



Pupil Premium Strategy Statement: Sandford Hill Primary School

1. Summary information			
Academic Year	2021/2024		
Total number of pupils	481	Total PP budget	£176,505 – 2021-22
		Number of pupils eligible for PP (Rec- Year 6)	131 – funded @ £1,345 per child (not incl 4 LAC) Actual is 154
		Number of pupils eligible for EYPP (Nursery)	17
Date of external Review			
Date of previous internal review of this strategy			
Date of next internal review of this strategy			

2. Current attainment (2019)		
Key Stage 1	Pupils eligible for PP	All pupils nationally
% achieving Year 1 Phonics threshold	75%	82%
% achieving expected level reading	91%	75%
% achieving expected level writing	73%	69%
% achieving expected level maths	82%	76%
Key Stage 2		
% achieving expected level reading	63%	73%
% achieving expected level writing	79%	78%
% achieving expected level in SPAG	84%	78%
% achieving expected level maths	74%	79%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	The EEF Interim Paper 1 January 2021 confirms that, following the disruption to schooling in the 2020 spring and summer terms, Year 2 pupils had significantly lower achievement in both reading and maths in autumn 2020 when compared to performance seen in Year 2 in the autumn term of 2017. This represents a Covid-19 gap of around two months' progress for both reading and maths. It also shows that there is a large and concerning attainment gap between disadvantaged and non-disadvantaged pupils: seven months for both reading and maths amongst Year 2 pupils. It seems that the disadvantage gap is wider than earlier estimates, and will likely be further exacerbated by school closures in early 2021.
B	On entry, disadvantaged children lack pre and early reading skills which include listening and attention, communication and vocabulary.
C	Through previous CPD, the whole school's awareness of attachment and trauma issues has risen, and adults within our inclusion team deliver exceptional nurture provision for our pupils. However, the school has seen an increasing number of pupils who are presenting with social, emotional and mental health difficulties that need to be addressed before they are able to effectively access the curriculum.
D	At the beginning of the 2020-2021 academic year, and throughout the autumn term, practitioners observed a high proportion of children who were unable to separate from their main carers, communicate their wants and needs, take turns and share and sit and listen for short periods. Adults, in school, had to spend much of the autumn term training/teaching children how to use the toilet, dress themselves, use cutlery, play and take turns. With a further period of lockdown in the spring Term 2021, it is anticipated that children joining school in the autumn Term 2021 will also present similar challenges.

4. Outcomes		
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A.	There is a culture, within school, where every adult believes they need to improve, not because they are not good enough but because they can be even better. Adults feel valued by the CPD offer and this has a positive impact for the school in terms of its recruitment, retention and well-being of staff as well as minimising the link between family income and the educational achievement of our pupils.	<ul style="list-style-type: none"> • The Professional Growth Policy is embedded. • All adults readily consider evidence-based research when evaluating and seeking to further improve their practice. • The attainment of disadvantaged pupils at the expected standard (100+) in reading, writing and mathematics is at least in line with the national percentage. • Pupils show thoughtfulness and respect. • Pupils work co-operatively; showing resilience. • Pupils communicate confidently.
B.	All pupils are able to read fluently and skilfully and have developed a life-long love of reading. Teachers have the knowledge and skills to teach reading with confidence through a balanced approach. This supports the development of decoding (phonics) alongside comprehension strategies (VIPERS). The children are exposed to challenging texts which enhance their vocabulary and motivate them to read.	<ul style="list-style-type: none"> • Pupils have a life-long love of reading. • The attainment of disadvantaged pupils at the expected standard (100+) in reading and phonics is at least in line with the national percentage. • The achievements of disadvantaged pupils on Accelerated Reader are at least in line with non-disadvantaged pupils.
C.	The school has a designated Hub (Sandford Hill Home Hub) that provides a bespoke learning experience with a trauma informed approach, using Dan Hughes' PACE model (Playfulness, Acceptance, Curiosity and Empathy), to meet the varying needs of vulnerable children who may experience social, emotional and mental health difficulties. The children who access this provision learn the skills of how to self-regulate their emotions (following co-regulation strategies with a key adult) which has a positive impact on their behaviour and learning. The identified children have a safe, happy, non-judgmental place where they are accepted for who they are and where they feel that they belong. The social and emotional needs of pupils are being met and case studies show that those pupils with acute needs are developing self-confidence, resilience and aspiration. The learning environment includes a sensory area and a library of child-friendly story books that are used to teach emotional intelligence. The classroom environment (and its location) facilitates the delivery of a wider range of more practical activities that develop the sense of responsibility, nurture and consideration for others e.g., gardening and caring for animals and that encourages a healthy lifestyle, self-care skills and therefore raises self-esteem e.g. cooking, cleaning teeth, exercising.	<ul style="list-style-type: none"> • Pupils regulate their emotions and behaviour and are able to better engage with their peers. • Pupils respond positively to the varying activities of the day. • Rates of overall absence and persistent absence are in the lowest 20% of schools with a similar level of deprivation. • There are no permanent exclusions.

