

Sandhurst Primary School Pupil Premium Strategy Statement - 2022

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	Sandhurst Primary School
Number of pupils in school	640
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Rebecca Dove (HT)
Pupil premium lead	Rebecca Dove
Governor / Trustee lead	Akilah Moseley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,380
Recovery premium funding allocation this academic year	£ 13,770
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	£ 172,150

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 and due to the cost of living crisis.

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 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</p> <p>All areas of language, play and personal, social and emotional development have been affected by limited time in school and early play settings and experiences and restrictions in place due to Covid .</p>
2	<p>ATTAINMENT</p> <p>Assessments and observations indicate that many disadvantaged pupils have been negatively impacted by the partial closure of schools and the move to online learning. For our youngest children missing out on early play experiences and mixing with other children has also taken its toll. Assessment analysis indicates issues in reading, writing, phonics and oracy. Overall PP children are not achieving as well in writing or maths. Data analysis reveals a significant number of pupils who are SEND as well as PP.</p>
3	<p>MENTAL HEALTH & WELL-BEING</p> <p>Observations, discussions and parental referrals to school continue to show that many disadvantaged pupils have difficulties linked to lack of access to the usual social and enrichments opportunities at school and other early years settings which were limited by Covid restrictions (i.e. clubs/visits/visitors/after school play opportunities/attendance at nursery etc)</p>
4	<p>ATTENDANCE</p> <p>This continues to be a challenge post-Covid and with the prevalence of other illnesses to which children seem to be particularly vulnerable, particularly when tackling persistent absence.</p>
5	<p>EAL</p> <p>Recent summative assessment data and observations from teachers continues to substantiate 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. Our youngest children missed out</p>

	on many other pre-school groups and activities and this deficit is evident across the school.
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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
1. Language and oracy skills to be improved for all children across the school in EYFS, Years 1 and 2.	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.
2. Pupils identified as vulnerable for <i>more</i> than one reason (PP, lack of lockdown engagement, CSC involvement, SEND) make good or better progress with their learning Quality First Teaching is effectively led and supported by SLT and subject leaders in all year groups especially Yrs 1, 2 and 6	Data check point outcomes identify children through SLT links as making equal or better progress than the other children in their class. Observations, work sampling, planning audits and other monitoring shows good or better practice, with under-performance addressed rapidly.
3. Behaviour, learning behaviours and social/personal development continue to be strengths of the school.	Outside partners agree with the school's self-evaluation. Pupil questionnaires are overwhelmingly positive.
4. Overall attendance and persistent absence returns to pre-pandemic levels (with Covid related absence excluded)	PA reduces across the year. PA of PP children reduces across the year.
5. Overall achievement and progress of pupils with EAL is good or better	Data check point outcomes identify EAL children through SLT links as making equal or better progress than the other children in their class.

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: £48,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all reception and nursery staff in Word Aware approaches and Language Links with the aim to broaden this to whole school	Early identification of children requiring support and early intervention will lead to improved outcomes and progress	1
SALT TA to continue to run bespoke workshops/surgery 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
Refresher training on whole class reading and DSR for staff and ECTs. PP children highlighted for additional reading opportunities.	Evidence suggests Quality First Teaching of reading has an impact across the curriculum	2
7 further teachers identified and embarked on NPQs	Teachers will be able to lead on QFT across the school	2
Refresher training on phonics for all staff and training for ECTs	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: £ 108,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Links screening for all reception and targeted year 1 children	Daily quality Phonics teaching has a direct impact on reading accuracy	1 and 2
Continue with Language Links intervention for targeted reception and year 1 children and screening and interventions extending into the junior phase	Widely used as a screening tool to assess and then address language development needs	1 and 2
Continue with termly SLT links meetings backed up by rigorous provision mapping using assess, plan, do, review graduated approach	Early identification of children falling behind will lead to more timely and effective interventions	2
Reading group for 28 targeted children in year 6. Writing group for 20 Year 6 children. Maths boosters for 30 targeted children in year 6.	Adults in school identified for targeted year 6 reluctant readers, writers and less confident mathematicians	2 and 5
DSR in year 1 staffed by teachers and TAs across the school	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
1:1 sessions with LAC children to support maths and English	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 vulnerable children, especially PP	Children who have higher self-esteem and wellbeing are more able to learn effectively	2 and 3

and those with well-being needs		
Zones of Regulation rolled out to entire school and embedded	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
Continued training with Mental Health Well-being hub and referral to the team. Consultancy and signposting to other services	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. Pastoral Support Worker started ELSA training HT doing Whole School Mental Health Lead training	3
Continuation of SLA for attendance with Lewisham	This is the final level of attendance management and used when the school has exhausted all other options	4
Funding of after-school clubs, music sessions, school journey for pp children	Enabling PP children to have opportunities afforded to other children and opportunities for enrichment activities to broaden their experience and increase self-esteem and sense of well-being	3
Encourage increased parental involvement by holding workshops and drop-ins	Increased confidence for parents to support their education at home will raise standards in school	1,2 & 4

