



Pupil Premium Strategy Statement 2019 – 2020 : Sandford Hill Primary School

Summary Information	
Pupil Premium Allocation	£143,040
Total number of pupils on role (Jan 2019 census) (excluding Nursery)	470 (422)
Total number of pupils eligible for PPG (excluding Nursery)	107@£1320
Total number of FSM pupils (excluding Nursery)	89
Total number of LAC pupils	5 (+1 Nursery child)
Total number of service children	6@£300
Total number of pupils eligible for EYPP	11
School Context	<ul style="list-style-type: none"> Sandford Hill is larger than most other primary schools (477 pupils) and almost all its pupils are from white British backgrounds The percentage of pupils known to be eligible for free school meals is in line with the National Pupil mobility is very low at the school. The vast majority of the children that start in Reception stay with at Sandford Hill until they leave in Year 6

2018 – 2019 Attainment of Pupil Premium Pupils			
Subject	Standard	Year 6 18 pupils	Year 2 11 pupils
Reading	Expected +	63%	91
	Greater Depth	21%	18%
Writing	Expected +	79%	73%
	Greater Depth	16%	18%
Mathematics	Expected +	74%	82%
	Greater Depth	16%	27%
SPaG	Expected +	84%	
	Greater Depth	32%	
Reading, writing and mathematics combined	Expected +	47%	
	Greater Depth	11%	

Education Endowment Foundation Family of Schools uses the latest performance data published by the Department for Education. Schools are then placed into ‘families’ of 50 based on a range of characteristics, including prior attainment and the proportions of pupils eligible for free school meals (FSM), identified with English as an additional language (EAL), and with special educational needs and disabilities (SEND). Comparing your school to the other, similar schools in your ‘family’ provides a much better picture of how well a school is performing. For example, it might be that, although your school has better results than the national average, it is actually under-performing when compared to schools with similar intakes of pupils. Or it could be the other way round.

The EEF Family of Schools aggregated data for 2016 -2018 shows that Sandford Hill is 12 out of 50 schools for the percentage of pupils reaching **the expected standard in reading, writing and mathematics** and 3 out of 50 schools for the percentage of pupils at **the higher standard in reading, writing and mathematics**.

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	Pupils presenting with emotional barriers that impact on learning. Research suggests that 40% of a school community may have experienced trauma and have unmet needs. Unmet needs and trauma affects learning and behaviour, causing children to be in a state of 'fight, flight or freeze.' Whole school Attendance was 96.1% for 2017 - 2018 which is just below the national benchmark. Persistent Absence of Non-Pupil Premium pupils was 6.6% % which was in line with the national average. However the Pupil Premium s Persistent Absence percentage was 15.88%.
B	On-entry, Early Communication Screening baseline assessment data (September 2018) showed that almost 50% of our pupils were below their chronological age in understanding. The EEF Guidance Preparing for Literacy states, <i>'Writing is underpinned by children's expressive language capabilities. It is important, therefore, to develop and monitor children's capability to formulate and articulate increasingly sophisticated sentences and express them in writing. Children should have a broad range of opportunities to develop their expressive language.'</i> As pupils make the transition from the EYFS curriculum to the National Curriculum, progress in Key Stage 1 – especially in writing – also needs to be at accelerated. Therefore opportunities to develop and spread excellent practice, for the benefit of all pupils (QFT) remains a priority. Evidence shows that poor teaching has a more negative effect on disadvantaged pupils than non-disadvantaged pupils. Sutton Trust 2011 and Social Mobility Commission 2014 – <i>'For poor pupil the difference between a good teacher and a bad teacher is a whole year's learning.'</i>
C	The Education Endowment Foundation Guidance Report, Improving Mathematics in the Early Years and Key Stage 1 states that , <i>'Developing a sound understanding of mathematics when we are young is essential. Children's early mathematical understanding is strongly associated with their later school achievement. It has, therefore, a major impact on young people's educational progress and life outcomes. Yet not all children learn the skills they need to succeed. In 2018, just 66% of disadvantaged children achieved at least the expected level of development for number at the end of the Early Years Foundation Stage compared to 82% of their peers. Once children fall behind, it is hard for them to catch up and they are likely to fall further behind throughout school.'</i> Professor Becky Francis Chief executive EEF. As well as this, the Education Endowment Foundation guidance report, 'Improving Mathematics in Key Stages 2 and 3', emphasizes the importance of focusing on improving the quality of teaching in order to break the gap between family income and educational attainment. When teaching mathematics, practice at Sandford Hill needs to evolve to take account of the research evidence available. This will include professional discussion around delivering the National Curriculum whilst ensuring that the pace of teaching allows learning to be committed to the long term memory of pupils.

