

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	Sandal Primary
Number of pupils in school	447 inc. nursery
Proportion (%) of pupil premium eligible pupils	7.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	Termly
Statement authorised by	Richard Moore CoG
Pupil premium lead	Louise Dale
Governor	Kate Hoe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,312
Recovery premium funding allocation this academic year	£6,524
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	£80, 836

Part A: Pupil premium strategy plan

Statement of intent

All children have a right to an outstanding education and quality first teaching. Sandal Primary School will use the Pupil Premium funding to ensure that those children who face disadvantage in any way will have access to QFT through an enriched curriculum. Where needed, bespoke opportunities will be provided. All children will have high expectations for themselves and for their futures.

*Attendance at school is a priority: if children are not in school then, they cannot benefit from the provision and support given. **The Family Learning Mentor is a key role in school monitoring and supporting full attendance.***

*A good command of the English language, the ability to listen and the ability to read well is key to learning. **Targeted Speech and Language support and phonics intervention are key elements of our pupil premium strategy.***

*Children need to be in a good place to learn and believe in themselves and their abilities; they need to have high expectations of themselves. Parents need to be in a good place to be able to support their children and to expect great things for them. **Both the Family Learning Mentor and Learning Mentor deliver and support a range of therapies, interventions and daily support to improve the well being and esteem of children; family support is also given.***

Challenges

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

Challenge number	Detail of challenge
1	Poor Language Skills
2	Increasing mental health, emotional and social problems, including parents of disadvantaged children
3	Need for accelerated progress (all levels of ability), particularly in the light of COVID.
4	Lack of 'wider experience' of the world / curriculum. Lack of parent engagement

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
Improved language skills for all pupils, specifically with a focus on raising attainment in reading.	Accelerated progress in reading, measured through standardised testing (Reading Age and SATs, toe-by-toe, benchmarking. PP Scores will be at least as good as non PP children and above similar national comparisons.
Supportive working with children and their families will reduce and remove barriers to learning. Good relationships with families will support better attendance and punctuality, the ability to access early help and greater parental involvement with their child's learning	Attendance of PP children will improve to 97% attendance. Parents will have a positive view of school and will support their children's learning. Children accessing in school support will meet their given targets.
100% of PP children will meet their progress targets. All non-SEN PP children in the school will meet Age Related Expectations (ARE).	Accelerated progress and raised attainment for all PP children in RWM across the school measured through teacher assessment, PIXL Assessments and national standardised tests.

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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>QFT CPD – coaching and peer support by DHT, AHT and teacher with TLR</i>	Challenge for all pupils is critical to accelerate progress, linked with high expectations for all. It is vital that this quality first teaching is at the heart of everything we do. All research sources have cited quality first teaching as having the most significant impact on progress and attainment.	3
<i>Teaching Assistant CPD with a focus on reading and VIPERS;</i> <i>National College CPD</i>		3
<i>PIXL support</i>		3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 37979

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted Phonics support in Y1 and 2</i> <ul style="list-style-type: none"> <i>Teacher: 2 days per week to give 1:1 and small group interventions</i> 	Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background. Having books in the home is associated with both reading enjoyment and confidence. Of children who report having fewer than 10 books in their homes, 42% say they do not like reading and only 32% say they are 'very confident' readers. For children who report having over 200 books at home, only 12%	1,3
<i>1:1 reading with targeted children</i> <ul style="list-style-type: none"> <i>S&L TA 1:1 Dyslexia support; Toe by Toe;</i> 		1, 3

<ul style="list-style-type: none"> • <i>Additional 1:1 reading where needed by HT and SENCO</i> • <i>Librarian to support choice of books; story time in library</i> 	say they do not like reading and 73% consider themselves 'very confident' readers. Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.	
<p><i>Speech and Language support</i></p> <ul style="list-style-type: none"> • <i>TA 27.5hrs to provide 1:1 Speech and language support, small group interventions</i> 	<p>EEF, 'Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately 5 months additional progress over the course of one year.' (+5)</p> <p>There is now almost no SALT support through the local authority. Speech and language complications are significantly delaying progress, particularly in EYFS and KS1</p>	1,3
<i>LAC support awaiting EHCP</i>		1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38857

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Monitoring and intervention – Family Learning Mentor LA Education Support</i>	Children who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. ... Research shows that attendance is an important factor in achievement.	2, 4
<i>Behaviour support through Learning Mentor 1:1 and group support</i>	Social and emotional programmes appear to benefit disadvantaged or low attaining pupils more than other pupils'. (EEF +4) Also recommended are behaviour programmes (+3) and Parental engagement (+3)	2, 4
<i>Well-being support Family Learning Mentor therapies eg drawing and talking, family links 1:1, group and parent support</i>		2, 4
<i>Outdoor nurture groups using the woods and</i>	EEF evidence into the impact of Outdoor adventure learning (+4) supports our payment	2, 4

<i>school grounds and Woodland Burrow (RY)</i>	towards residential trips and wider experiences. We actively seek out enrichment opportunities as they arise, eg, meet the author local visits, lunchtime sports clubs with sports specialist, Art Drama and music clubs. PP children are given priority to all of these	
<i>Inclusion in all opportunities provided by the school eg OOSH clubs, residential visits, music lessons, uniform and PE kit, emergency transport to school and events</i>		2, 4
<i>Whole school/home reading strategy including promotion of story time in school and home, listening to children read, quality books in classrooms</i>	Supporting research above	1, 3

Total budgeted cost: £80,836

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2020-2021

Attendance: Whole School 97.4%; Pupil Premium: 96.3%

Quality of Education

As a result of CPD including coaching and mentoring, the quality of teaching across school is much more consistent – something the school has been working on for a long time. This has benefitted all pupils.

6/10 of Y6 PP children achieved at least ARE in RWM; all made at least expected progress if not better. With additional transition support from both learning mentors, these children were well prepared for secondary school.

Targeted support

All but 11 of the PP children receive targeted support and intervention in some way. The 11 children who did not, all reached at least ARE expectations in reading writing and maths – next year targeted support will be given to help these children reach GD where appropriate.

Both the Family Learning Mentor and Learning Mentor supported children remotely during the lock down and some were visited in person. Food packages, vouchers and well being packs were delivered allowing personal contact and support for both the children and their families.

On the return to school, a number of children were supported with their anxiety and emotional well being encouraging good attendance.

7 PP children received Speech and Language intervention on a 1:1 basis as well as dyslexia interventions in small groups. Dialogic teaching approaches are evident across school – the impact of this on children's oral competency can be seen and heard. Specific termly meeting with PP parents have not taken place with all children however, teachers have been in close contact throughout the third lockdown and phone calls home and reports have helped to maintain contact. LAC reviews and PEPs as well as meeting with parents of post LAC have taken place – these helped guide and inform provision required.

Phonics screening: Year 1: 1/2 PP have achieved the required level

Year 2: 4/10 PP children did not achieve the required level.

Other Approaches

Very few children do not wear school uniform consistently. PP money has been used to buy additional uniform and PE Kit to keep in school for some children – it is washed and kept in school rather than sent home.

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
PIXL (Diagnostic testing and interventions)	£2700
National College (CPD)	£950