

## Pupil premium strategy statement

### School overview

| Metric                                      | Data                         |
|---|------------------------------|
| School name                                 | Sandford Hill Primary School |
| Pupils in school                            | 481                          |
| Proportion of disadvantaged pupils          | 33%                          |
| Pupil premium allocation this academic year | £176,505                     |
| Academic year or years covered by statement | 2021 - 2024                  |
| Publish date                                | September 2021               |
| Review date                                 | Ongoing                      |
| Pupil premium lead                          | David Wardle                 |
| Governor lead                               | Christopher Austin           |

### Disadvantaged pupil progress scores for last academic year

| Measure  | Score   |
|--|---|
| Reading, Writing and Maths<br>Three-year average 2017 - 2019 | Expected standard at the end of Year 6 63.8%<br>Greater Depth standard at the end of Year 6 12.0% |

### Strategy aims for disadvantaged pupils 2021 - 2024

| Aim   | Measure   |
|---|---|
| 1. To further improve the quality of teaching through a focus on metacognition and self-regulation, vocabulary and speech and language development. | <ul style="list-style-type: none"><li>Adults are committed to the Professional Growth Policy which results in a culture of 'improve not prove'.</li><li>Adults have a secure knowledge of metacognition which enables deep learning across the curriculum.</li><li>Disadvantaged children's language and early literacy skills are improving as a consequence of effective speech and language programmes.</li><li>Disadvantaged children receive a vocabulary rich curriculum enabling them to become confident communicators.</li></ul> |
| 2. To harness the pupils' use of digital technologies for enhancing learning opportunities.   | <ul style="list-style-type: none"><li>Disadvantaged children are able to keep themselves and others safe when using digital technologies.</li><li>Disadvantaged children are digitally literate.</li><li>Staff deliver new and innovative ways of teaching which helps to close gaps.</li></ul>   |
| 3. To further develop the provision of social and emotional learning.   | <ul style="list-style-type: none"><li>Disadvantaged children access tiered provision that supports their social, emotional and mental health needs.</li></ul>   |

## Teaching priorities for current academic year 2021 - 2022

| Measure   | Year 1 Target  | Target date |
|---|--|-------------|
| 1.1 Adults are committed to the Professional Growth Policy which results in a culture of 'improve not prove'.                               | Revisit The Professional Growth policy, introduced last year, and identify further CPD needs.<br>Stakeholders take ownership of the systems for facilitating continuing professional growth for themselves and others.   | July 2022   |
| 1.2 Adults have a secure knowledge of metacognition which enables deep learning across the curriculum.                                      | Teachers' metacognitive knowledge and understanding is embedded in their practice so that disadvantaged children achieve well.   | July 2022   |
| 1.3 Adults have a secure knowledge of self-regulation which enables deep learning across the curriculum.                                    | Teachers' knowledge of self-regulation is embedded in their practice so that disadvantaged children achieve well.  | July 2022   |
| 1.4 Disadvantaged children's language and early literacy skills are improving as a consequence of effective speech and language programmes. | Speech and language programmes ensure that gaps within early language skills of disadvantaged children are addressed and most pupils achieve the Early Learning Goals in Literacy.   | July 2022   |
| 1.5 Disadvantaged children receive a vocabulary rich curriculum enabling them to become confident communicators.                            | Teachers ensure that their own, and their colleagues, speaking and listening of English supports pupils in developing their language and vocabulary across the curriculum.<br>Development of vocabulary enables pupils to read widely and with fluency and comprehension appropriate to their age. | July 2022   |