Desired outcomes		Outcomes	Success criteria
A.	The attendance, behaviour and well-being of pupils allows each child to become an independent learner who take a pride in their personal achievement and has a desire to further improve.	Pupils feel safe, happy and enjoy coming to school. Persistent absence is below the National average for this group of children and pupils are developing an interest and enthusiasm in a range of curriculum subjects.	
B.	All young people—regardless of background—have access to great teaching in the early years and at primary school.	There is high quality academic talk and writing in the classroom.	
C.		There is a consistent approach to the teaching of mathematics End of Key Stage 2 attainment data at greater depth shows an upward trend	

At Sandford Hill primary there is an expectation that every child is pushed to their potential regardless of background, ethnicity etc. This is supported by the NFER's research into supporting the attainment of the disadvantaged pupils, *"More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential. They prioritised quality teaching for all, seeing attendance, behaviour and emotional support as necessary but not sufficient for academic success. They made every effort to understand every pupil as an individual and tailored their programmes accordingly. They linked teaching and learning interventions to classroom work, monitored attainment and intervened quickly to address learning needs. They ensured TAs had the necessary training and expertise to deliver interventions, provide feedback and monitor progress."*

Teaching 2018 - 2020

Objective	Success Criteria	What is the evidence and rationale for this choice?	Actions	Staff Lead	When will we review or implement action?
<p>To revise and update the school curriculum.</p>	<p>The curriculum is forward-thinking and is preparing pupils for the future through the development of competencies described in the school Vision and values. The curriculum content is up-to-date, relevant and has flexibility so that teachers can adapt it to meet the needs of the pupils in their class. The curriculum encourages effective time management. PP Pupils enjoy coming to school and persistent absence is at least in line with the National average.</p>	<p>Teachers have worked hard since the introduction of the National Curriculum in 2014 to ensure pupils at Sandford Hill receive a broad and balanced curriculum. However following a review of the schools vision and values, self-evaluation highlighting an increasing challenge to deliver the school curriculum effectively in the weekly timetable and observations revealing a tired curriculum it was decided to update the school curriculum. Over the coming years we will seek to create an enjoyable curriculum that provides a rich variety of knowledge, skills and experiences which will prepare our pupils for life in Britain today and tomorrow. To begin our journey, in search of a curriculum that challenges our pupils and does not allow a single year to be wasted, all teachers read Dare to be Different.</p>	<p>Generate ideas about curriculum design through:</p> <ul style="list-style-type: none"> • Reading • Exploring school websites • Visiting other schools • Discussions between colleagues • Talking to parents and pupils <p>Present curriculum choices and agree with colleagues the choice of curriculum for Sandford Hill. Provide time for Year Group teachers to plan topics for the school year. Agree which subjects remain stand alone. Provide time for Subject Leaders to analyse chosen topics for coverage. Establish a pedagogic vision. Decide upon a core offer (including visits, extra-curricular opportunities). Seek opportunities to enhance curriculum resources that will support effective curriculum implementation</p> <ul style="list-style-type: none"> • Proposed build works and the possibility of creating subject specific teaching areas for technology, art and music. • The use of the outdoors to support learning across the curriculum. <p>Ensure that ongoing professional development/training is available for staff so that curriculum requirements can be met.</p>	<p>Ian Walford</p>	<p>2018 - 2019 Discuss and agree options for a revised whole school curriculum. Draft a timeframe to complete actions for curriculum intent. Draft a revised curriculum. Focus on provision of science MFL, and gymnastics.</p> <p>2019 – 2020 <i>Ongoing self-evaluation and planning of next steps.</i> Map out curriculum coverage to ensure our revised curriculum covers the National Curriculum and that subject leaders know the skills and knowledge that they want the pupils to learn. Further develop subject leadership. Subject – focus in 2019 - 2020 - PSHE, computing and history (with also a continued focus on the provision of science, MFL and gymnastics). Core knowledge and skills of targeted subjects are in place and subject leaders (science, gymnastics, MFL, PSHE, history and computing) are guiding colleagues so that pupils' knowledge and skills is building over time.</p>