<p>D.</p>	<p>The vast majority of pupils will be able to separate from their carer and interact independently, communicate their wants and needs, dress themselves and put on their own shoes and coat, sit and concentrate for short period of time, play and share with other children in a safe and positive way and be curious and happy to explore new activities or environments.</p> <p>Parents/Carers will have an understanding of their child's development (communication, personal, social, emotional and physical) and have the information they need to work with their child at home to prepare for starting school.</p>	<p>The percentage of children who are achieving or exceeding a good level of development (GLD) at the end of their reception year is at least in line with their peers nationally.</p>
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5. Planned expenditure			
Academic year	2021-2024		
The three headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies			
i. Quality of teaching for all			
Staff lead			
When will we review or implement action?			
Desired outcome	What is the evidence and rationale for this choice?	Chosen action/approach	How will we ensure it is implemented well?
To further improve the quality of teaching	In all of the EEF Guidance Reports, the common message is, <i>“What happens in the classroom makes the biggest difference: improving teaching quality leads to greater pupil improvements.”</i> Research (2004) by Jonah Rockoff shows, <i>“The ability of a teacher to impact on children actually plateaus after 3 – 5 years learning.</i> Following a steep learning curve, in the first 3 – 5 years of teaching, teachers have mastered the basics and improvements in their practice begins to flat line. However, research (2014) by Matthew A Kraft and John Papay has also shown that, <i>“In ‘more supportive’ professional environments the plateauing does not occur in the same way.”</i>	Develop an awareness, amongst all adults, of a collection of instructional recommendation based upon the science of how humans learn. Consider the implications of cognitive load theory on curriculum content and sequencing including: <ul style="list-style-type: none">• day-to-day lesson planning;• planning a unit of work and whole-school curriculum subject overviews.	Adults have developed their knowledge of: <ul style="list-style-type: none">• cognitive load theory;• strategies to reduce extraneous load; and• strategies to optimise intrinsic load Teaching results in deep learning taking place and the vast majority of pupils attaining end of phase expectations in all curriculum subjects.
		Provide opportunities for adults to learn from educational research and reflect on how the ideas presented may impact on their specific context with the cohort of children they are teaching and their curriculum responsibility. Rosenshine 1 overview: <ul style="list-style-type: none">• sequencing concepts;• modelling, scaffolding and questioning.	The curriculum is well set up. New material is being presented in small steps and learning is revisited so that children can reconnect with skills and knowledge. Adults are modelling excellence and high-quality examples are shared with pupils. Scaffolding is used effectively so that all pupils are included in lessons and progress at their own pace. Adults confidently use a repertoire of questioning

			techniques and check for pupil understanding which they then use to decide whether to move learning on or to go back and reteach something.
		Tom Sherrington and Kate Jones Rosenshine 2: <ul style="list-style-type: none">• retrieval practice (daily, weekly/ monthly review); and• guided and independent practice.	Adults know the role and the form that retrieval practice can take Strategies are carefully considered by adults and are used successfully to secure pupils’ fluency in storing and retrieving information from their long-term memory. Guided to independent work is resulting in a high success rate amongst a class of children. Adults are not using the principles as a checklist but instead are considering them and adapting them to meet the needs of the children they are teaching.
		Develop the instructional coaching skills of adults.	Coaches can confidently: <ul style="list-style-type: none">• identify, and clearly define, the target performance;• identify the biggest gap between target and current performance;• break this down into components which can be practised;• design practice;• facilitate practice in controlled conditions; and• give feedback and increase complexity of practice.
Total budgeted cost 20-21			£1,250