| Measure   | Year 1 Target  | Target date |
|---|--|-------------|
| 2.1 Disadvantaged children know how to keep themselves and others safe when using digital technologies. | Robust systems, including the e-safety progression checklist, are embedded so that children meet end of phase expectations (EYFS, Y2, Y4 and Y6).<br>Risk assessments for the safe-use of digital technologies are adhered to.   | July 2022   |
| 2.2 Disadvantaged children are digitally literate.  | Identified disadvantaged children are trained as 'Digital Champions' across Year 5 and Year 6.<br>Disadvantaged children demonstrate iPad progression skills relevant to their age to develop independence.  | July 2022   |
| 2.3 Staff deliver new and innovative ways of teaching which helps to close gaps.                        | Implement the key EEF recommendations 'Using Digital Technologies To Improve Learning': <ul style="list-style-type: none"> <li>the use of Lumio is embedded across Key Stage 2 to improve the quality of explanations and modelling; and</li> <li>technology is used effectively to support retention of key ideas and knowledge for disadvantaged children through retrieval practice and self-quizzing.</li> </ul> | July 2022   |

| Measure  | Year 1 Target   | Target date      |
|--|---|------------------|
| <p>3.1 Disadvantaged children access tiered provision that supports their social, emotional and mental health needs.</p> | <p>The Senior Inclusion Support Assistant has gained accreditation as an Emotional Literacy Support Assistant (ELSA).</p> <p>The Relationship Policy (evolved from the Behaviour Policy) is implemented consistently.</p> <p>The tiered approach has evolved and robust systems are in place to support the early identification of those disadvantaged children in need of social and emotional support.</p> <p>Inclusion leader has developed efficient systems for the collection of assessment to evidence impact.</p> <p>Early Years Family Support role is established.</p> <p>Engage families of disadvantaged pupils.</p> | <p>July 2022</p> |

| Year 1 Target  | Year 1 Actions  |
|--|---|
| 1.1i Revisit Professional Growth policy, introduced last year, and identify further CPD needs.   | <p>Complete Teacher Audit against Teacher Standards.</p> <p>Complete Curriculum skills audit and tailor staff training in response to identified need in support of school priorities.</p> <p>Continue to hold professional growth meetings throughout the year.</p>  |
| 1.1ii Stakeholders take ownership of the systems for facilitating continuing professional growth for themselves and others.  | <p>Develop the use of TEAMS to demonstrate engagement of professional growth.</p> <p>Extend use of Share Point site in support of CPD.</p>  |
| 1.2 Teachers' metacognitive knowledge and understanding is embedded in their practice so that disadvantaged children achieve well.   | <p>Provide further metacognition training for staff to deliver effective strategies such as modelling and scaffolding.</p> <p>Encourage staff to deliberately practice specific skills and apply what they have learnt by experimenting back in the classroom.</p> <p>Structure in time for reflection on the success of experimentation and what can be improved next time.</p> <p>Work alongside colleagues in support of classroom practice and provide regular and actionable feedback on performance and implementation.</p> <p>Meet regularly with subject leaders to evaluate and update subject planning.</p> |
| 1.3 Teachers' knowledge of self-regulation is embedded in their practice so that disadvantaged children achieve well.  | <p>Deliver whole school, self-regulation, training.</p> <p>Support and coach colleagues to implement the teaching of self-regulation in (use of the EEF independent behaviours checklist).</p> <p>Monitor the impact of the self-regulation training using techniques such as pupil tracking.</p>   |
| 1.4 Speech and language programmes ensure that gaps within early language skills of disadvantaged children are addressed and most pupils achieve the Early Learning Goals in Literacy. | <p>Nominate a NELI lead and establish their role.</p> <p>Attend Nuffield Early Language Intervention (NELI) training.</p> <p>Identify pupils to receive speech and language intervention in EYFS.</p> <p>Monitor intervention based on Early Communication Screening to Nursery pupils.</p> <p>Deliver NELI programme.</p> <p>Engage with parents of pupils accessing the NELI programme.</p>   |
| 1.5i Teachers ensure that their own, and their colleagues, speaking and listening of English supports pupils in developing their language and vocabulary across the curriculum.        | <p>Create subject specific vocabulary progression maps.</p> <p>Meet alongside subject leaders to evaluate how subject specific tier 3 vocabulary is embedded within their curriculum area including pupil voice.</p> <p>Ensure subject leaders are supporting and challenging colleagues to use subject specific vocabulary.</p> <p>Ensure that the focus on vocabulary is reflected in the learning environment.</p>   |
| 1.5ii Development of vocabulary enables pupils to read widely and with fluency and comprehension appropriate to their age.   | <p>Deliver daily whole class reading lessons with a focus on the explicit teaching of Tier 2 and Tier 3 vocabulary.</p> <p>Teach children some of the essential etymology and morphology of the English language so that pupils can independently work out word meanings.</p> <p>Study a range of age-appropriate texts to expose the children to a wide range of curriculum vocabulary.</p>  |

