

Pupil premium strategy statement – Sandhurst Primary School 2023

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	616
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/3 – 2024/5
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Rebecca Dove
Pupil premium lead	Jackie Bates/ Jayne Gordon
Governor / Trustee lead	Akilah Moseley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,590-00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 3,698-00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£146,288-00

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 increased during the Covid pandemic and lockdowns and due to the cost of living crisis, we are still working to help these pupils catch-up.

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 some of the younger pupils in the school, with a significant impact on progress and attainment. The effects of this are still working their way through the cohorts in school.</p>
1	<p>LANGUAGE & ORACY SKILLS throughout EYFS and years 1, 2 and 3</p> <p>All areas of language, play and personal, social and emotional development have been affected by limited time in early play settings and missed 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 pre-school settings which have meant that they missed out on early play experiences, modelled language and mixing with other children. Assessment analysis indicates issues in reading, writing, phonics and oracy. Overall PP children are not achieving as well in reading, writing or maths. Data analysis reveals a significant number of pupils who are SEND as well as PP and indeed a lot of intersectionality with other groups such as EAL.</p>
3	<p>MENTAL HEALTH & WELL-BEING</p> <p>Observations, discussions and parental referrals to school continue to show that many disadvantaged pupils had 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). Housing issues are still affecting a significant number of families which has an impact on attendance and punctuality, especially as many members of our school community find themselves placed in temporary accommodation, often for an indeterminate period, far away from school.</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</p>

	pupils had limited exposure to models of spoken and written English during the pandemic and through online learning. Our younger children missed out on many 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.	<p>Individuals and groups of children make progress in Word Aware programme.</p> <p>All reception children and some year 1 pupils to be screened under the Language Links Programme.</p> <p>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, SEND) make good or better progress with their learning</p> <p>Quality First Teaching is effectively led and supported by SLT and subject leaders in all year groups.</p>	<p>Data check point outcomes identify children through SLT links and reviews 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. Interventions are regularly reviewed with children moving off them due to effectiveness.</p>
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)	<p>PA reduces across the year.</p> <p>PA of PP children reduces across the year.</p>
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: £ 37,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training from the Lewisham EYFS lead for Lewisham on continuous provision, early writing and mark making, White Rose maths NCM programme to support early number.	Staff better prepared to develop the skills and knowledge necessary to support early learning giving children the best start in school and moving them on from Baseline.	1 and 2
SALT TA to continue to support teachers on an ad hoc basis and provide strategies to use with children.	Evidence suggests that Quality First Teaching, informed by specialist SALT trained TA can have great impact on attainment and progress.	1, 2 and 5
Whole School CPD on Quality First Teaching in school and shared ideas across triad of schools.	Evidence suggests that sharing of good practice among similar schools can help embed and develop good practice in the classroom.	2
Ongoing writing CPD throughout the year on the writing process, writing conferencing etc.	Evidence from Real World Writers suggests that creating a community of writers can create better writers. Ensuring children are clear on the purpose of their writing and steps to improve it will help raise attainment and children's progress in writing.	2
Freshstart Reading Programme CPD and resources.	Training for Year 5 and 6 TAs on the Freshstart scheme building on phonic knowledge and improving fluency and comprehension of reading.	2 and 5
CPD for TAs on dyslexia on awareness, assessing and strategies for helping those with dyslexia	Early identification of children with a dyslexia diagnosis and those requiring support can lead to earlier support and improved progress and therefore outcomes.	2
2 further teachers embarking on NPQs	Teachers will be able to lead on QFT across the school. Greater confidence	2

	on the part of middle leaders to guide their subject.	
CPD in Maths mastery for years 1-4 (NCTM) programme	TAs have been trained to deliver this programme and so will be more confident and effective in rolling this out to the year groups. This will have a greater impact on the progress of the children concerned.	2

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

Budgeted cost: £ 75,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Links screening and intervention in reception to continue.	Evidence shows that daily phonics teaching has a direct impact on reading accuracy and the Language Links programme will have an impact on their spoken language.	1 and 2
Continue with termly SLT links meetings and weekly SLT focus on a year group's data backed up with rigorous provision mapping using assess, plan, do, review graduated approach.	Early identification of children falling behind will lead to more timely and effective interventions being put in place and lead to better outcomes.	1, 2 and 5
Mastery in Maths interventions for identified children in years 1-4 on the NCTM programme twice a week.	Improved outcomes in maths for these children.	2
Freshstart Reading Programme for identified year 5 and 6 children.	Improved phonic awareness, fluency and comprehension skills for the identified children.	2 and 5
Reading support from Year 1 – 4 for identified children 3 times a week.	Support in phonics, fluency and comprehension for identified children in years 1-4. Targeted support will increase standards in reading.	2
Additional phonics for identified groups of children from Year 1-4	Research indicates that a solid grasp of phonics leads to improved standards in reading and access to the broader curriculum.	2 and 5

