

Sandhurst Primary School Pupil Premium Strategy Statement - 2021

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	Sandhurst Primary School
Number of pupils in school	631
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Nov 2022
Statement authorised by	Rebecca Dove (HT)
Pupil premium lead	Rebecca Dove
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,675
Recovery premium funding allocation this academic year	£ 8,000
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	£ 175,675

Part A: Pupil premium strategy plan

Statement of intent

At Sandhurst Primary School we work tirelessly to enable all children to achieve academically across all subject areas but also creatively, personally and socially.

Research shows that children from disadvantaged or low income backgrounds can have some additional barriers or challenges that may affect their achievement (see challenges section below). Of particular concern at Sandhurst is the underachievement of certain children with EAL. This has increased during the Covid pandemic and lockdowns.

The purpose of this strategy plan is to address those challenges and support the long term 'recovery' of all children, but particularly those children who are eligible for Free School Meals and/or those who are deemed vulnerable in other ways (e.g. social care involvement or being young carers).

Our main strategies for overcoming these challenges will be based around Quality First Teaching and high expectations for all children to achieve good outcomes as measured from their starting points. We will also use a range of interventions: some will benefit all pupils; some are specifically targeted at groups or individuals identified as Pupil Premium; some are directly related to pupil attainment/progress; others have a more indirect impact on achievement by raising aspiration, self-esteem and broadening horizons.

This plan will be reviewed annually.

Challenges

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

Challenge number	Detail of challenge
	<p>The pandemic and lockdowns have potentially had an adverse effect on all children, particularly in terms of missed learning, reduced language experiences, forgotten learning skills (e.g. concentration, resilience, teamwork) and, of course, their mental health and well-being.</p> <p>The amount of time spent in school has been significantly reduced for the youngest pupils in the school, with a significant impact on progress and attainment.</p>
1	<p>LANGUAGE & ORACY SKILLS throughout EYFS and years 1 and 2 All areas of language, play and personal, social and emotional development have been affected by limited time in school and restrictions in place due to Covid .</p>
2	<p>ATTAINMENT Assessments and observations indicate that many disadvantaged pupils have been negatively impacted by the partial closure of schools and the move to online learning. Early assessment analysis indicates issues in reading, writing and phonics</p>
3	<p>MENTAL HEALTH & WELL-BEING Observations, discussions and parental referrals to school show that many disadvantaged pupils have difficulties linked to lack of access to the usual social and enrichments opportunities at school which were limited by Covid restrictions (ie clubs/visits/visitors/after school play opportunities)</p>
4	<p>ATTENDANCE This is further exacerbated by the ongoing Covid pandemic, particularly when tackling persistent absence.</p>
5	<p>EAL Recent summative assessment data and observations from teachers substantiates our concern that a significant number of our EAL PP pupils had limited exposure to models of spoken and written English during the pandemic and through online learning. This is evident across the school.</p>

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>1. Language and oracy skills to be improved for all children across the school in EYFS, Years 1 and 2.</p>	<p>Individuals and groups of children make progress in Word Aware programme. All reception children and some year 1 pupils to be screened under the Speech Links Programme. PP children in EYFS and KS1 make at least the same if not better progress in the key EYFS areas, Phonics and other NC subjects.</p>
<p>2. Pupils identified as vulnerable for <i>more</i> than one reason (PP, lack of lockdown engagement, CSC involvement) make good or better progress with their learning</p> <p>Quality First Teaching is effectively supported in all year groups especially Yrs 1, 2 and 6</p>	<p>Data check point outcomes identify children through SLT links as making equal or better progress than the other children in their class.</p> <p>Observations, work sampling, planning audits and other monitoring shows good or better practice, with under-performance addressed rapidly.</p>
<p>3. Behaviour, learning behaviours and social/personal development continue to be strengths of the school.</p>	<p>Outside partners agree with the school's self-evaluation. Pupil questionnaires are overwhelmingly positive.</p>
<p>4. Overall attendance and persistent absence returns to pre-pandemic levels (with Covid related absence excluded)</p>	<p>PA reduces across the year. PA of PP children reduces across the year.</p>
<p>5. Overall achievement and progress of pupils with EAL is good or better</p>	<p>Data check point outcomes identify EAL children through SLT links as making equal or better progress than the other children in their class.</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: £49,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for identified staff to use the Word Aware Screening and Speech Links intervention	Early identification of children requiring support and early intervention will lead to improved outcomes and progress	1
SALT TA to run bespoke workshops/surgery sessions for strategies to use in class.	Evidence suggests that Quality First Teaching informed by specialist input from SALT trained TA can have a great impact on attainment and progress	1
Training on DSR and DR for all teaching staff	Evidence suggests Quality First Teaching of reading has an impact across the	2
2 teachers identified for NPQs and offered to all staff	Teachers will be able to lead on QFT across the school	2
Phonics CPD for all teaching staff	Quality phonics teaching has a direct impact on improved reading	1, 2 and 5

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

Budgeted cost: £ 110,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Word Aware Screening for all reception and targeted Year 1	Daily quality Phonics teaching has a direct impact on reading accuracy	1 and 2
Speech Links intervention for targeted reception and year 1 children	Widely used as a screening tool to assess and then address language development needs	1 and 2
Termly SLT links meetings	Early identification of children falling behind will lead to more timely and effective interventions	2

Reading mentors for targeted Year 6 readers	Adults in school identified for targeted year 6 reluctant readers	2
Additional staff in year 1 to support reading, in particular daily reading with EAL pupils	Quality phonics teaching has a direct impact on improved reading focus and reading fluency. Regular reading practise and support with a 'Daily Supported Reading' approach trained TA will increase attainment.	1 and 2 and 5
One to one and group tutoring for identified LAC and PP and targeted year 6 pupils	Targeted teaching in maths and English supported by effective TAs/teachers	1 and 2