|   |   |
|---|---|
| Barriers to learning these priorities address | <p>Appraisal system having limited impact on teaching and learning across the wider curriculum.</p> <p>Significant poor language development of 3-year-olds on entry to Early Years.</p>  |
| Projected spending                            | <p>Cover costs to provide</p> <ul style="list-style-type: none"> <li>• opportunities for explicit discussions around how to apply new ideas and strategies to classroom practice and adapt existing practices;</li> <li>• coaching opportunities to support the delivery of new skills and strategies; and</li> <li>• time for reflection on the success of experimentation and what can be improved next time.</li> <li>• opportunities to attend external training</li> </ul> <p><b>Projected spending - £1,700</b></p> |

| Year 1 Target   | Year 1 Actions  |
|---|---|
| <p>2.1i Robust systems, including the e-safety progression checklist, are embedded so that children meet end of phase expectations (EYFS, Y2, Y4 and Y6).</p>   | <p>Revise e-safety policy and ensure all stake-holders have understood it.<br/>           Deliver e-safety training/briefings to staff.<br/>           Share e-safety messages regularly with parents/carers through school communications.<br/>           Use the e-safety long term overview to create end of phase expectations.<br/>           Conduct pupil voice interviews to determine children’s awareness of e-safety.<br/>           Meet regularly with subject leader to evaluate provision.<br/>           Support disadvantaged ‘Digital Champions’ to confidently communicate with all stakeholders (assemblies, letters to parents etc).</p> |
| <p>2.1ii Risk assessments for the safe-use of digital technologies are adhered to.</p>  | <p>Ensure risk assessments are carried out and protocols are established before emerging technologies are used in school.</p>   |
| <p>2.2i Identified disadvantaged children are trained as ‘Digital Champions’ across Year 5 and Year 6.</p>  | <p>Train disadvantaged children to be Childnet Digital Leaders.<br/>           Facilitate opportunities for disadvantaged ‘Digital Champions’ to impact on their peers.</p>   |
| <p>2.2ii Disadvantaged children independently demonstrate age-related iPad skills.</p>  | <p>Support colleagues with the teaching of iPad skills.<br/>           Monitor teaching including pupil voice.</p>  |
| <p>2.3 Implement the key EEF recommendations ‘Using Digital Technologies To Improve Learning’:</p> <ul style="list-style-type: none"> <li>• the use of Lumio is embedded across Key Stage 2 to improve the quality of explanations and modelling; and</li> <li>• technology is used effectively to support retention of key ideas and knowledge for disadvantaged children through retrieval practice and self-quizzing.</li> </ul> | <p>Engage with EdTech Demonstrator programme and cascade.<br/>           Audit additional training needs.<br/>           Devise and deliver training programme (staff meetings, exemplar lessons, team teaching, coaching) to support pedagogy so that disadvantaged children access quality first teaching.</p>  |
| <p>2.4 Families of disadvantaged pupils support their child’s learning.</p>   | <p>Review how we work with parents whilst also considering recommendations within the EEF ‘Working with Parents to Support Children’s Learning Guidance Report’.</p>  |
| <p>Barriers to learning these priorities address</p>  | <p>Disadvantaged pupils have limited access to devices.<br/>           Lost learning during COVID lockdowns.</p>  |
| <p>Projected spending</p>   | <p>Cost of Digital Leader training.<br/>           Cover costs to provide</p> <ul style="list-style-type: none"> <li>• opportunities for explicit discussions around how to apply new ideas and strategies to classroom practice and adapt existing practices;</li> <li>• coaching opportunities to support the delivery of new skills and strategies; and</li> <li>• time for reflection on the success of experimentation and what can be improved next time.</li> </ul> <p>Opportunities to attend external training.<br/> <b>Projected spending - £1,520</b></p>  |

