

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	Sandhurst Primary School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 2021/2022 2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Amanda Norman, Headteacher
Pupil premium lead	Louise Reeves, SLT
Governor	George Parkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,110
Recovery premium funding allocation this academic year	£5,510
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	£56,620

Part A: Pupil premium strategy plan

Statement of intent

At Sandhurst Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, as well as those facing increased challenges due to the impact of the coronavirus pandemic. The activities we have outlined in this statement is also intended to support the needs of children, regardless of whether they are disadvantaged or not.

There is no expectation that all Pupil Premium children will receive identical support; some children will need more than others and each child is individual with individual circumstances. The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the children within this group and this is reviewed termly within the pupil progress meetings

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge	Detail of challenge
1	<p>Wellbeing and Social and Emotional Development:</p> <p>Our pupil survey (March 2021) and conversations in school show that a number of our disadvantaged children show lower well-being and ability to self-regulate compared to our non-disadvantaged children. This has an impact on their mental health and subsequent ability to learn. Teacher referrals for support have markedly increased during the pandemic. 20 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs, with 15 (12 of whom are disadvantaged) receiving small group interventions.</p>
2	<p>Attendance:</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils. 50% of all disadvantaged pupils have been 'persistently absent' or affected by Covid absence, compared to 39% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils' progress. This impacts on their opportunities for learning, and needs to be addressed in order to support them to become more effective learners.</p>
3	<p>Assessments:</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Discussions with younger pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Significant knowledge gaps are leading to pupils falling further behind age-related expectations, especially in reading and writing.</p>
4	<p>Progress:</p> <p>Some children are making below expected progress and therefore need to make accelerated progress to be at the level at which they should be working.</p>
5	<p>Extra-Curricular:</p> <p>Due to pandemic and subsequent 'lockdowns', clubs were not able to run in schools, therefore reducing the enrichment of the curriculum and opportunities for pupils to flourish in areas of interest and enjoyment.</p>
6	<p>Speaking and Listening:</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>

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
<p>1) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations (Leuven) • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils (including attendance of clubs/ trips etc) • Data will show a decrease in the number of wellbeing concerns raised by parents and teachers. Monitoring will highlight the decreased number of incidents on CPOMS.
<p>2) Attendance for PP children and non-PP children to be in-line and above 95%</p>	<ul style="list-style-type: none"> • No attendance gap between Pupil Premium and non-Pupil Premium children • Attendance of Pupil Premium learners to meet the 95% target. • PP Leads meet regularly with the Attendance Officer and Education Welfare Officer and have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these children. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
<p>3 & 4) Disadvantaged pupils to be working at an expected level in reading and writing at the end of KS2</p> <p>Closing of gap between disadvantaged and non-disadvantaged in core subjects.</p> <p>Raising the percentage of disadvantaged pupils achieving greater depth in reading and writing</p>	<ul style="list-style-type: none"> • Year 1 phonics screening for this academic year will show that at least 75% of disadvantaged pupils will reach the expected standard in Reading. • Writing, reading and maths outcomes will demonstrate that more than 75% of disadvantaged pupils meet the expected standard. • A minimum of 5% of disadvantaged children will achieve greater depth across maths, writing and reading

<p>5) To achieve and sustain higher levels of uptake of all extra-curricular clubs and trips for disadvantaged pupils Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer.</p>	<ul style="list-style-type: none"> Monitoring of extra-curricular activity attendance to show that all PP children access a minimum of one enrichment activity. Teachers and Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners. The school will fund extra-curricular clubs or enrichment activities, such as music lessons and the payment of trips/workshops for PP children as necessary.
<p>6) Ensure oral language skills and vocabulary gaps are improved so disadvantaged pupils are developing at the same rate as their peers</p>	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Language and speech link used effectively to identify gaps in oral language skills and vocabulary are targeted where necessary. Interventions to support oral language and vocabulary provided for disadvantaged pupils. Referrals made to SALT when required for external professional support Opportunities provided for language rich enhancements, such as forest school, gardening and after school clubs.

