

Sandford Hill Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sandford Hill Primary
Number of pupils in school	481
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	Ongoing
Statement authorised by	
Pupil premium lead	David Wardle
Governor / Trustee lead	Christopher Austin

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£176,505
Recovery premium funding allocation this academic year	£33,082
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£209,587

You may want to include information on:

What are your ultimate objectives for your disadvantaged pupils?

How does your current pupil premium strategy plan work towards achieving those objectives?

What are the key principles of your strategy plan?

Sandford Hill is a school community where tolerance, co-operation and respect for every individual and their family are central. Nobody will be left out and everyone will be treated with thoughtfulness and respect. This will enable all of our disadvantaged children (as well as our non-disadvantaged pupils) to thrive in a supportive, highly cohesive, learning community. **The achievement and high expectations of pupil premium pupils will be seen as everyone's responsibility.**

There is a high level of retention of teachers, leaders and other key staff and our aim is to maintain this. To do this, we will continue to focus on continually challenging teachers to develop their practice so that they are able to, confidently and effectively, explicitly teach, a knowledge rich curriculum which has the development of language at its heart. There will be a focus on teaching in small steps which are each directly instructed by the teacher. This approach will positively impact on the achievement of all of our learners but is especially important for our disadvantaged pupils. **A focus on high quality teaching** will be achieved in a supportive manner through an established professional development philosophy of improve not prove.

One of the most important things we can do for our young people is give them the security of routines and teachers who are secure in their role as the adult with the authority in the room. To achieve this will also require on-going training and support for adults and a school wide approach. At Sandford Hill we prefer to talk about behaviour management and relationships together. Indeed, we aim to transition from a Behaviour Policy to a Relationships Policy. Our view is that for our children growing up in a household where they lack sleep, food and secure housing then relationships become crucial for learning. Indeed, the more trauma a young person has suffered, the more absences they have had from education, the more crucial is their relationship with the adults in our school. **A focus on the well-being of the child and high quality pastoral care for children and their family** will be highly prioritised within our strategy plan.

Pupil premium funding is allocated from the school budget each year as part of our 3-year plan. The stability in leadership at Sandford Hill will ensure that the approaches, which will be focused on pupil need, will be given the time to impact positively on strong pupil outcomes. The needs of our pupils will be identified through:

- accurate assessment of pupils and met through early intervention;
- a secure knowledge of the Sandford Hill community and the families whose children attend our school. Sandford Hill has an experienced staff, some of who have:
 - attended Sandford Hill as a pupil;
 - lived in the Sandford Hill community; and/or
 - worked at Sandford Hill for the whole of their career.
- a secure knowledge of the City agenda (and any National school plans, e.g. education recovery)
 - "Room to Grow" Children and Young People's Strategy 2020 – 2024
 - Stoke-on-Trent Safeguarding Board annual priorities

Finally, when making decisions about allocating our pupil premium funding to meet the needs of an individual, we will also be aware that not all pupils who are socially disadvantaged or vulnerable are registered or qualify for free school meals. Indeed, our percentage of pupil premium pupils is considerably below the percentage of pupils, attending Sandford Hill, who are from the 20% most deprived households highlighted through the index of multiple deprivation.