Teaching 2019- 2020

Objective	Success Criteria	What is the evidence and rationale for this choice?	Actions	Staff Lead	When will we review or implement action?
To develop and spread excellent practice, for the benefit of all pupils.	Academic vocabulary is taught explicitly and clearly with coherent planning throughout the curriculum. Structured reading opportunities are supporting children with vocabulary deficits.	On entry to school, Early Communication Screening in September 2018 showed that almost 50% of pupils were below their chronological age in understanding. A number of research projects. Research (Hart and Risley 1990) demonstrated that, "Parents in professional families spoke 32 million more words to their children than parents in disadvantaged families between the ages of 0 – 3 years and this language gap between the ages of 0 – 3 years explains the vocabulary gap at age 3 and the reading and mathematics achievement gap at age 10." Children from a word-poor context at a young age can have far reaching negative consequences. A restricted vocabulary as a young child goes on to correlate with factors in life such as employment, pay, health and well-being. The explicit teaching of vocabulary can enrich children's knowledge and understanding of the world. The challenges of the new academic curriculum, which uses complex academic vocabulary, requires our children to have an increase in reading comprehension skills across all subjects. We need to encourage our children to read for pleasure whilst immersing them in word-rich classrooms that have a focus on vocabulary development. We need to give children the opportunities to engage in meaningful talk, for different audiences, to apply their vocabulary in a range of contexts and subject areas.	Work alongside colleagues from Year 1, Year 2 and Year 6 to share small changes to improve the teaching of vocabulary across the curriculum. Identify tier 2 and 3 words related to texts (cross curricular). Plan and teach vocabulary using the SEEC model (select, explain, explore and consolidate vocabulary), to give pupils opportunities to develop word consciousness. Pupils will develop the skills to start to identify unknown word meanings in texts across the curriculum. Provide structured reading opportunities to develop vocabulary. Plan and deliver speaking and listening opportunities across the curriculum to enable pupils to use newly acquired vocabulary. Monitor lessons and books for the application of tier 2 and 3 words in written work.	Sarah Martin	<i>By the end of the Autumn Term 2019</i> English Leader to work alongside colleagues in Year 1, Year 2 and Year 6 to plan and teach. Evaluate progress (made towards actions) with colleagues from Year 1, Year 2 and Year 6. nst action <i>By the end of the Spring Term 2020</i> Deliver CPD based on evaluation of Autumn Term actions to colleagues in EYFS, Year 3, 4 and 5. <i>By the end of the Summer Term 2020</i> Drop into lessons to observe how teaching reflects planning. Work alongside teachers to further improve practice. Provide opportunities for peer-to-peer observation and coaching support. SM/SG to attend Closing the Reading Gap training (12.06.20) in Manchester.

