

Pupil Premium Strategy Statement

Sandfield Primary School – Guildford – Review July 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	212
Proportion (%) of pupil premium eligible pupils	$34 / 212 = 16\%$
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
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	£50,322
Recovery premium funding allocation this academic year	£5,353
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	£55,675

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 continues to be a top priority in our SDP.
2	Persistent poor attendance of some of our PP pupils (2021-22 18% of pupils with persistent attendance issues) Disadvantaged pupils had an attendance figure of 88% against all pupils at 94%. School attendance figure last year was 93%. 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	47% 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 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>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>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.</p> <p>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>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>To use technology to support PP children to maximise their learning</p>	<p>All PP pupils and their families access and use Seesaw (+ other Apps) , confidently leading to improved learning outcomes.</p>

	100% of PP + SEND pupils to make expected progress.
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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 (47%).	5
Dyslexic training – WSDAA funding support + resources	A number of our more disadvantaged pupils have this need	1
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	1

	delivering a curriculum that works best for their children.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 5 + 6 intervention groups (experience KS2 TA)	Extensive learning gaps noted in our year 5 + 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 – 2 x PP students access this intervention	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
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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved communication between families and school using Studybugs App.</p> <p>Studybugs provides weekly reports on whole school, class and individual attendance which impacts HSLW, Classteachers, TAs + EWO involvement and actions.</p>	<p>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</p> <p>100% of parents signed up</p> <p>EEL Toolkit Parental Engagement 3+ months</p> <p>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 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</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	2 + 3
ELSA groups led by 6 fully trained staff members	<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>	1, 4 + 5
HSLW / SENCO time	Weekly inclusion team meeting supports a constant conversation of our disadvantaged pupils and those	2, 3 + 4

	<p>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>	
To purchase Edukey – which is an online secure portal which stores all SEND pupil information	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	1
Seesaw / Tapestry, Apple TV + Educational Apps (TT Rockstars, Numberbots, Spelling Frame, Clicker)	<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>	1
Inclusion teacher leading self-esteem, self-regulation, art therapy groups	<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>	4
Provision of Forest School for specific KS2 pupils	<p>A wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>EEF – Toolkit – outdoor adventure learning</p>	4
Extra funds available for the cost of PP pupils trips + residentials, uniform, music lessons, after school sports clubs	<p>Enriching experience are essential for building self-esteem as well as building cultural capital and learning form first-hand experience.</p> <p>EACT Trust Academy has evidenced impact of accreditation of the whole child. focusing on building Cultural Capital for disadvantaged pupils</p>	2 + 4
Lunchtime S4Ks sports squads (15 squads offered weekly + playground games)	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>EEF – Physical Activity + 1 month</p> <p>However, as a school we have noted improved afternoon engagement by our most disadvantaged</p>	2+ 4

	pupils after participating in an active lunchtime, especially after inactivity during national lockdowns	
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Total budgeted cost: £55,675

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 2022 to 2023 academic year.

End of Year 22-23					
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	6	100%	85%	100%	
2	4	100%	50%	75%	
3	7	29%	43%	43%	
4	4	100%	75%	75%	
5	5	100%	60%	60%	
6	7	57%	57%	86%	
Overall	33	81%	62%	73%	

Sandfield	2022-2023			
	Summer Final 2021/2	Summer Final 2021/2	Summer Final 2022/3	Summer Final 2022/3
EYFS				
	All	PP	All	PP
Good level of development	67	50	67	34
KS1				
Y1 Phonics	73%	73%	87%	100%
Reading: % of pupils achieving expected standard	70%	50%	73%	75%
Writing: % of pupils achieving expected standard	57%	17%	57%	25%
Maths: % of pupils achieving expected standard	60%	33%	80%	50%
KS2				
Reading: % of pupils achieving expected standard	81%	75%	87%	57%
Reading: % of pupils achieving a high standard	35%	25%	55%	14%
Writing: % of pupils achieving expected standard	71%	75%	81%	57%
Writing: % of pupils achieving a high standard	32%	25%	23%	29%
Maths: % of pupils achieving expected standard	77%	63%	81%	57%
Maths: % of pupils achieving a high standard	32%	25%	39%	14%
GPVS: % of pupils achieving expected standard	71%	63%	84%	57%
GPVS: % of pupils achieving a high standard	19%	12.5%	42%	14%
Combined (Reading, Writing & Maths): % of pupils achieving expected standard	65%	63%	77%	57%

A focus on quality first teaching within all classrooms ensured that all PP pupils have the resources, scaffolds to support their learning. Governor's monitoring visit observing writing across the school endorsed this approach.

INSET training (January 23) using Bill Rogers positive behaviour strategies supported all staff in school to use a similar script to encourage improved behaviour for learning.

INSET training (April 23) focused on Sandfield's consistent approach to how children learn best, using the Rosenshine principles.

ELKLAN training for all staff members across the school, has improved understanding around communication and what children need. This was very helpful for our most complex pupils.

Year 6 Catch up tutor working with our PP and SEND pupils has delivered very positive outcomes. However only 4 / 7 of our year 6 PP pupils made expected progress and attainment across the curriculum. Poor attendance was a factor for a lack of progress being made for the remaining 3 and external agencies were involved to support the children and their families.

Fantastic Fred (mental health workshop) delivered by the NHS for all children in school. This was a targeted, interactive and accessible presentation on mental and physical health.

Weekly inclusion team meetings ensure that PP pupils are priorities and actions assigned. All adults in school, including the SENCO, are involved in these conversations.

Small group interventions are regularly reviewed and set up to meet the needs of our PP pupils.

HSLW has ensured that families have the IT equipment they need to access learning (via Seesaw) at home.

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?	

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.