Encourage increased parental involvement by

Total budgeted cost: £ 172,150

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 2021 to 2022 academic year.

This year end of key stage assessments did take place although the DFE has stressed that direct comparisons with data from previous years is not useful because of the impact of Covid and the education missed or pre-school activities missed.

Our internal formative and summative assessments and end of key stage assessments during 2021/22 indicates that the performance of disadvantaged pupils at Age Related Expectations (ARE) was lower than non PP pupils in reading, writing and maths.

In KS1 46% of PP children reached the expected level in reading (compared to 52% of all children), 15% in writing (compared to 39%) and 46% in maths (compared to 56%).

At KS2 53% of PP children reached the expected standard in reading (compared to 69%), 63% in writing (compared to 72%) and in maths 58% (compared to 69%).

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 a Covid management plan being in place until Easter. The progress measures from KS1 to KS2 show +0.5 in reading, +0.1 in writing and +0.4 in 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.

It also appears that the younger children in our school have been disproportionately affected by missing out on early pre-school experiences and possibly found it more difficult to learn remotely.

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

Training for identified staff to use the Language Links Screening and Language links intervention	This has taken place and all nursery and reception staff have been trained in these programmes. This is now being rolled out up to year 4.
SALT TA to run bespoke workshops/surgery sessions for strategies to use in class.	This has taken place and many members of staff have an increased confidence in the provision for speech and language in their classrooms
Training on DSR and DR for all teaching staff	All KS2 staff have received additional DR training (called Sandhurst whole class reading). Resources have been revamped across KS2 and the teaching of comprehension skills is far more coherent using more relevant texts. At KS2 53% PP children reached the expected standard compared to 73% of all children in 21/22 although there was a progress measure of +0.5. DSR was not able to take place as the school was under a Covid management plan until Easter 2022 which restricted the deployment of adults across the entire school.
2 teachers identified for NPQs and offered to all staff	These two teachers have now passed their NPQs. This should give us greater capacity and expertise among middle leaders.
Phonics CPD for all teaching staff	This has happened and there is greater confidence to teach this. 50% of PP children reached the expected standard in phonic check in year 1, 46% PP children reached the expected standard in reading at KS1.
Language Links screening for all reception and targeted Year 1. This has now been rolled out to year 4.	This has happened and more targeted support was put in place more rapidly for these pupils.
Language Links intervention for targeted reception and year 1 children	This has happened and the children are starting to make accelerated progress.

Termly SLT links meetings	These do happen and focus groups and intervention groups are changed accordingly.
Reading mentors for targeted Year 6 readers	This did happen although was compromised by the Covid management plan did restrict adults working across the school.
Additional staff in year 1 to support reading, in particular daily reading with EAL pupils	This was unable to happen because of the Covid management plan being in place.
One to one and group tutoring for identified LAC and PP and targeted year 6 pupils	This did happen and was very successful. One LAC child achieved very well in their year 6 SATs, another whilst not reaching the expected standard across all subjects did make tremendous progress from his starting point. Group tutoring was difficult because of the Covid management plan.
Pastoral support TA to Support for vulnerable children, esp. PP and those with wellbeing needs	This has worked very well and the caseload is high. Children are seen at least once a week with PP children prioritized in the triaging process.
Trialling of Zones of Regulation in Year 3	This has been very favourably received by the teachers and the children in school. This has now been rolled out to the entire school and children are using it as a tool to express and regulate their emotions. The SENDCo is monitoring its efficacy and implementation across the school.
Training with and ability to make referrals to the Mental health and Wellbeing Team through partnership working	The training has taken place and referral have been made. The team is currently at capacity, however.
SLR with attendance to support in particular PP children with high levels of PA	This continues. Several meetings have been held with parents. It is ongoing.