Family circumstances (housing+ finance) and reduced parental engagement due to families becoming more insular as a result of COVID restrictions
4	Mental health of pupils and their families
5	45% EAL with some of these families new to the country struggling to access full school offer

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To develop the quality of teaching and learning for the most vulnerable pupils in	Quality first teaching within all classrooms ensures all PP pupils have

order to accelerate progress and narrow the gap	the resources, scaffolds to support their learning. Increased independence, self-belief and resilience shown by pupils.
To provide targeted academic support by small group interventions which are regularly reviewed and refined. (EEF – A tiered approach to PP spending)	PP pupils learning gaps are identified and bespoke provision is planned and delivered either within the classroom or beyond in small groups across the phase. Feedback from small group intervention is regularly given to the classteacher
To increase the self-belief and resilience of PP + SEND pupils (SDP links) by offering enrichment curriculum opportunities and small group support for Mental Health and Wellbeing.	Children gain an improvement in their mental wellbeing, self-esteem and resilience.
To improve the level of engagement with targeted parents and outside agencies.	Targeted families (including EAL) receive the support they need from either within school or outside agencies in order to improve the child's outcomes.
To use technology to support PP children to maximise their learning	All PP pupils and their families access and use Seesaw (+ other Apps) confidently leading to improved learning outcomes.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EAL audit (REMA) – Leading a whole school strategy to EAL	High level of EAL (45%).	5
Dyslexic training	A number of our more disadvantaged pupils have this need	1
Healthy Schools Training	The Surrey Healthy Schools approach applies evidenced based practice promoting positive physical, emotional and mental health and wellbeing	2 + 4
Quality First Teaching Training	Every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF Maximising learning)	1
Mastery + the Ofsted Framework	High quality face to face CPD from White Rose Maths. Designed for primary leaders from EYFS to KS2, this course will demonstrate how teaching for mastery fits with the Ofsted framework. The current Ofsted inspection framework places an increased emphasis on schools to ensure they are developing and delivering a curriculum that works best for their children.	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 tutor catch up groups (experience KS2 teacher)	Extensive learning gaps noted in our year 6 PP cohort. This extra provision will enable these pupils to reach expected standards and beyond. EEF Toolkit Small groups 4+ months	1
KS1 PP intervention adult (TA)	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy EEF Toolkit Small groups 4+ months	1
Attention Autism	Small group support can be effectively targeted at pupils with SEND needs including those with disadvantaged backgrounds EEF Toolkit Small groups 4+ months	1 + 4
Technology to support learning (Apple TV, Seesaw + other educational Apps)	Digital technology has a positive impact when it is embedded in a well-designed learning system (including factors such as the curriculum, pedagogy, teacher professional development and assessment – marking and feedback) Using Digital Technology to Improve Learning: Evidence Review Published: December 2019 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.	1 + 5
Pira + Puma testing	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, May and June.	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Studybugs	Quick and effective way to make sure that all our parents / carers are signed up to the school messaging app 100% of parents signed up EEL Toolkit Parental Engagement 3+ months	2 + 3
ELSA	ELSA groups to support wellbeing so children are more ready to access learning. Groups are recorded on Edukey, using the Leuven Scale and feedback given to classteachers. Children have greatly enjoyed these sessions making them feel more confident. Positive feedback from parents has also been received. EEL Toolkit Small groups 4+ months	1, 4 + 5
HSLW / SENCO time	Weekly inclusion team meeting supports a constant conversation of our disadvantaged pupils and those we are most worried about. Sandfield families are accessing foodbanks, local charities, Surrey County Council Specialist Teachers and EP services. EEF Toolkit Parental Engagement 3+ months	2, 3 + 4
Edukey	Edukey provides an online secure document resource site for all SEND plans and provisions	1
Seesaw / Tapestry, Apple TV + Educational Apps (TT Rockstars, Numberbots, Spelling Frame, Clicker)	Seesaw provides bespoke video feedback on writing for each child. Seesaw allows adults to set tasks online which are personalised to their learning gaps which can be accessed at home and at school. Focus on blended learning. Apple TV allows “in the moment feedback to be given,” and good models (What A Good One looks Like) to be shared live with the whole class, deepening learning and understanding. All educational Apps used at Sandfield can be used at each child’s starting point building on their knowledge.	1

Inclusion teacher leading self-esteem, self-regulation, art therapy groups	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF – Toolkit - social emotional learning + 4 months	4
Forest School for specific KS2 pupils	A wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. EEF – Toolkit – outdoor adventure learning	4
Extra funds available for the cost of PP pupils trips + residential, uniform, music lessons, after school sports clubs	Enriching experience are essential for building self-esteem as well as building cultural capital and learning from first-hand experience. EACT Trust Academy has evidenced impact of accreditation of the whole child. focusing on building Cultural Capital for disadvantaged pupils	2 + 4
Lunchtime S4Ks sports squads (15 squads offered weekly + playground games)	Physical activity has important benefits in terms of health, wellbeing and physical development. EEF – Physical Activity + 1 month However, as a school we have noted improved afternoon engagement by our most disadvantaged pupils after participating in an active lunchtime, especially after inactivity during national lockdowns	2+ 4

Total budgeted cost: £24,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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.	Child Wellbeing Practitioner
Strings Project in year 4 Chess Club – year 4 – 6 Sixth form Peer Mentors to work with PP pupils from year 6	RGS outreach

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.