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: **£6120**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed consistent teaching of the phonics scheme Read Write Inc.</p> <p>Provide bespoke training for new staff unfamiliar with this scheme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Mission - Ruth Miskin Phonics Training</p>	<p>3, 4, 6</p>
<p>Nessy provision and implementation</p>	<p>Assessment resources and tools for dyslexia</p> <p>What is Dyslexia? Nessy</p>	<p>3, 4, 6</p>

Educational Psychologist SLA	To provide staff with high quality professional support, especially on a 1:1 when an identified child needs further support.	1, 3, 4
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Using CAT4 in primary schools - GL Assessment (gl-assessment.co.uk)	1, 2, 3, 4
Embedding, assessing for and supporting speaking and listening activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 6

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

Budgeted cost: **£31500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated reader training, provision and implementation	The Education Endowment Foundation recently ran a project investigating the effectiveness of Accelerated Reader, which found that it appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. Accelerated Reader	3, 4

Barrington Stokes Reading Intervention books	Targeted 1:1 reading intervention supports specific children to improve reading and language Dyslexic and Reluctant Readers - Barrington Stoke	3, 4, 6
Laptops (partfunded)	For use for online learning as well as in-class learning opportunities. Remote Learning:	
Forest school (partly funded for PP and vulnerable pupils).	Forestry commission evaluation and evidence of impact on learning - resilience, problem solving and self confidence A marvellous opportunity for children to learn	1, 2, 4, 5, 6
Nessy provision and implementation	Assessment resources and tools for dyslexia What is Dyslexia? Nessy	3, 4, 6
Purchase of Speech and Language Link programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Speech and Language Link Packages Brochure	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through BRP and RWI 1:1 tuition	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF Read Write Inc. One-to-one Phonics Kit Tried and Tested Teach Primary	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition both in school and as an additional activity targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	

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

Budgeted cost: **£19000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clubs (extra-curricular activities)	PHYSICAL & MENTAL HEALTH BENEFITS OF AFTER SCHOOL CLUBS - Aspire to Greatness	
Play therapist	Evidence of results at Ethical Framework	1,2, 4, 5, 6
Zones of regulation	Research & Evidence Base - THE ZONES OF REGULATION: A SOCIAL EMOTIONAL LEARNING PATHWAY TO REGULATION The Benefits of Participation in After School Activities (schoolspecialty.com)	1, 2, 6
Drawing and talking training and intervention	Self regulation and understanding of self leading to +7 months of academic progress EEF Drawing & Talking Home - Drawing & Talking (drawingandtalking.com) Education Endowment Foundation EEF	1,3, 4, 5, 6
School, pet Guinea pig (supplies etc)	Benefits of Classroom Animals Education Grants (petsintheclassroom.org)	1. 2, 5, 6
Parental engagement -coffee mornings	Informal support and information for those disadvantaged families in a non-invasive way. Parental engagement EEF (educationendowmentfoundation.org.uk)	1 & 2
Extra-curricular opportunities including residential in Y6 and day trips for other year groups.	Evidence of social and emotional skills leading to improved outcomes at school Social and emotional learning EEF	1, 2, 5, 6
Breakfast club	Breakfast in Schools: Healthy & Nutritious (eatright.org)	1, 2, 4, 5, 6
Fegan's	Fegans - Counselling Children, Supporting Parents	1, 2, 5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have	1, 2

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>significantly reduced levels of absence and persistent absence.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified such as a child attending a school trip or the purchase of school uniform.</p>	<p>All</p>

Total budgeted cost: £56,620

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.

Diminishing Differences Report						
Y2 'Darwin', Y3, Y4, Y5, Y6 'Churchill' - All Pupils (108 pupils)						
108 pupils		Missing Assessment	On Track or Higher			
Reading	No. (%)	No. (%)	Aut1 20-21	Spr1 20-21	Sum1 20-21	Aut1 21-22
Pupil Premium	36 (33.3%)	5 (13.9%)	29.0%	35.5%	35.5%	38.7%
Not Pupil Premium	72 (66.7%)	7 (9.7%)	63.1%	66.2%	76.9%	75.4%
Difference (change in difference):			34.1	30.7 (-3.4)	41.4 (10.7)	36.7 (-4.7)
Difference Key:		Widening	Narrowing	Unchanged		