We will also, before targeting a resource, through our secure knowledge of a child and their family, be aware of the circumstances of an Ever 6 pupil which we know can vary greatly.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Lockdown in Spring Term 2020 and Summer Term 2020; the implementation of “Year group bubbles” in Autumn 2020 restricting adults meeting together and visiting other classrooms; the prioritising of training being focused on the use of TEAMS to deliver remote lessons in Summer 2020 and Autumn 2020; lockdown in Spring 2021; the reintroduction of “Year group bubbles” in Spring 2021 and Summer 2021; and COVID related staff absence in Autumn 2021 has meant facilitating and sustaining planned and timetabled staff training and coaching opportunities over the past 20 months has been varied in its impact.
2	<p>An increased need for social and emotional support</p> <ul style="list-style-type: none"> • The key findings from an Institute for Fiscal Studies report (16th August 2021) show a number of positive health benefits associated with the work of Sure Start Children’s Centres. However, Sure Start has seen its budget cut by more than 60% since 2010. The absence of early intervention and family support through agencies such as Sure Start (and others) is being reflected in the social and emotional needs of many children who join Sandford Hill, aged 3, and other schools across our City. • Autumn Term 2021 assessment is showing that only 50% of all reception pupils are on track to achieve age related expectations at the end of the year in self-regulation, managing self, building relationships and listening and understanding. The Home Hub register currently shows that 28 out of 40 pupils accessing it are eligible for the pupil premium.
3	<p>Vocabulary gaps</p> <ul style="list-style-type: none"> • Over the past years, the communication screening baseline assessment data shows that on entry to nursery around 50% of pupils are below their chronological age in communication. At the end of reception, data often shows that no disadvantaged pupils are working above the expected standard in reading and writing. Assessment has identified that, the understanding of vocabulary and the ability to use words, is a significant factor in disadvantaged pupils not achieving what non-disadvantaged pupils are able to attain at the end of early years.
4	<p>Access to digital devices.</p> <ul style="list-style-type: none"> • During lockdown our weekly contact with families showed that access to a device was a barrier for our pupil premium pupils. Where pupil premium children were identified as having access to a device, more often the device was a mobile phone, the device had to be shared with other family members and the adults were less confident or able to support their child. • It is widely acknowledged that lost learning during COVID had a disproportionate impact on pupils who are eligible for the pupil premium.
5	<p>Opportunities outside school.</p> <ul style="list-style-type: none"> • Discussions with pupils indicate that experiences outside school are limited. Attendance of pupil premium pupils at extra-curricular clubs can be low. This negatively impacts on their vocabulary development and their knowledge of the wider curriculum. When faced with new challenges, observations show that pupils can be afraid to take part and the resilience of pupils can be low.
6	<p>Attendance</p> <ul style="list-style-type: none"> • In 2017 - 2018, the rate of overall absence (3.70%) was below the national average for schools with a similar level of deprivation (4.38%). • In 2018 - 2019 the rates of overall absence (3.6%) and persistent absence (5.4%) were in the lowest 20% of schools with a similar level of deprivation. • However, COVID has had a huge negative impact on the rate of absence, and in particular, persistent absence. Indeed, not only has our school’s overall persistent absence percentage increased greatly, but pupil premium persistent absence is almost double non-pupil premium pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. To ensure that high quality teaching and learning is taking place across the school.	<ul style="list-style-type: none"> • Evidence-based strategies are confidently used by all teachers, in all subjects and are impacting positively on the achievement of pupils.
2. To further develop the provision of social and emotional learning.	<ul style="list-style-type: none"> • Disadvantaged pupils access tiered provision that supports their social, emotional and mental health needs, allowing them to thrive in the classroom.
3. To build, across the curriculum, the self-esteem, confidence and independence of pupil premium pupils by improving their language and comprehension.	<ul style="list-style-type: none"> • Effective teaching of vocabulary is supporting disadvantaged pupils to: <ul style="list-style-type: none"> ○ read widely and with fluency and comprehension appropriate to their age; ○ write with effect; and ○ confidently access the curriculum. • Speech and language programmes ensure that gaps within early language skills of disadvantaged pupils are addressed and pupils achieve the Early Learning Goals in Communication and Language development. • Disadvantaged pupils become successful readers as a result of the effective teaching of phonemic awareness, decoding skills, reading fluency and comprehension strategies. • Improvements in speech and language and understanding of vocabulary allows disadvantaged pupils to write with purpose and to engage their audience with interesting and exciting choices of words.
4. To harness the pupils' use of digital technologies for enhancing learning opportunities.	<ul style="list-style-type: none"> • Digitally literate, disadvantaged pupils know how to keep themselves and others safe when using digital technologies. • Staff are able to confidently deliver new and innovative ways of teaching which is helping to close curriculum gaps between disadvantaged and non-disadvantaged pupils.
5. To enrich the lives of disadvantaged pupils so that at the end of their time at Sandford Hill Primary, our disadvantaged pupils have securely developed the personal qualities and the skills detailed in the school vision and values.	<ul style="list-style-type: none"> • Pupils, but especially disadvantaged pupils, experience a variety of educational visits and extra-curricular opportunities to develop their: <ul style="list-style-type: none"> ○ interests, skills and knowledge across the curriculum; ○ wider cultural capital; and ○ personal qualities (e.g. resilience) • Participation of disadvantaged pupils in extra-curricular activities increases (and the minimum percentage of pupils taking part in a club reflects the overall Sandford Hill pupil premium percentage).
6. To achieve and sustain improved attendance for all pupils particularly disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high attendance from 2023 - 2024 is demonstrated by overall absence and persistent absence being in line or better than the Sandford Hill percentages pre-Covid.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £13,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed evidence-based strategies which have been shown to impact on pupil achievement.</p> <p>Employ an additional teacher for 2 days a week to cover classes and weekly coaching sessions to take place.</p>	<ul style="list-style-type: none"> • EEF Metacognition and Self-Regulated Learning • EEF Special Educational Needs in Mainstream Schools • The Great Teacher Toolkit from Evidenced Based Education • EEF Cognitive Science Approaches in the Classroom • 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 – ‘For poor pupil the difference between a good teacher and a bad teacher is a whole year’s learning.’) 	1 and 4
<p>Evaluate the impact of the wider curriculum on the vocabulary development of disadvantaged pupils in all year groups.</p> <p>Improve further, the teaching of reading through a focus on the teaching of phonics, comprehension and guided reading.</p>	<ul style="list-style-type: none"> • EEF Preparing for Literacy • EEF Improving Literacy in Key Stage 1 • EEF Improving Literacy in Key Stage 2 • Research by 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. 	3 and 1
<p>Ensure Robust systems, including the iPad progression checklist, are embedded so that children meet end of phase expectations (EYFS, Y2, Y4 and Y6).</p> <p>Train Year 5 and Year 6 disadvantaged pupils as ‘Digital Champions’</p> <p>Implement the key EEF recommendations ‘Using Digital Technology to Improve Learning’ whilst focussing on embedding the use of:</p> <ul style="list-style-type: none"> • SMART Lumio across Key Stage 2 to improve the quality of explanations and modelling by teachers; and • technology to effectively support the retention of key ideas and knowledge for disadvantaged children through retrieval practice and self-quizzing. <p>Review how we work with parents.</p>	<ul style="list-style-type: none"> • EEF Using Digital Technology to Improve Learning • EEF Working with Parents to Support Children's Learning 	4 and 1

