



Pupil Premium Strategy Statement 2018 – 2019 : Sandford Hill Primary School

Summary Information	
Pupil Premium Allocation	£129,840
Total number of pupils on role (Jan 2018 census) (excluding Nursery)	483 (423)
Total number of pupils eligible for PPG (excluding Nursery)	97 @ £1,320
Total number of FSM pupils (excluding Nursery)	63
Total number of LAC pupils	4
Total number of service children	6@£300
Total number of pupils eligible for EYPP	15
School Context	<ul style="list-style-type: none"> Sandford Hill is larger than most other primary schools (483 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

2017 - 2018 Attainment of Pupil Premium Pupils			
Subject	Standard	Year 6 16 pupils	Year 2 13 pupils
Reading	Expected +	88%	67%
	Greater Depth	38%	17%
Writing	Expected +	75%	56%
	Greater Depth	13%	0%
Mathematics	Expected +	88%	67%
	Greater Depth	25%	22%
SPaG	Expected +	88%	
	Greater Depth	50%	
Reading, writing and mathematics combined	Expected +	75%	
	Greater Depth	13%	

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 the school community 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 was 8.9% which is in line with the national average. Non Pupil Premium Persistent Absence was 6.6% which is in line with the national average. Although the Persistent Absence percentage for Pupil Premium pupils is also in line with the national average, Persistent Absence is the highest for this group of children at 15.88%.
B	On-entry attainment is below developmental milestones in communication, literacy and language for up to 50% of 60 pupil nursery. Low level of basic skills on entry – need to be accelerated via intervention during Early Years. As pupils make the transition from the EYFS curriculum to the National Curriculum, progress in Key Stage 1 – especially in writing – needs to be 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	High quality outdoor learning experiences are proven to develop collaborative working and communication skills as well as assisting gross and fine-motor development. Adults in EYFS, are able to effectively use a high quality outdoor learning environment to provide children with opportunities that develop the three prime areas of learning. Personal, social and emotional development; communication and language; and physical development are essential skills that need to be embedded in all of our Pupil Premium pupils so that their progress, in writing, can be accelerated in Year 1 and Year 2.

Outcomes

<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A	The attendance, behaviour and well-being of Pupil Premium pupils allows each child to become an independent learner who take a pride in their personal achievement and has a desire to further improve.	Pupil Premium pupils feel safe, happy and enjoy coming to school. Persistent absence is below the National average for this group of children and Pupil Premium pupils are developing an interest and enthusiasm in a range of curriculum subjects.
B	Cohort adults are able to demonstrate effectively that pedagogy and provision matches the educational and emotional need of pupils so that at the end of Key Stage 1, Pupil Premium pupils maintain or exceed their attainment at the end of EYFS.	Day-to-day teaching meets the needs of each learner with social, emotional and educational barriers identified and removed.
C	There is a rich Key Stage 1 outdoor learning environment where opportunities and conditions allow children to flourish in all aspects of their development.	The outdoor learning environment is effectively used, by adults, to support the day-to-day social, emotional or educational need of each learner.

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: Reading Exploring school websites Visiting other schools Discussions between colleagues Talking to parents and pupils 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><i>By the end of the Half-Term 2019</i> Discuss and agree options for a revised whole school curriculum. Draft a timeframe to complete actions for curriculum intent. <i>By the end of the Summer Term 2019</i> Draft a revised curriculum. Focus on the curriculum provision of science MFL, and gymnastics. Plan actions for 2019 – 2020.</p>

Teaching 2018 – 2019

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.	The number of pupils, at the end of Year 2, achieving at least the standard they achieved in EYFS is increased – especially in writing. Progress is being made in narrowing the gender gap in writing. There is a consistent approach to planning, teaching and assessing early writing. Collaboration, sharing, coaching, modelling, mentoring is commonplace. Continuous formal and informal talks about pedagogy are part of everyday practice.	Self-evaluation has shown that maintaining the percentages of pupils attaining the expected level at the end of EYFS in reading, writing an number, at the end of Key Stage 1 (especially in writing), is an area that needs to be improved upon. As research evidence shows that poor teaching has a more negative effect on disadvantaged pupils than non-disadvantaged pupils, it is essential therefore that Pupil Premium pupils receive outstanding QFT along with support tailored to individual need.	Seek a school who can help support Sandford Hill on its journey to improve pupil progress between the end of EYFS and the end of Key Stage 1 in reading, writing and mathematics. Attend EEF Early Years Literacy three day training that focuses on the guidance report 'Preparing for Literacy'. Attend EEF Key Stage 1 Literacy three day training that focuses on the guidance report on 'best practice' in teaching literacy to pupils aged 5 – 7 years. Attend EEF training on 'best practice' on supporting pupils who are eligible. Challenge the Key Stage 1 teachers knowledge of the EYFS curriculum. Work closely with colleagues to Improve their ability to identify and prioritise the individual needs of pupils (including filling in any Early Learning Goal gaps pupils may have, teaching phonics and developing speech and language). Develop the outdoor learning environment in Key Stage 1 to support the development of language and the teaching of writing.	David Wardle	<i>By the end of the Half-Term 2019</i> Facilitate opportunities for Key Stage 1 teachers to observe and discuss best practice in another school setting. Increase Year 1 teachers subject knowledge of Early Learning Goals <i>By the end of the Summer Term 2019</i> EYFS and Year 1 teachers have shared end of year profiles and work has begun on identifying needs and grouping children according to specific gaps in phonics, reading, writing and number in preparation for the new academic year.