Bespoke EAL interventions across KS2.(Three afternoons each week, targeted groups).	To improve the access of EAL children to the entire curriculum which should improve their outcomes across the curriculum.	1,2 and 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 33915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support TA to support disadvantaged children and those with well-being needs.	Children with higher self-esteem and well-being are more likely to be able to learn effectively and make greater progress.	2 and 3
Zones of Regulation now established across the school and lessons being updated and refined.	Evidence shows children who are better able to regulate their emotions are more effective learners. Anecdotal evidence and visits to other schools in Lewisham participating in this programme supports this assertion.	3
Continued ability to work closely with and refer to the Mental wellbeing hub.	Training has upskilled teachers and TAs and given them greater confidence to identify and signpost families to the services they need. Parent workshops have also helped parents who have expressed to us that they have felt more confident in dealing with, for example, challenging behaviour and/or anxiety and they have been able to get their children more readily into school. This has had an impact on the health and wellbeing of the entire family and on attendance and punctuality.	3 and 4
Continuation of SLA with LB Lewisham to support with attendance.	This is the final level of attendance management and is used when the school has exhausted other options.	4
Funding of after-school clubs, music sessions and School Journey for PP children.	Enables PP children to have opportunities afforded to other children and opportunities for enrichment activities to broaden their experience,	3

	increase self-esteem and sense of well-being.	
Workshops and drop-ins including SEND parent forum.	Increased confidence of parents to support their education and well-being at home.	1, 2, 3 and 4

Total budgeted cost: £ 146,288

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessment. One significant factor to take in to account is that the number of disadvantaged children across the school is falling. Anecdotally these children are more disadvantaged and there tends to be greater intersectionality with other groups such as SEND, ethnicity and EAL. Whilst there is a gap in attainment for a lot of disadvantaged children compared to non-disadvantaged children, the progress they make from their starting points is very good. 64% of last Year 6's cohort of disadvantaged made sound progress in reading and writing.

The data demonstrates that there continues to be a gap between the attainment of disadvantaged pupils compared to those deemed non-disadvantaged. In EYFS those achieving GLD were at 71% for non-disadvantaged compared to 40% disadvantaged. At KS1 in reading 69% of non-disadvantaged met the expected standard compared to 44% of disadvantaged. 53% of non-disadvantaged met the expectations in writing compared to 33% of non-disadvantaged and in maths the figures show 74% of non-disadvantaged met the expected standard compared to 44% of disadvantaged. We have to be careful looking at this data as in EYFS this equates to 3 children, at KS1 it equates to 3-4 children.

There is much better news with the Year 1 phonic screening where 87% of non-disadvantaged children met the expected standard compared to 71% of the disadvantaged children. These are early signs that the focus on phonic interventions and the implementation of the Supported Reading Programme from years 1-4 are starting to deliver improvements in outcomes for children. In KS2 73% of non-disadvantaged children reached expected levels in reading compared to 33% of disadvantaged children. The year 6 cohort was our bulge year and there was a lot of intersectionality between disadvantaged, SEND and EAL children. There were 5 children with EHCPs, there had been high mobility in this year group (with lots of children leaving and joining across the key stage) and 5 of them went on to specialised provision for their secondary education. One LAC child made huge progress in her reading and did achieve the expected level. 64% of the disadvantaged cohort did make sound progress in reading throughout the year. In writing 84% of the non-disadvantaged group achieved the expected level compared to 33% of the disadvantaged but again our analysis of internal data shows that the 64% of the disadvantaged group did make sound progress with their writing. In maths 80% of the non-disadvantaged group achieved the expected level compared to 33% of the disadvantaged.

The focus on Quality First Teaching and investment we have made in developing middle leaders is bearing fruit. Recent school evaluations have indicated that the teaching seen was no less than good. The 7 teaching staff who embarked on NPQs are awaiting their results, but there is an increased confidence amongst middle leaders to lead their subject area and promote Quality First Teaching across the curriculum. 2 further teachers have started on the NPQ programme this academic year.

We have also drawn on school data, observations and a student questionnaire to gauge the wider issues impacting on the performance, behaviour, attendance and wellbeing of our disadvantaged pupils.

Teachers continue to make full use of referrals to the Mental Health and Wellbeing Hub for support for individual children and families and a pastoral support worker has successfully completed the ELSA course. The Headteacher has successfully completed the Whole School mental health Lead training. Visitors to the school comment on the ability of the children to regulate their own emotions and to use the Zones of Regulation. Children are able to explain the strategies they use to their parents, carers and other visiting professionals, including social workers and the school nurse.

The school has a wellbeing link governor and a designated wellbeing member of staff (also on the school governing body) who meet regularly. A recent survey of the children recorded that 99% of the children said they were safe in school, 85% said very safe. 99% knew who they could talk to if they were sad or upset. SEND and mental health workshops are held for parents and career with the opportunity to learn from skilled professionals about, for example, behaviour that challenges. There is a wealth of after school and lunchtimes clubs provided where disadvantaged students pay at a reduced rate, or attend for free and are provided with, for example, musical instruments. Uniform is offered to families, School Journey and the Camp-outs are subsidised and we apply to PGL for bursaries where we feel children are eligible. In terms of attendance the rate for the whole school is 96.5% and for disadvantaged pupils is 95.8%, both higher than national figures, for disadvantaged pupils 3.1% above the national average.

Based on this information our evaluation of the approaches delivered last academic year indicates that some interventions have had a significant impact on disadvantaged pupils: namely the phonics sessions and work to improve attendance and persistent absence. We have decided to sharpen our approach this year to the teaching of phonics in Years 2/3 with an increased frequency of sessions for a lower number of children. This is an attempt to move them on faster and is reflective of the needs of these year groups. We have also placed a greater emphasis on writing interventions this year as a response to slightly lower outcomes in this area. Some of the interventions, such as the Language Links, may take longer for the impact to be clear. Booster groups for years 5 and 6 have been tailored to meet the specific needs of the year groups and children concerned.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.