Targeted academic support (for example, tutoring, one-to-one support structured interventions) **Budgeted cost:** £66,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train adults working with children in reception so that they can effectively deliver language intervention individually to pupils and in small groups.</p> <p>Introduce, into Early Years, the Nuffield Early Language Intervention (NELI) support programme to improve pupil's vocabulary, listening and narrative skills.</p>	<ul style="list-style-type: none"> The EEF report that the 2nd trial group of children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI. This result has a very high security rating 	3 and 1
Engage with the National Tutoring Programme	<ul style="list-style-type: none"> Tuition targeted at specific need and knowledge gaps can be an effective method to support pupils. 	3

Wider strategies (for example, related to attendance, behaviour, wellbeing) **Budgeted cost:** £102,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver whole school relationship training (external).</p> <p>Revise school practice and share an updated Relationships Policy with stakeholders.</p>	<ul style="list-style-type: none"> EEF Improving Behaviour in Schools "Our strategies to address educational disadvantage will stand or fall based on the quality of the relationships we forge. Multiple studies have shown that where relationships across a school are strong, the most disadvantaged pupils will thrive." Marc Rowland Page 45 Addressing Educational Disadvantage. 	2
<p>Take part in the DfE senior mental health lead training to further develop the knowledge and skills of the school Inclusion Leader.</p> <p>Complete ELSA training and supervision sessions (2021-2022) to attain accreditation (Senior Inclusion Support Assistant).</p> <p>Create robust systems, within the Home Hub, to support the early identification of those disadvantaged children in need of social and emotional support.</p> <p>Establish an Early Years Family Support Worker role.</p> <p>Increase support, for pupils, in Reception by an additional two adults.</p>	<ul style="list-style-type: none"> EEF Improving Social and Emotional Learning in Primary Schools "A number of surveys have been undertaken both nationally and internationally to measure the prevalence of adverse childhood experiences. The results of two nationally representative population level surveys, (carried out in England and Wales) indicate childhood adversity is widespread, with 48% of adults in England and 47% of adults in Wales reporting experience of at least one type of adversity before the age of 18. Multiple (4 or more) adverse childhood experiences were reported by 9% of English and 13.5% of Welsh adults respectively." Annual report of the Director of Public Health 	2
<p>Designate an Educational Visits lead and arrange EVO training.</p> <p>Liaise with colleagues to agree core offer and additional opportunities for wider visits, including residential and detail within an Educational Visits Policy.</p> <p>Communicate core offer with all stakeholders and add to school website.</p> <p>Arrange for a teacher to train as a Forest School facilitator.</p>	<ul style="list-style-type: none"> It is well-researched and shown that pupils bring their own perceptions and emotional responses to learning environments built on their prior experiences and this can in turn affect both their cognitive ability to process ideas and their ability to pay attention. 	5
Purchase additional EWO time to support the work of our Home School Link Worker in monitoring and improving attendance.		6

Total budgeted cost: £254,294

Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

The impact of COVID-19 severely affected our ability to address the challenges of our disadvantaged pupils detailed in our 2020 – 2021 strategy. Indeed, our school approach, to meet the needs of our disadvantaged pupils has had to be flexible during the COVID crisis. The closure of bubbles and our weekly contact with families, during lockdown showed that individual pupil access to an electronic device was the main barrier to learning for our pupil premium pupils during the past year. However, throughout the past 12 months we have been able to provide all of our Key Stage 2 disadvantaged pupils with access to a school electronic device and eventually we were able to offer an iPad to all disadvantaged pupils in Key Stage 1 and Early Years. As a school we, implemented a high quality online curriculum which included:

- a live daily reading lesson for all year groups;
- a mix of recorded lessons delivered by the teacher as well and National Oak lessons (for pupils in all year groups except Year 6); and
- live lessons throughout the day for Year 6 pupils.