Teaching 2019- 2020

Objective	Success Criteria	What is the evidence and rationale for this choice?	Actions	Staff Lead	When will we review or implement action?
To develop and spread excellent practice, for the benefit of all pupils.	Teachers are secure in how to break down units of work, they have a clear understanding of what the learning steps might look like and new material is presented in small steps. Children are provided with extensive practice. Teaching in 'small steps', with supervised pupil practice and sufficient practice on each part before moving to the next step is obtaining a high success rate.	The procedure of first teaching in small steps and then guiding practice represents an appropriate way of dealing with the limitations of our working memory. Research shows that more effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps.	Attend training <ul style="list-style-type: none"> • EEF Improving mathematics in Key Stage 2 and 3 • How I wish I'd taught maths (Craig Barton) Maths Leader to support colleagues with carefully sequencing concepts <ul style="list-style-type: none"> • analyse units of work and think carefully about how units of work can be broken down • seek opportunities to revisit previous learning within new learning Maths Leader to coach teachers with a focus on <ul style="list-style-type: none"> • Presenting new material • Modelling of the steps including the teacher thinking aloud • Checking for pupil understanding at each point • Questioning that helps pupils to practise new information and connects material to their prior learning 	David Wardle	<i>By the end of the Autumn Term 2018</i> Work alongside Key Stage 2 teachers. <i>By the end of the Spring Term 2020</i> Work alongside EYFS and Key stage 1 teachers whilst continuing to support Key Stage 2 teachers. <i>By the end of the Summer Term 2020</i> Provide opportunities for peer-to-peer observation and further targeted coaching support.

Targeted academic support and Wider strategies

Attendance

Objective To ensure that Pupil Premium persistent absence is at least in line with the National and that pupil and parental feedback show that children are happy at school.

Sandford Hill Non-Pupil Premium Pupils persistent absence in 2017-2018 was 6.6%.

Sandford Hill Pupil Premium Pupils persistent absence in 2017-2018 was 15.88%.

In 2012, the DfE published a report on 'Improving attendance at school', carried out by Charlie Taylor. The report says on page 4, 'There is a clear link between poor attendance at school and lower academic achievement.'

Breakfast Club and Magic Breakfast

Objective To provide breakfast for identified and invited pupils as well as a nutritious breakfast to all children as a fuel for learning.

Over half a million children in the UK arrive at school each day too hungry or malnourished to learn. "Breakfast consumption in UK schoolchildren and provision of school breakfast clubs". A Hoyland, KA McWilliams, RJ Duff & JL Walton: Nutrition Bulletin (2012), 37: 232-240.

Nurture support across the school

Objective To support individual pupils with identified need, including social and emotional needs.

The whole school's awareness of attachment issues has risen, although there is still a lot to learn about this very complex subject and how it affects the behaviours of our children (and adults). As attachment is part of ensuring mental well-being for all of our pupils, the understanding through reading and research will continue. Strategies will continue to be adapted to ensure that the needs of individual pupils are met. Training from the virtual school will be accessed.

The foundations of understanding have now been set and to develop this area further, strategies to meet the mental wellbeing needs of all pupils will be developed.

Pupils eligible for Free School Meals are around four times more likely to be permanently or temporarily excluded than their peers. RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce) 24.07.2018

Essential Life Skills

Objective To engage with providers to target and develop essential life skills. highlighted in the school vision and values.

- Project Title - Stanley Head John Muir Partnership Programme Provider - Stanley Head Outdoor Education Centre
- Project Title – Loving Learning through Arts and Culture Provider – Partners in Creative Learning CIC (PICL)
- Project Title – Ceramic Challenge Provider – The Inspirational Learning Group

Sandford Hill revised and updated its vision and values in Spring 2018. Participation in the essential life skill projects will support us in developing and nurturing thoughtful, respectful, aspirational, resilient and co-operative pupils who

- *Think and care about others within the school community and beyond*
- *Value that is everyone is different*
- *Aim to be the best that they can be*
- *Work hard and are willing to learn by trying and making mistakes, in order to succeed*
- *Work collaboratively and with consideration for others*

"Intervention programmes aimed at improving outcomes for disadvantaged young people should be broad-based – focusing on wider skills as well as academic attainment" Recommendation Sutton Trust - A Winning Personality Report 14.01.16

"Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace." Key Finding Sutton Trust – Life Lessons 12.10.17

Targeted academic support and Wider strategies

Support for pupils, parents and families

Objective To provide support for identified pupils (uniform, classroom equipment , Homework Club), and their families (parental advice, form filling, housing).