Teaching 2018 - 2019

Objective	Success Criteria	What is the evidence and rationale for this choice?	Actions	Staff Lead	When will we review or implement action?
To develop the Key Stage 1 outdoor learning environment.	Meaningful, engaging experiences are taking place that support the development of children in all areas of the curriculum and include opportunities for children to be: excited, energetic, adventurous, noisy, messy; talk, listen, interact, make friends; imagine, dream, invent, fantasise; create, invent, construct, deconstruct; investigate, explore, discover, experiment with their own ideas and theories; make sounds and music, express ideas and feelings; find patterns, make marks, explore different media and materials investigate concepts and ideas; be active, run, climb, pedal, jump, throw; dig, grow, nurture, cultivate; hide, relax, find calm, reflect; have responsibility, be independent, collaborate with others. Learning in Key Stage 1 flows seamlessly between indoors and outdoors and complements the outdoor learning taking place in EYFS.	The 2018 National child Measurement Programme summary of results for Sandford Hill Reception pupils shows that the proportion of Sandford Hill pupils overweight or obese is statistically similar compared to other schools across England. In recent years however, there has been a cultural shift in our society that has reduced the access and use of outdoors for many young children. Contributory factors include increased fear amongst adults in relation to children's safety and technological advances leading to an overwhelming prominence of more sedentary indoor activities, such as television, video and computer games. To encourage and give our youngest children quality opportunities to move and be physically active as well as support the development of a healthy and active lifestyle the school will develop its Key Stage 1 outdoor learning environment. In the core subjects, in-school gaps between PP pupils and Non-PP pupils are greatest in writing. High quality outdoor learning experiences are proven to develop collaborative working and communication skills and assist gross and fine-motor development These are key skills that are necessary to accelerate writing progress in Year 1 and Year 2.	Provide CPD (planning, teaching and assessing) opportunities for adults working in Key Stage 1. Plan thoroughly and develop carefully the outdoor environment. Consider: Secure entrances, exits and boundaries so that children can roam and explore freely. Independent access to well-organised storage facilities which will enable children to select and return resources as and when they need them. Create safe places where children can observe events without having to get involved unless they choose to, as well as active places where children can be boisterous and noisy. Consider and agree how outdoor learning will be set up each day – including appropriate clothing (weather and messy play). Monitor planning, teaching and assessment in Key Stage 1 to ensure adults focus on what children need to be able to do outdoors – considering experiences will place children at the centre of the provision for outdoor learning and ensure that individual children's learning and developmental needs are taken account of and met effectively.	Sarah Martin	<i>By the end of the Half- Term 2019</i> Design and resource Key Stage 1 outdoor learning environment. Arrange opportunities for Key Stage 1 adults to meet with EYFS practitioners to discuss planning and observe practice. Research effective practice using the outdoor learning environment. <i>By the end of the Summer Term 2019</i> Monitor planning and practice. Evaluate and refine outdoor provision. Evidence how outdoor learning is impacting on pupil development.

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.

Lunchtime Activities

Objective To provide pupils with fun and challenging alternative activities to encourage healthy lifestyles, team work and to reinforce behaviour during unstructured parts of the day.

In 2017 – 2018 There were no fixed-term or permanent exclusions at Sandford Hill.

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

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 2018 - 2019

Teaching		Cost
To revise and update the school curriculum.	Cornerstones	£600
	Supply cover for curriculum development	£2,548
To develop and spread excellent practice, for the benefit of all pupils.	Subscription for IRIS Connect	£3,020
	Supply cover for CPD and monitoring	£1,922
To develop the outdoor learning environment.	Development of Key Stage 1 outdoor learning environment	£6,271
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	£2,125
	Magic Breakfast	£6,128
	Milk	£2,075
To support individual pupils with identified need, including social and emotional needs.	Staffing	£26,852
To provide pupils with alternative activities to encourage healthy lifestyles, to reinforce positive behaviour during unstructured parts of the day.	x3 BEE Active Coaches (Monday, Wednesday and Friday)	£11,609
To engage with providers to target and develop essential life skills. Highlighted in the school vision and values.	John Muir Club Resources and Support	£1,113
	Partners in creative learning (Artist)	£1,000
	Cycles	£2,300
To provide support for identified pupils (uniform, classroom equipment, Homework Club), and their families (parental advice, form filling, housing).	HSLW	£30,568
	Year 6 mathematics teacher	£22,871
	Dyslexia teacher	£2,888
To economically transport children.	Minibus Lease	£9,798
	Visits subsidy	£6,320
To provide dance lessons and musical instrument tuition.	Dance Teacher	£5,120
	Music tuition	£2,697
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
	New Accelerated Reader library books	£600
	Staffing	£2,258
		£152,571