Year 6 teacher assessment data 13 out of 20 pupil premium pupils achieved the expected standard in reading, writing and mathematics. Year 6 teacher assessment data 4 out of 20 pupil premium pupils achieved greater depth in reading, writing and mathematics. Year 2 phonic screening assessment data 17 out of 26 pupil premium pupils attained the threshold when tested in December. When re-tested in May, 24 out of 26 pupil premium pupils met the screening threshold.

Teacher training focussed on Strand 3 from the EEF guidance on metacognition and self-regulation. Teachers were provided with time and support to make sure approaches, detailed in Strand 3 are implemented. Observations show that teachers are explicit in their instruction to pupils, verbalising their thinking aloud to pupils whilst modelling before providing their pupils with guided practice and independent practice. Aspects of explicit instruction implemented, by teachers, include:

- teaching skills and concepts in small steps;
- revealing the thought processes of an expert learner, through modelling, to help to develop pupils’ metacognitive skills;
- using examples and non-examples;
- scaffolded tasks, like worked examples, which allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources; and
- anticipating and planning for common misconceptions.

There is a consistency in the way that teachers articulate their understanding of what quality first teaching looks like at Sandford Hill (ref LA Health Check May 2021).

Staff undertook training based around the Literacy Shed’s 6 reading domains (vocabulary, inference, prediction, explanation, retrieval and sequence/summarise). This approach is embedded across the school.

A Home Hub has been created and a whole school graduated response to supporting children’s mental wellbeing has been established. This uses a tiered approach, from universal provision to individualized programmes for identified disadvantaged pupils. To help us, in our journey to secure a consistent approach to Tier 1 (universal provision), high quality CPD took place, led by Hannah Hall who is a member of the Paul Dix (the author of the book ‘When The Adults Change Everything Changes’) ‘team’.

Although our Year 6 attended an outdoor education visit to Stanley Head in September 2020, sadly no other visits or extra-curricular opportunities took place during the year.

Attendance at the end of 2020 – 2021 academic year was 93.7%. The persistent absence percentage for our disadvantaged cohort was considerably lower during COVID than in previous years. Indeed 33 pupils were persistently absent.

Externally provided programmes *Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

Programme	Provider
National School Breakfast Programme	Family Action
Accelerated Reader	Renaissance Learning
Times Tables Rockstars	Maths Circle

Service pupil premium funding (optional) *For schools that receive this funding, you may wish to provide the following information*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Additional activity

1. Through developing our internal and external facilities, we aim to enhance the experiences of our pupils across the curriculum. Recent construction works allows food technology to be taught in a purpose built room. Our next projects, which are planned for this year, include:

- converting a classroom, and equipping it, specifically for the teaching of science and art. It will also be used for extra-curricular activities;
- a sensory space, in the Home Hub, to help pupils develop self-regulation and support the work of the Inclusion Team;
- constructing a large polytunnel which will further improve learning opportunities in science and PSHE. It will also be used for extra-curricular activities; and
- replacing our very worn Redgra with an all-weather artificial pitch to provide a safe and high quality surface for:
 - the teaching of curriculum PE;
 - supporting our school offer of a wide-range extra-curricular physical activities to boost well-being, confidence and resilience; and
 - providers to deliver holiday activities for our disadvantaged pupils.

2. We will work with The Hubb Foundation which is an independent and socially-inclusive charity dedicated to supporting families and communities in creating happy, healthy school holidays for disadvantaged pupils. Through a number of different projects, the Hubb work with a broad range of businesses and organisations across Stoke-on-Trent to give disadvantaged pupils and their families the opportunity to access much-needed free provision.

Planning, implementation and evaluation

The EEF's families of schools database, which shows the performance of disadvantaged pupils in schools similar to ours 2017 – 2019, highlights that over the 3-year period, at the expected standard and at greater depth, Sandford Hill has cohorts of disadvantaged pupils at the end of Year 6 who have performed well.

In planning our new pupil premium strategy, we have triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by our disadvantaged pupils, particularly those in specific cohorts of pupils whose achievement is falling below that of pupils who came before them.

We are highly reflective and have looked at a number of reports, studies and read books about addressing educational disadvantage. As well as this, we seek opportunities to attend online courses, offered through research schools, which have a focus on the impact of socio-economic disadvantage on learning.

We will continue to use EEF guidance through the implementation of the activities detailed in our strategy and devote quality time to the evaluation process. Whilst giving time for our actions to show impact, we will also be prepared to adjust actions where things are not working in order to secure the very best outcomes for our pupils.