| Year 1 Target  | Year 1 Actions  |
|--|---|
| 3.1 The Senior Inclusion Support Assistant has gained accreditation as an Emotional Literacy Support Assistant (ELSA).   | Support colleague's professional growth by cascading information to raise awareness of ELSA following attendance at ELSA conference in November.<br>Complete ELSA training and supervision sessions (2021-2022) to attain accreditation (Senior Inclusion Support Assistant).   |
| 3.2 The Relationship Policy (evolved from the Behaviour Policy) is implemented consistently.   | Deliver whole school relationship training (external).<br>Update and share policy with stakeholders, to reflect the school focus on relationships.<br>Support and challenge colleagues.   |
| 3.3 The tiered approach has evolved and robust systems are in place to support the early identification of those disadvantaged children in need of social and emotional support. | Establish criteria for access to the Home Hub and ensure they are understood by all staff so that disadvantaged children receive the bespoke support they require.<br>Evaluate programmes delivered and adapt practice accordingly.   |
| 3.4 Inclusion leader has developed efficient systems for the collection of assessment to evidence impact.  | Explore efficient systems to improve programme quality and inform next stages of implementation.  |
| 3.5 Early Years Family Support role is established.  | Finalise the intent of the Early Years Family Support Worker (EYFSW). How we will establish systems to: <ul style="list-style-type: none"> <li>• identify families (September open evening) and the pupil's needs;</li> <li>• engage families;</li> <li>• tailor and deliver support; and</li> <li>• monitor and evaluate the impact of support.</li> </ul> Implement agreed systems.<br>Develop a network of support for the EYFSW to meet the needs of disadvantaged early years and pre-school children. |
| 3.6 Families of disadvantaged pupils support their child's learning.   | Review how we work with parents whilst also considering recommendations within the EEF 'Working with Parents to Support Children's Learning Guidance Report'.   |
| Barriers to learning these priorities address  | Children in need of social and emotional support is increasing.<br>Significant poor language development on entry to Early Years.<br>COVID lockdowns.   |
| Projected spending   | Inclusion support assistant salary (x2) Early Years Family Support Worker salary, adult training opportunities and conversion of two rooms into a Home Hub.<br><b>Projected spending - £89,084</b>  |

## Targeted academic support for current academic year

| Target 2021 - 2022   | One Year Actions   |
|--|--|
| <p>To build on the strengths in the teaching of synthetic phonics so that high attainment is maintained.</p> | <p>Embed the amended Phonic policy.<br/>           Update phonic progression map for EYFS and KS1.<br/>           Inform parents of our approach to teaching phonics (including workshops) as well as information about pupil's reading books.<br/>           Match reading scheme books to pupil's phonic ability.<br/>           Deliver regular CPD to all staff teaching phonics.<br/>           Produce a consistent set of phonic resources to be used across the school.<br/>           Monitor the teaching of phonics.<br/>           Ensure gaps in phonic knowledge are addressed quickly through effective use of formative assessment for disadvantaged pupils.</p> |
| <p>To teach reading comprehension</p>  | <p>Assess pupil's phonic and reading ability.<br/>           Teach synthetic phonics.<br/>           Communicate with parents regarding phonically decodable reading books.<br/>           Ensure that the approach to teaching early reading is based the decoding of words.<br/>           Further develop strategies to teach reading fluency (WCR).</p>  |
| <p>To identify and address any gaps in prior learning associated with school closure during COVID 19.</p>    | <p>Access the National Tutoring Programme to support identified disadvantaged children in reading and maths recovery.<br/>           Use SLT to facilitate smaller teaching groups for disadvantaged pupils across the school.<br/>           Ensure systems are in place to monitor the impact of interventions on the progress of disadvantaged pupils.</p>  |
| <p>Barriers to learning these priorities address</p>   | <p>Missed learning during COVID lockdowns.<br/>           Reading scheme not always in line with the pupil's phonic ability.<br/>           Inconsistency in the use of scaffolding (actions) to support disadvantaged pupils in recalling phonic sounds.</p>  |
| <p>Projected spending</p>  | <p>Adult training opportunities, adult coaching opportunities, CPD resources, pupil resources and the National Tutoring Programme.<br/> <b>Projected spending - £76,881</b></p>  |