Sandford Hill provides a number of opportunities for parents to attend workshops to learn how to support their child at home. The time of the workshops are flexible and arranged to suit parents. As well for some of the workshops parents are targeted.

EYFS – reading, phonics and number

Year 1 – reading and phonics

Year 2 – reading and mathematics

Year 6 – mathematics and SPaG

One of the key recommendations from the Sutton Trust report Parent Power 2018, published on 13.09.18, is that schools should support parental engagement in their child’s education. “To support the home learning environment, schools should take a ‘whole school’ approach to communicating with and involving parents actively through partnership. In particular, this should be supported by a key member of staff, and involve use of innovations in digital technology where possible.”

Curriculum enrichment

Objective To provide dance lessons and musical instrument tuition.

Objective To economically transport children to swimming, support extra-curricular activities and enhance curriculum learning (including community events).

Sandford Hill was awarded the Sainsbury’s School Games Gold Award in 2016- 2017 and re-awarded it in 2017 – 2018 and 2018 – 2019.. This school year swimming sessions for pupils in Year 5 and Year 6 have been increased as we aim to ensure all our pupils leave primary school able to swim.

Reading

Objective To develop a love of reading.

Objective To ensure all pupils read daily to an adult in KS1 and Year 3.

The first EEF trial of Accelerated Reader found that Year 7 pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress. The evaluation of a second trial will be published in the summer of 2019.

“Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.” EEF Teaching Assistants.

The Sutton Trust report – Background to Success (November 2015) recommended that, “Support to encourage reading for pleasure, educational trips and out-of-school study opportunities should be provided to promote attainment for disadvantaged students at all ages.

Pupil Premium Allocation 2019 – 2020

Teaching		Cost
To revise and update the school curriculum.	New curriculum training, including PHSE	£1,732.00
	Supply cover for curriculum development	£4,125.00
To develop and spread excellent practice, for the benefit of all pupils.	Subscription for IRIS Connect	£3,020.00
	Supply cover for CPD and monitoring	£3,431.25
Targeted academic support and Wider Strategies		
To provide breakfast for identified and invited pupils as well as a nutritious breakfast to all children as a fuel for learning.	Breakfast Club	£2,214.00
	Magic Breakfast	£2,411.78
	Milk	£1078.00
To support individual pupils with identified need, including social and emotional needs.	Staffing	£3,8021.00
	Outdoor Workshop	£600.00
To engage with providers to target and develop essential life skills highlighted in the school vision and values.	John Muir Club Resources and Support	£639.00
	Partners in creative learning (Artist)	£1,000.00
	Cycles	£208.00
To provide support for identified pupils (uniform, classroom equipment, Homework Club), and their families (parental advice, form filling, housing).	HSLW	£33,345.00
	Year 6 mathematics teacher	£24,462.00
	Dyslexia staff training	£606.21
	Year 2 English teacher	£10,241.00
To economically transport children.	Minibus Lease	£9,798.32
	Visits subsidy	£2,127.00
To provide dance lessons and musical instrument tuition.	Dance Teacher	£5,840.00
	Music tuition	£2,824.92
To develop a love of reading and to also ensure that pupils Key Stage 1 and Year 3 read every day to an adult.	Accelerated Reader Subscription	£1,886.40
	New Accelerated Reader library books	£600.00
	Staffing	£2,3279.00
		£173,489.88