ii. Targeted support			
Staff lead When will we review or implement action?			
Desired outcome	What is the evidence and rationale for this choice?	Chosen action/approach	How will we ensure it is implemented well?
To further improve the pedagogy of reading	<p>Our pupils' success will be defined by their ability to read fluently and skilfully; we aim to develop a life-long love of reading and so need to ensure that every teacher has the knowledge and skill to teach reading with confidence.</p> <p>The teaching of explicit reading comprehension strategies (vocabulary, inference, prediction, explanation, retrieval, sequencing and summarising) alongside the teaching of decoding is aligned to current EEF research which advocates a balanced approach to the teaching of reading. A greater exposure to challenging texts will enhance the children's vocabulary whilst stoking their levels of engagement and motivation for reading which in turn will impact positively on reading attainment.</p> <p>At the end of EYFS (2019) 72% of disadvantaged pupils achieved expected standard against 85% non-disadvantaged. No disadvantaged pupils were assessed in reading at exceeding at the end of EYFS whereas 16% of non-disadvantaged achieved this.</p>	<p>Ensure all disadvantaged pupils (Rec-Year 3) are heard read at least 4 times per week.</p>	<p>Disadvantaged pupils read fluently and skilfully and their attainment at the end of key phases is at least in line with all pupils' nationality.</p>
		<p>Ensure all non-fluent readers (Year -Year 6) who are disadvantaged are heard read at least 4 times per week.</p>	
		<p>Facilitate regular opportunities for leaders to meet with year group teachers to monitor the reading curriculum and its delivery.</p>	
		<p>Support colleagues with strategies (including use of digital technology) to deliver the quality first teaching of reading.</p>	
		<p>Ensure there is a consistent and progressive approach to the teaching of systematic synthetic phonics.</p>	

	<p>End of Key Stage 1 data demonstrates that 91% of disadvantaged pupils reached the expected standard in reading in 2019.</p> <p>End of Key Stage 2 data, in 2019, demonstrates that disadvantaged pupils, reaching the expected standard in reading was 63% against a national average of 78% for all pupils. Similarly, achieving greater depth was 21% against a national average of 31% for all pupils.</p>		
Total budgeted cost			£44,788


iii. Other approaches			
Staff lead			
When will we review or implement action?			
Desired outcome	What is the evidence and rationale for this choice?	Chosen action/approach	How will we ensure it is implemented well?
To further develop the provision of social and emotional learning	<p>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.’ Indeed, pupils eligible for free school meals are around four times more likely to be permanently or temporarily excluded than their peers (Royal Society for the encouragement of Arts, Manufactures and Commerce). Young Minds ‘Addressing Adversity 2017’ report, stated that 1 in 3 diagnosed mental health conditions in adulthood are directly related to adverse childhood experiences (ACEs). The report also states that for people who have experienced 4 or more ACEs in childhood, they are:</p> <ul style="list-style-type: none"> • 2 times more likely to binge drink and have a poor diet; • 3 times more likely to smoke; • 4 times more likely to have poor mental health; • 5 times more likely to have underage sex; • 6 times more likely to have an unplanned pregnancy; • 7 times more likely to be involved in violence; 	Identify an appropriate area for the Sandford Hill Home Hub.	<p>An area is furnished and resourced in preparation to open as ‘The Sandford Hill Home Hub’.</p> <p>Tiered layers of individualised interventions are embedded which enable all pupils to access the curriculum within in their classroom setting.</p>
		Purchase furniture and resources, including a range of books/resources for adults working with traumatized children by Dr. Treisman.	
		Access ongoing relevant training for key staff within the Hub.	
		Produce a whole school graduated response to support children’s mental wellbeing using a tiered approach, from universal provision to individualised programmes for identified children.	
		Research assessment programmes for identification of need and once decided on the appropriate programmes use these to assess the children who will access the Hub which will provide entry and exit data.	
		Write plans of support following the model of Assess, Plan, Do, Review for the children who require intervention.	
		Continue to offer relevant up-to-date information and support to the whole school staff, including further training on ACEs and their impact on future life experiences.	