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

Budgeted cost: £ 15,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support TA to Support for vulnerable children, esp. PP and those with wellbeing needs	Children who have higher self-esteem and wellbeing are more able to learn effectively	2 and 3
Trialling of Zones of Regulation in Year 3	Evidence shows that children who are better able to regulate their emotions are more effective learners. Anecdotal evidence and visits to two local schools participating in this programme supports this assertion.	3
Training with and ability to make referrals to the Mental health and Wellbeing Team through partnership working	Training will upskill teachers and TAs in identifying signs and symptoms of poor mental health. Ability to refer children and families on for more specialist support and help.	3
SLR with attendance to support in particular PP children with high levels of PA	This is the final level of attendance management and used when the school has exhausted all other options	4

Total budgeted cost: £ 175,675

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 2020 to 2021 academic year.

For a second year, end of Key Stage assessments have not been administered or reported. End of Year performance measures have been carried out in each year group but are not comparable to previous years because of the education missed.

Our internal formative and summative assessments during 2020/21 indicates that the performance of disadvantaged pupils at Age Related Expectations (ARE) was lower than non PP pupils in reading, writing and maths. At our final assessment point in June 2021, across the school the percentage of PP at ARE is 34% in reading, 32% in maths and 25% in writing. In all years, only a very small number of PP pupils are exceeding in these subjects.

At our last end of KS2 standardised assessment point for 2018/19 67% of PP pupils reached expected standards in reading and writing and 80% of PP pupils achieved the expected standard in maths.

Last year's target of PP pupils to make greater than expected progress achieved some success, despite not being able to implement all planned interventions due to lockdowns and year groups working in closed bubbles. 41% of children across the school made good or better progress in reading, 32% in writing, 46% in maths. Year 6 achieved 60%+ at good or better progress in reading, writing and maths.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted teaching and learning and all subject areas to varying degrees and was most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium targeted interventions to the degree we had intended. We believe the impact was lessened to a degree by our efforts to ensure that all PP pupils were able to borrow laptops, iPads and dongles to access online school learning. Year group teachers taught in school and online to deliver our planned curriculum, aided by use of online resources such as those provided by Oak National Academy. Despite providing the necessary IT support not all PP pupils were able to successfully learn online due to other identified barriers such as housing issues and EAL.

Here is a specific review of the measures we put in place last year.

<p>For all PP pupils to have access to the technology to take part in remote learning during bubble closure/national lockdown</p>	<p>A full audit of availability of laptops and tablets and wifi capacity was undertaken in October 2020 and all children identified as needing support with devices or wifi were given these devices and/or dongles. In total 87 devices were loaned and 65 dongles or sims given out. The ICT team and members of SLT were on hand to give support with accessing the online learning.</p>
<p>For 70% of PP pupils to benefit from the expertise of specialist teachers and coaches.</p> <p>Attendance at the after school club/other enhancement activities by PP to increase (Covid-19 permitting)</p>	<p>After school clubs were suspended apart from a few multi-sport clubs that were contained within the year group bubbles. PP children were prioritised for these clubs and 20% of the club attendees were PP. School journey did go ahead and one LAC child was fully funded out of PP and 2 other PP children were funded by parental donations.</p>
<p>To improve the attendance of PP children so that it is at least in line with national averages when adjusted for Covid-19 absences and future lockdowns</p>	<p>During the 2 lockdowns the children of key workers and those deemed vulnerable (including many of our PP children) were encouraged to continue to attend school in person. At any one time up to 211 children attended, albeit some on a part-time basis. 22% of these were PP children.</p> <p>Current absence rates of PP children are running at 9.36% compared to 6% non PP.</p> <p>PA is 33% for PP compared to 19.5% for non-PP.</p>
<p>90% of PP pupils receiving targeted support/interventions make progress from their baseline positions</p>	<p>The majority of identified PP children were taught within their class and bubble as evidence from the EEF shows that quality first teaching is the most effective way to ensure effective learning.</p> <p>4 Identified LAC children in school received additional one-to-one sessions</p>

	<p>after school in maths and English to ensure their progress was at least good. One younger child received additional in-school support, especially with reading and phonics as that was deemed more appropriate. 4 of these children received weekly play therapy either face to face or via Zoom.</p> <p>Regular SLT links meetings continued to review progress throughout the year and SLT link provided additional reading support for the year group they were linked with.</p>
<p>SEND/PP pupils to make greater than expected progress from their baseline to narrow the achievement gap.</p>	<p>Bi-weekly SEND meetings monitor the progress of these students and effectiveness of interventions that they are being offered.</p>
<p>The emotional well-being of PP children following Covid-19 lockdowns and school closures is prioritised and supported and pupils are motivated and “ready to learn”.</p>	<p>All pupils with specific emotional needs were identified in SLT links meetings in September and staff received bespoke training from the PSHCE lead and Play Therapist in promoting emotional well-being in their classes. A recovery curriculum was in place for the first term.</p> <p>Links have been strengthened with the Mental wellbeing hub and an outreach worker visits school on a weekly basis. 10 Families have been referred to the Mental health hub for specific work around mental health or challenging behaviour.</p> <p>Most class teachers took their classes up to the next year to have continuity for the children and adults supporting them.</p> <p>Play and lego therapy were offered in a Covid safe way to identified children and groups.</p>

Further information (optional)

We receive an additional amount of funding from a local charity, CHART, which covers the costs of our Young Carers' Club, and additional Oracy Champion, additional club subsidies and other enrichment activities not covered within the budget or the above strategy.