

Pupil premium strategy statement

Sandfield Primary School – Guildford – 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	211
Proportion (%) of pupil premium eligible pupils	36 /211 = 15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
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 36 x £1455	£52,630
Recovery premium funding allocation this academic year 36 x £145	£5,220
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	£57,850

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	Writing has been the subject that disadvantaged pupils struggle most with and this continues to be a top priority in our SDP.
2	Persistent poor attendance of some of our PP pupils (2022-23) 17% 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 96%. 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 the cost of living crisis.
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. Substantial waiting times for external services.
5	50% EAL with some of these families new to the country struggling to access full school offer – 15 /36 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
To develop the quality of teaching and learning for the most vulnerable pupils in order to accelerate progress and narrow the gap	<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>
To provide targeted academic support by small group interventions which are regularly reviewed and refined. (EEF – A tiered approach to PP spending)	<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>
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>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>
To improve the level of engagement with targeted parents and outside agencies.	<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>
To use technology to support PP children to maximise their learning	<p>All PP pupils and their families access and use Seesaw (+ other Apps), confidently leading to improved learning outcomes.</p> <p>100% of PP + SEND pupils to make expected progress.</p>

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 (50%).	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	Every teacher is supported in delivering high-quality teaching, which is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. CPD opportunities identified for all staff. (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: £ 28,000

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 and licenses 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: £28,850

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 2 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	<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>	2, 3 + 4
Use of Edukey – which is an online secure portal which stores all SEND pupil information	<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>	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. Evidence shows this leads to improved outcomes at school and in later life. EEF – Toolkit - social emotional learning + 4 months	4
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 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 Planet Soccer 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: £57,850

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 2023 to 2024 academic year.

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.

In every staff meeting – time is given to talk about any children that we are worried about currently.

PP pupils are prioritised to access all extra-curricular activities; year 6 ambassadors, Junior Leadership team, sports teams, choir, all pupils attend school trips and residential, tokens for school events, free tickets for events, forest school. School staff work directly with PP families to remove all barriers to enable access to the above activities, for example financial support or arranging transport.

PP pupils are highlighted the vulnerability list which is updated and shared with all staff half termly.

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.

Barnardos – six week course for “Inspiring children who do it differently.” This provided our most vulnerable pupils, with a toolkit to support them in class. There were 15 children involved from year 2 – year 6, of which 53% were PP pupils. Each pupil had a physical box to take away with them, filled with strategies to help them manage their emotions in the classrooms. Parental feedback was very positive about this course, as it provided strategies to also use at home.

The Matrix – local charity commissioned by Mindworks to carry out direct work with pupils, in Guildford schools, who are vulnerable or are struggling with their emotions or resilience. The Primary Schools Early Intervention Practitioner will be working with 10 of our KS2 pupils – 50% are PP.

Transition Project – Year 6 to Year 7

The SENCO and HSLW have formed a link with Aspire (Surrey County Council Specialist Teachers) and The Matrix to support some of our most vulnerable year 6 SEND / PP pupils as they move on to secondary school. Two pupils are working with Aspire, one of which is PP. Four pupils having 1:1 support with the Matrix, 3 of which are PP. These 1:1 workers will support with these pupils in their secondary schools until Easter of year 7.

Attendance

As a school, we have continued to prioritise attendance with the HSLW and a member of the school admin team, spending a substantial amount of time checking data and then communicating with families to improve their child's attendance. There has been

positive outcomes and our attendance figures (June 24) show an improvement from last year.

2022- 2023 - Disadvantaged pupils had an attendance figure of 88% against all pupils at 94%

2023 – 2024 - Disadvantaged pupils had an attendance figure of 94% against all pupils at 96%

We now only have a 2% gap and this is despite the on-going reduction in support from Surrey. Sandfield has not had an allocated inclusion officer since January 2024.

Improvement has been aided by organising transport for PP pupils that struggle to attend. This pupils attendance was less than 30% and is now 81%. This pupil now attends daily and is making the progress she should.

Data

EOY Data – 2023 -24			
All pupils Attainment	Reading (GD)	Writing (GD)	Maths (GD)
6	84(39)	80 (27)	87 (29)
5	80 (30)	67(13)	87 (43)
4	70 (47)	50 (17)	57 (13)
3	73 (33)	50 (23)	63 (33)
2	83 (30)	60 (10)	80 (33)
1	63 (17)	57 (10)	63 (23)
Overall	76 EXP 33 GD	61 EXP 17 GD	73 EXP 29 GD

All pupils v PP

Reading -19% gap
Writing – 11% gap
Maths – 6% gap

Year 6 pupils (31)
Year 6 PP
pupils(6)

Reading -17% gap
Writing – 30% gap
Maths – 20% gap

End of Year 23-24 – PP Attainment				
Year Group	Number of PP	Number of pupils meeting expected /+ in reading	Number of pupils meeting expected / + in writing	Number of pupils meeting expected / + in maths
1	5	20% (1/5)	20% (1/5)	40% (2/5)
2	7	86% (6/7)	43% (3/7)	86% (6/7)
3	6	50% (3/6)	17% (1/6)	67% (4/6)
4	8	38% (3/8)	13% (1/8)	38% (3/8)
5	5	80% (4/5)	80% (4/5)	80% (4/5)
6	6	67% (4/6)	50% (3/6)	67% (4/6)
Overall	37	57%	37%	63%

Review of the catch-up tutor and outcomes

Year 6 Catch up tutor working with our PP and SEND pupils has delivered positive outcomes. All 7 PP pupils have made good or better progress from their starting points, however only 1 / 7 of our year 6 PP pupils attained age related expectations in reading, writing and maths. Poor attendance, SEND and EAL were barriers for the remaining 6 PP pupils. Only 1 / 7 were pure PP. 6 / 7 have several barriers, including PP.

INSET training – Introduction of the KS2 hub for EHCP pupils (67% are PP + EHCP)

Highly structured morning – afternoon in own class
 Each child to have their own widget timetable for the morning
 Rotational activities – phonics, reading, handwriting, OT, maths (pupils should be able to attempt these with a degree of independence)
 Selected play choices
 Use of year 1 curriculum – English, Maths
 4 daily teaching inputs for all children– English, maths (SENCO, HT, DHT)
 Pupils to participate in any wider curriculum activities that occur in the mornings
 Experienced LSA employed to oversee hub with PPA time now included

INSET – Learning Partner Trust – 19.02.24

All staff attended

Key Note Speaker – Will Hussey - The Art of Being Brilliant –
 Will introduces the Science of Flourishing; exploring the key behaviours that elevate us from surviving to thriving. This mindset is so important for all adults that work with PP pupils.

All staff then attended a workshop linked to their role. This included: Teaching and support session for children's mental health, class strategies for supporting children with PDA and ASD, reducing stress and building resilience, importance of outdoor learning, maths for all, how best to support the lowest 20% in reading.

Staff feedback was very positive on both the keynote speaker and the workshops they attended. Staff all felt confident that there were key take ways to support their role and improve PP pupil outcomes.

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 identified PP pupils. These children were identified for displaying low mood or anxiety.	Child Wellbeing Practitioner
Strings Project in year 4 Chess Club	RGS outreach

Gardening Intervention	GHS
Matrix – Year 6 drop in lunchtimes Transition support for identified PP pupils which carries through to their secondary placement	Matrix
Celebrating children that do it differently Course being run for identified PP pupils to support access to classroom learning	Barnardos

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.