	<ul style="list-style-type: none"> • 11 times more likely to use illegal drugs; and • 11 times more likely to be imprisoned. 		
To increase the support offered to the parents and carers of pre-school children in the education of their child	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Transition for pre-school children, this year, has shown that there is a need for us to offer more support to the parents/carers of the children that will be joining school in September.	Contact families and timetable home visits.	<p>The vast majority of pupils are school ready and show this through:</p> <ul style="list-style-type: none"> • separating from their carer and interacting independently; • communicating their wants and needs; • dressing themselves; • using the toilet; • sitting and concentrating for short periods of time; • playing and sharing with other children in a safe and positive way; and • being curious and happy to explore new activities or environments. <p>The percentage of children who are achieving or exceeding a good level of development (GLD) at the end of their reception year is at least in line with their peers nationally.</p>
		Complete an initial assessment of families' needs.	
		Plan the support needed to address issues and prevent any problems from escalating.	
		Enhance parents' understanding of different education and play strategies in the home.	
		Coach, mentor and motivate families to understand the benefits of relevant activities.	
		Undertake regular review meetings with individuals and families during home visits to ensure they are fully supported to progress and achieve desired outcomes.	
		Maintain accurate and up-to-date records, including reports of all interactions.	
		Ensure up-to-date knowledge of local service provision for appropriate signposting and referrals.	
		Support pupils during their transition to full-time school.	
		Target, through small group teaching and one-to-one support nursery and	


		reception pupils who require academic or social and emotional recovery.	
		Enhance parents' understanding of different education and play strategies at school.	
		Use an evidence-based strategy to support the effective delivery of early language and communication skills.	
Total budgeted cost			£72,181

6. Review of expenditure				
Previous academic year				
Desired outcome	Chosen action/approach	Estimated impact: <i>Did we meet the success criteria? May include impact on non-PP.</i>	Lessons learned: <i>Will we continue this approach.</i>	Cost
To revise and update the school curriculum.	A clear and coherent rationale for our curriculum was agreed by stakeholders. This was designed to meet the needs of the learners. A vocabulary rich curriculum was implemented.	Visits, visitors and extra-curricular opportunities have helped to develop the cultural capital of all the children and significantly those from a disadvantaged background.	Progress has been made towards realising the desired outcomes. There is now however, a clear recognition that to bring about sustained change, with significant impact, more time needs to be given to embed the actions to fully realise the desired outcomes.	£5,857
To develop and spread excellent practice, for the benefit of all pupils. (Vocabulary)	Academic vocabulary is taught explicitly and clearly throughout the curriculum.	Tier 2 and Tier 3 vocabulary is planned and taught across all areas of the curriculum.	The Covid 19 pandemic has also hampered the progress towards these outcomes.	£6,451.25
To develop and spread excellent practice, for the benefit of all pupils. (Small steps Maths)	CPD to support the implementation of the recommendations within EEF research.	The coaching model adopted has impacted significantly upon staff and the teaching of mathematics.		

Targeted academic support and Wider strategies

Action	2018 - 2020
<p>Attendance</p> <p>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.</p> <p>Sandford Hill Non-PP Pupils persistent absence in 2017-2018 was 6.6%.</p> <p>Sandford Hill PP Pupils persistent absence in 2017-2018 was 15.88%.</p> <p>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.'</p>	<p>Buy additional EWO time to facilitate home visits and attendance clinics. (£2,400)</p> <p>05.11.18 - PP persistent absence 15.21%</p> <p>11.02.19 - PP persistent absence 11.2%</p> <p>15.07.19 - PP persistent absence 9.5% (11 out of 115)</p> <p>05.11.18 - PP overall attendance (restricting Nursery) 95.3%</p> <p>11.02.19 - PP overall attendance (restricting Nursery) 95.8%</p> <p>08.07.19 - PP overall attendance (restricting Nursery) 95.8%</p> <p>03.09.19 – 25.10.19 The overall attendance percentage for Pupil Premium pupils is 94.7%. and is 96.8% for Non-Pupil Premium pupils. There are 21 (17.3%) Pupil Premium pupils that have an attendance below 90% and 38 (10.7%) Non-Pupil Premium pupils.</p> <p>20.12.19 - PP persistent absence 19.9% (23 out of 121 pupils)</p> <p>05.11.18 - PP overall attendance (restricting Nursery) 93.4%</p> <p>Virus in December impacted on school attendance.</p>
<p>Breakfast Club and Magic Breakfast</p> <p>To provide breakfast for identified and invited pupils as well as a nutritious breakfast to all children as a fuel for learning.</p> <p>"It gives the children more motivation to get up and dressed in the morning."</p> <p>"I love Breakfast Club as it benefits me financially and the children don't mind coming to school as long as they can come to Breakfast Club." Parent feedback 2017 - 2018</p> <p>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</p>	<p>Home School Link Worker hours to deliver a Breakfast Club for targeted pupils (£2,074.80). Pay for the kitchen staff to prepare bagels (£1,762.50).</p> <p>14.01.19 all children offered a bagel as they arrive in class in the morning.</p>  <p>07.06.19 Katie Mann (National Schools Breakfast Programme) "The Breakfast Club is a lovely, welcoming environment for children to start their day in a calm manner. The numbers are steady and the selected children have really benefited from this settling start to the day. You have a selection of activities for children to engage with. The staff have established a good routine each morning and the children's needs are being met fully. I would advise adding fruit to the food offering to comply with School Food Standards. Bagels are being prepared by three members of your catering staff each morning and distributed in</p>