## Wider strategies for current academic year

| Target 2021 - 2022   | Activity   |
|--|--|
| To provide breakfast for identified disadvantaged pupils   | Provide toast/bagels to all pupils.  |
| To provide targeted support for identified disadvantaged pupils and their families   | Direct Home School link worker to support identified families<br>Subsidise expenditure for disadvantaged families.   |
| To ensure that the percentage of persistent absence of disadvantaged pupils is at least in-line with non-disadvantaged pupils nationally | Purchase additional EWO time to monitor attendance.<br>Monitor attendance and punctuality daily and communicate with parents/carers.<br>Invite parents/carers to attendance clinics.<br>Instigate Early Help where needed.                     |
| To further develop the pupil's Cultural Capital  | Establish a team to agree an understanding of Cultural Capital.<br>Draft and implement Cultural Capital policy.<br>Prioritise disadvantaged children to attend extra-curricular activities and create a recording system to track involvement. |
| Barriers to learning these priorities address  | Lack of opportunities for children during COVID 19.<br>The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.   |
| Projected spending   | Breakfast food and preparation, Home School Link Worker salary, additional EWO bought in time and subsidised cost of P.E. kit, cost of trips etc.<br><b>Projected spending - £42,721</b>   |

## Monitoring and Implementation

| Area             | Challenge   | Mitigating action  |
|------------------|---|--|
| Teaching         | Ensuring enough time is given to allow for staff CPD in the areas identified above<br>Staff disruption to teaching due to COVID 19<br>Gaps widened due to home learning   | Regular evaluation to assess progress against mile stones and prioritise future actions.<br>Use of support staff to cover where possible.<br>Regular pupil progress meetings identify specific needs.<br>Detailed catch up plans to monitor impact of interventions. |
| Targeted support | Identifying gaps in knowledge as a result of school closure<br>Maintaining a broad and balanced curriculum<br>Space for teaching of small groups due to restrictions<br>Ensuring early reading books match phonic progression | Detailed catch up plans to monitor impact of interventions.<br>Prioritise interventions in line with Cognitive Load Theory.<br>In class interventions delivered by class teacher.<br>Create system to match reading books to phonic progression and track progress.  |

### Review: last year's aims and outcomes

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 2020-2021 actions to fully realise the desired outcomes. The Covid 19 pandemic has also hampered the progress towards these outcomes.

| Aim   | Outcome   |
|---|---|
| To further improve the quality of teaching                        | Staff undertook online training which provided the opportunities to explore strategies to reduce Cognitive Load. Effective strategies are now being implemented in day-to-day practice to reduce the extraneous load placed on disadvantaged children and consolidate their learning. |
| To further improve the pedagogy of reading                        | Whole class reading was introduced. Staff undertook training. VIPERS is embedded across the school so that disadvantaged pupils are further exposed to challenging age-appropriate texts to develop their reading skills.   |
| To further develop the provision of social and emotional learning | Sandford Hill Home Hub was established with a tiered system of support offered to disadvantaged children. There is a clear understanding by staff of the operational provision which has ensured that disadvantaged children are successfully included in the classroom.              |