Attainment Termly Comparison Report						
Y2 'Darwin', Y3, Y4, Y5, Y6 'Churchill' - All Pupils (108 pupils)						
Year 2: 17 pupils		Missing Assessment	On Track or Higher			
Reading	No. (%)	No. (%)	Aut1 20-21	Spr1 20-21	Sum1 20-21	Aut1 21-22
All Pupils	17 (100%)	0 (0%)	47.1%	58.8%	58.8%	52.9%
Change:				11.7	0.0	-5.9
Pupil Premium	3 (17.6%)	0 (0%)	0%	33.3%	0%	0%
Change:				33.3	-33.3	0.0
Not Pupil Premium	14 (82.4%)	0 (0%)	57.1%	64.3%	71.4%	64.3%
Change:				7.2	7.1	-7.1
Year 3: 15 pupils		Missing Assessment	On Track or Higher			
Reading	No. (%)	No. (%)	Aut1 20-21	Spr1 20-21	Sum1 20-21	Aut1 21-22
All Pupils	15 (100%)	1 (6.7%)	50.0%	35.7%	57.1%	50.0%
Change:				-14.3	21.4	-7.1
Pupil Premium	6 (40.0%)	0 (0%)	33.3%	16.7%	50.0%	50.0%
Change:				-16.6	33.3	0.0
Not Pupil Premium	9 (60.0%)	1 (11.1%)	62.5%	50.0%	62.5%	50.0%
Change:				-12.5	12.5	-12.5
Year 4: 23 pupils		Missing Assessment	On Track or Higher			
Reading	No. (%)	No. (%)	Aut1 20-21	Spr1 20-21	Sum1 20-21	Aut1 21-22
All Pupils	23 (100%)	7 (30.4%)	56.2%	50.0%	68.8%	75.0%
Change:				-6.2	18.8	6.2
Pupil Premium	6 (26.1%)	2 (33.3%)	50.0%	25.0%	25.0%	50.0%
Change:				-25.0	0.0	25.0
Not Pupil Premium	17 (73.9%)	5 (29.4%)	58.3%	58.3%	83.3%	83.3%
Change:				0.0	25.0	0.0
Year 5: 22 pupils		Missing Assessment	On Track or Higher			
Reading	No. (%)	No. (%)	Aut1 20-21	Spr1 20-21	Sum1 20-21	Aut1 21-22
All Pupils	22 (100%)	4 (18.2%)	33.3%	44.4%	55.6%	55.6%
Change:				11.1	11.2	0.0
Pupil Premium	10 (45.5%)	3 (30.0%)	14.3%	28.6%	28.6%	14.3%
Change:				14.3	0.0	-14.3
Not Pupil Premium	12 (54.5%)	1 (8.3%)	45.5%	54.5%	72.7%	81.8%
Change:				9.0	18.2	9.1
Year 6: 31 pupils		Missing Assessment	On Track or Higher			
Reading	No. (%)	No. (%)	Aut1 20-21	Spr1 20-21	Sum1 20-21	Aut1 21-22
All Pupils	31 (100%)	0 (0%)	64.5%	74.2%	71.0%	74.2%
Change:				9.7	-3.2	3.2
Pupil Premium	11 (35.5%)	0 (0%)	36.4%	54.5%	45.5%	54.5%
Change:				18.1	-9.0	9.0
Not Pupil Premium	20 (64.5%)	0 (0%)	80.0%	85.0%	85.0%	85.0%
Change:				5.0	0.0	0.0
Change Key:		Increase in %	Decrease in %	Unchanged		

*This selection of data demonstrates our school reading data compared to Juniper data and Local Authority highlighted a dip in reading attainment in January 2021, however an improvement can be seen in July 2021 (although Year 4 are still below the local authority and Juniper benchmarks).



Separating the PP and non-PP enabled us to track the journey of our vulnerable children. The ‘attainment termly comparisons report’ highlights that from spring 2020 to autumn 2021 you can see that especially in upper KS2 more children are at an expected level of attainment or above.

The ‘diminishing differences report’ (above) emphasises that, as a whole school the gap in reading between PP and Non-PP children has narrowed by 36.7%.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as live lessons on TEAMS, Sumdog and Oxford Reading Owl online books.

Although overall attendance in 2020/21 was lower than in the preceding years, it was still higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps were larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Nessy	Nessy,com
Speech and Language Link	
Sumdog	Sumdog
Big Cat Reading scheme	Collins
Barrington Stokes books	Every child can be a reader - Barrington Stoke
Accelerated Reader	Accelerated Reader
Read, Write Inc	Ruth Miskin
Play therapy	Lesley Waldron
Forest school	Wild detectives
Fegan's	Fegans - Counselling Children, Supporting Parents
Extra-curricular clubs	Dates, Times and Clubs Sandhurst Primary School

Service pupil premium funding (optional)

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

Further information (optional)

We class Vulnerable pupils as:

- Those looked after or previously looked after
- those who have a social worker
- those with a CAF/Early Help
- those with a parent/carer in the armed forces
- children classed as a young carer
- children recorded as Ever 6 FSM
- children with no recourse to public funds
- children of offenders
- EAL children
- children with SEN/D Common identified barriers to learning for disadvantaged pupils may include:
 - speech, language and communication needs
 - challenges for parents supporting children at home
 - low self-esteem and/or anxiety
 - children or family members with SEMH
 - lower attendance or punctuality

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support.

Additional activity: Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. The approaches we have adopted complement each other to help pupils excel.

To ensure our strategies are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set

- act early to intervene at the point need is identified adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

We have put a robust evaluation framework in place for the duration of our three-year plan and will adjust our plan over time to secure better outcomes for pupils.