<p>Duff & JL Walton: Nutrition Bulletin (2012), 37: 232-240.</p>	<p>insulated boxes to each classroom by bagel monitors. The kitchen staff monitor any waste carefully which is great.” See parental feedback (ParentMail questionnaire) March 2019 Kitchen refurbishment has meant that since September 2019 the school has been unable to offer a Magic Breakfast. See Breakfast Club attendance signing in sheet. Case Study Pupil A</p>
<p>Nurture support across the school 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. Next steps:</p> <ul style="list-style-type: none"> • write plans to address current provision of pupils receiving interventions; • attend training; • become involved with strong roots; and • seek opportunities to provide pupils with life-long learning skill. 	<p>Nurture support workers (£29,419.00) and an outdoor workshop to support their work (£600.00). Support has been provided to children through referrals to CAMHS and Younger Minds. For two children, plans to support them with their emotional needs included time out of the classroom to regulate their emotions, with one of the pupils completing a cognitive behaviour workbook. Both children used a Worry Monster, received nurture support at lunchtime and had a Home-School Behaviour Diary. Referrals to CAMHS and access to the Educational Psychologist also took place for both children. The impact of this support has been positive. One of the children has improved by being able to accept failure, control their emotions better by talking about their feelings and is spending more time in the classroom, with support, and is also spending time with their peers during playtime. The other child who has been medicated by CAMHS, is much calmer although, their anxieties are still evident in discussions and they still need the reassurance of a meet and greet in the morning. Nurture support workers (£29,419.00) and an outdoor workshop to support their work (£600.00). Child A - 0 incidents since September and 24 incidents in 2018 - 2019 Child B – 3 incidents since September and 24 incidents in 2018 - 2019 Case study 4 pupils</p>

<p>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. (Royal Society for the encouragement of Arts, Manufactures and Commerce)</p>	
<p>Adult led lunchtime activities 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.</p> <p>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 (Royal Society for the encouragement of Arts, Manufactures and Commerce).</p>	<p>Buy in BEE Active coaches x3 – (3 days / week £11609.00) to deliver playground activities</p> <p>25.01.19 BEE active working with Key Stage 1 at lunchtime</p>  <p>28.02.19 See Twitter Posts</p>
<p>Essential Life Skills To engage with providers to target and develop essential life skills highlighted in the school vision and values.</p> <ul style="list-style-type: none"> 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) 	<p>Fund 30 hours additional hours to work alongside pupils. Capital budget that can be used by the John Muir Project Group to support their conservation work. £639.00. Partners in Creative Learning - Art resources £1000.00</p> <p>08.02.19 John Muir Club https://twitter.com/sandford_hill/status/1093908918181474305/photo/1</p> <p>01.03.2019 John Muir Club https://twitter.com/sandford_hill/status/1101514319550926848/photo/1</p> <p>To allow Year 4 child the opportunity to take part after school on a Tuesday and a Friday, RH transports the Year 4 child home after the club.</p> <p>15.05.19 The John Muir Club, have transformed the neglected school woodland area and turned into a space that is being used to support learning. “The children in the John Muir Club are doing a fantastic job cleaning up the woodland area and as a result we could explore it with the children. We were able to take our learning outdoors and bring the story of the ‘Stickman’ to life.” EYFS teacher</p>

