

Pupil Premium Strategy Statement – Annual Review July 2022

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 - October 2021 212 - July 2022
Proportion (%) of pupil premium eligible pupils	37 / 213 = 17% - October 2021 39 / 212 + 18.4% - July 2022
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	11 th 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. Every member of our Sandfield team has high expectations and are responsible for improving outcomes of disadvantaged pupils.

Our Pupil Premium Plan aims to address the main barriers our children face and through careful planning, targeted support, delivery of quality first teaching and early 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. Writing has been the subject that pupils struggled most with during school closures and this is now a top priority in our SDP.
2	Persistent poor attendance of some of our PP pupils (2020-21 80%) School attendance target was 96.5. This level of absenteeism is negatively impacting disadvantaged pupils' progress.
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 – observed and identified with discussion with pupils and families. Increased referrals to CAMHS and Child Wellbeing practitioners.
5	45% EAL with some of these families new to the country struggling to access full school offer – 15 pupils are both EAL + PP

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
<p>To develop the quality of teaching and learning for the most vulnerable pupils in order to accelerate progress and narrow the gap</p>	<p>Quality first teaching (QFT) within all classrooms ensures all PP pupils have the resources, scaffolds to support their learning.</p> <p>Increased independence, self-belief and resilience shown by pupils.</p> <p>100% of PP pupils make expected progress in reading and writing.</p>
<p>Review</p>	<p>QFT is observed by drops-in and by external monitoring visits (Trust, School Improvement Partner, Governors and Ofsted). We therefore know that QFT is evident and strong across the school.</p> <p>Our pupils have completed pupil voice activities with external visitors and readily demonstrate our Sandfield skills from our Sandfield Gate and children can identify a trusted adult within the school staff.</p> <p>See PP progress data below</p>
<p>To provide targeted academic support by small group interventions which are regularly reviewed and refined. (EEF – A tiered approach to PP spending)</p>	<p>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.</p> <p>100% of PP pupils to make expected progress in reading and writing.</p> <p>Feedback from small group intervention is regularly given to the classteacher</p>
<p>Review</p>	<p>Learning gaps are identified by class teachers and class based interventions are implemented and witnessed through drop-ins. Small group interventions are timetabled into school day.</p> <p>Termly pupil progress meetings with class teacher, SENCo and Headteacher.</p>

	<p>Every PP and SEN pupil's progress is discussed, actions and next steps agreed.</p>
<p>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.</p>	<p>Children gain an improvement in their mental wellbeing, self-esteem and resilience. Weekly drop ins reflect high levels of engagement from PP + SEND pupils</p> <p>Evidence from pupil and parent surveys, and student voice.</p> <p>100% of PP + SEND pupils to access enrichment opportunities.</p>
<p>Review</p>	<p>Identified PP and SEND pupils have worked with Children's Wellbeing Practitioners. Y6 have been supported by The Matrix (local external charity) re transition who will continue to work with the pupils at secondary. Y6 PP pupils involved in RGS mentoring programme which focused on building self-belief, resilience and aspiration. Our Y6 pupils were grouped Y11 students. This was a 6 week intervention. OFSTED Parent survey (5th July 2022) 99% strongly agree/ agree that there is a good range of subjects available to my pupil at this school. 100% stated that 'my child can take part in clubs and activities' (74% strongly agree). https://parentview.ofsted.gov.uk/parent-view-results/survey/result/129173/12</p>
<p>To improve the level of engagement with targeted parents and outside agencies.</p>	<p>Targeted families (including EAL) receive the support they need from either within school or outside agencies in order to improve the child's outcomes.</p>
<p>Review</p>	<p>HSLW, headteacher, caretaker and member of office staff on the gate welcoming families every morning and afternoon. Regular EAL coffee mornings. Opportunity for parents to meet EAL lead, HSLW and staff members with EAL expertise. Information shared with parents via padlet, studybugs and face to face meetings around EAL learning opportunities. Translators booked to join meetings. Families who need additional support are identified at the weekly monitoring meetings</p>

	and external services are engaged where appropriate.
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. 100% of PP + SEND pupils to make expected progress.
Review	100% of our families have access to Tapestry or Seesaw. Laptops loaned to families to support home learning.

Year Group	Number of PP	Number of pupils making expected /+ progress in reading	Number of pupils making expected / + progress in writing	Number of pupils making expected / + progress in maths
1	3	67%	67%	67%
2	6	67%	83%	83%
3	4	100%	100%	100%
4	5	100%	100%	100%
5	7	71%	43%	57%
6	8	100%	75%	75%

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

WSDAA funding support + resources		
Healthy Schools Training – Surrey County Council – Autumn term	The Surrey Healthy Schools approach applies evidenced based practice promoting positive physical, emotional and mental health and wellbeing	1, 2 + 4
Quality First Teaching Training Trust whole staff training – 12.01.21 Maths Using Manipulatives, –Autumn Term Writing - Pobble training – Trust moderation – Autumn term	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	1 + 4

2 x PP students access this intervention	including those with disadvantaged backgrounds EEF Toolkit Small groups 4+ months	
Purchasing 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 benchmarked 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
Improved communication between families and school using Studybugs App. Studybugs provides weekly reports on whole school, class and	Quick and effective way to make sure that all our parents / carers are signed up to the school messaging app to improve communication between families and school 100% of parents signed up EEL Toolkit Parental Engagement 3+ months The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed	2 + 3

<p>individual attendance which impacts HSLW, Classteachers, TAs + EWO involvement and actions.</p>	<p>that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.</p> <p>DfE March 2016 - The link between absence and attainment at KS2 and KS4 https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>ELSA groups led by 6 fully trained staff members</p>	<p>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.</p> <p>EEL Toolkit Small groups 4+ months</p>	<p>1, 4 + 5</p>
<p>HSLW / SENCO time</p>	<p>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.</p> <p>EEF Toolkit Parental Engagement 3+ months</p>	<p>2, 3 + 4</p>
<p>To purchase Edukey – which is an online secure portal which stores all SEND pupil information</p>	<p>Edukey provides an online secure document resource site for all SEND plans and provisions, which enable staff to monitor progress and set specific targets for SEND pupils</p>	<p>1</p>
<p>Seesaw / Tapestry, Apple TV + Educational Apps (TT Rockstars, Numberbots, Spelling Frame, Clicker)</p>	<p>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.</p> <p>All educational Apps used at Sandfield can be used at each child’s starting point building on their knowledge.</p>	<p>1</p>
<p>Inclusion teacher leading self-esteem, self-regulation, art therapy groups</p>	<p>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. Evidence shows this leads to improved outcomes at school and in later life.</p> <p>EEF – Toolkit - social emotional learning + 4 months</p>	<p>4</p>

Provision of 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 form 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?

Sandfield had a three-year PP strategy 2020 – 2023 previously. This was reviewed in July 2021. A copy of this PP strategy review is on our school website.

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

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.