<ul style="list-style-type: none"> Project Title – Strong Roots – Better Futures Provider – Staffordshire Wildlife Trust 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: <ul style="list-style-type: none"> 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; and 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 	<p><u>Reception-wood-exploring</u></p> <p>The pupils invited to attend the John Muir Club have benefitted greatly from the experience. “I like insects and nature. I love cutting brambles because it’s like cleaning up outside and I feel like I’m in a forest far away.” Children have developed confidence, worked co-operatively and have taken great pride in reclaiming the woodland area which is now being used as a valuable resource, by children from across the school, to support learning. Staff are ensuring that the club is sustainable by training to become John Muir Trust assessors.</p> <p>01.03.19 Art Club https://twitter.com/sandford_hill/status/1101513928906100736/photo/1</p> <p>Regular, creative opportunities organised for children both in and out of school to promote art and culture: art clubs, Christmas fayre, visit to Spode, art days and a visit to (26.06.19) Media City and The Lowry.</p> <p>12.07.19 The Loving Learning through Arts and Culture Project was valued by children and impacted positively on their well-being. “I’m really glad that I can go to Art Club on a Friday because my parents always go somewhere after school.” Year 6 child “I don’t do much art at home so I can experiment and have fun at school. It helps to me to relax.” Year 6 child</p> <p>See also Essential Life Skills Cycling Review.</p>
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<p>Support for pupils, parents and families</p> <p>To provide support for identified pupils (uniform, classroom equipment, Homework Club), and their families (parental advice, form filling, housing).</p> <p>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.</p> <p>EYFS – reading, phonics and number</p> <p>Year 1 – reading and phonics</p> <p>Year 2 – reading and mathematics</p> <p>Year 6 – mathematics and SPaG</p> <p>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 to increase engagement with parents."</p>	<p>Year 6 mathematics groups (£18405.30) and Dyslexia Tutor (£2888.50). Supply cost to allow a meeting, once a term, with class teacher to discuss the learning needs and the personal development, health and wellbeing needs of PP pupils. £2023.65 Capital budget to provide pupils with resources (the resources will be discussed at the termly PP pupil-progress meeting). Young Carers (Sam Schofield S-o-T Young Carer Lead)</p> <p>12 out of 18 Year 6 pupils attained the expected standard in mathematics in July 2019. Three of the children were assessed as working at greater depth.</p> <p>Having seen the impact of a specialized tutor's work on a targeted pupil premium in school, our SENCo is actively involving herself with the Staffordshire Dyslexia Association. She has observed sessions and has received training to deliver Sylvia Phillips/Kathleen Kelly multi-sensory programme, so that we can internally offer more specialized dyslexia support.</p>
<p>Reading</p> <p>To develop a love of reading.</p> <p>To ensure all pupils read daily to an adult in KS1 and Year 3.</p> <p>The first EEF trial of Accelerated Reader found that Year 7 pupils who were offered Accelerated</p>	<p>Subscription to Accelerated Reader</p> <p>£1866.40 Increase the number of books in the school library</p> <p>£600.00 Teaching Assistants to support individual reading (Year 1 – Year 3). Provide phonic training for Teaching Assistants. Create resources to support the teaching of phonics. £22070.40</p> <p>Overall attainment in reading in line with the national average at the expected standard and above the National average at the Greater Depth standard. 15 out of 18 Year 6 pupils attained the expected</p>

<p>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.</p> <p>"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.</p> <p>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.</p>	<p>standard in reading and 5 out of 18 pupils attained Greater Depth. In addition, at the end of Key Stage 2, question level analysis shows, the difference between school and national for the inference strand is 2 points above the National average having been below for the previous two years (-5 and -2).</p> <p>10 out of 11 Year 2 pupils attained the expected standard in reading in June. 2019. Two of the children were assessed as working at greater depth.</p> <p>13 out of 16 Year 1 pupils attained the phonic screening threshold.</p>
Total Cost £161,181.63	

7. Additional detail		
Other areas of expenditure include		Cost
Objective		
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
	Free School Milk	£1,078.00
To provide support for identified pupils (uniform, classroom equipment, Homework Club), and their families (parental advice, form filling, housing).	Home School Link Worker	£33,345.00
	PE kit subsidy	£5,220
	Miscellaneous	£200
To further develop the children's cultural capital.	Minibus lease	£9,798.32
	Visit 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	£2,200
	New Accelerated Reader library books	£3,000
	Letterbox Club Subscription for LAC	£646
		£71,961