

Sandhurst Primary School



Pupil Premium 2019-20 Updated September 2020

Background

The Pupil Premium is an allocation of funding, in addition to main school funding, which schools receive according to the number of children in specific groups.

Schools receive Pupil Premium funding for children who:

- are eligible for free school meals (FSM)
- have been eligible for free school meals at any point in the last 6 years (FSM 'Ever Sixes')
- have been looked after continuously for more than six months by someone other than their immediate family, including the LA.

A Service Premium is available for children of parents serving in the armed forces designed to support the emotional and social well-being of these pupils.

Schools decide how the Pupil Premium is spent, but this funding should be used to support these children.

The government awards this funding to help raise attainment for these children because research shows that children who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM. All schools are required to publish on their websites what funding they have received and how the money is being used.

How the money is allocated

Additional funding **per pupil** in mainstream schools:

2019 - 20	FSM	£1320	LAC	£1900
2018 - 19	FSM	£1320	LAC	£1900
2017-18	FSM	£1320	LAC	£1900
2016-17	FSM	£1320	LAC	£1900
2015-16	FSM	£1300	LAC	£1900

How the money is spent

It is for schools to decide how the Pupil Premium is spent, but they are accountable for their use of this funding and schools are required to publish online information about their Pupil Premium allocation and how they plan to spend it in the coming year. They must also publish a statement of how they spent the money for the previous year and its impact on the attainment of pupils eligible for support through the Pupil Premium.

Our School

The national average for Free School Meal eligibility is 17.3%. At Sandhurst Primary it is currently 11.5% (78 pupils). Fewer families of pupils in KS1 apply for FSM, often because there is no financial benefit as all children in that age group are entitled to the Universal Free Meal; there is a sharp increase in applications in Y3 when families begin to pay for their school meals. We currently have 21 Looked After Children, Post Adoptive and Kinship Care in the school.

Barriers to Learning

Some of our parents find it difficult to support their child's learning due to:

- Poor housing
- Poor health
- Work scheduling
- Poverty
- Travelling long distances to school
- Lacking confidence to support learning
- English as an additional language

Pupil Premium Funding

2019-20 Funding received £184,588 (a year to year decrease of £11,672)

2018-19 Funding received £196,260 (a year to year decrease of £24,628 year of school amalgamation)

2017-18 Funding received £220,888

Outcomes

The outcomes for PP pupils on leaving our school are generally in line with national figures for PP pupils, but below those for non-PP pupils nationally. Attainment in maths and reading is generally better than for writing.

PP pupils at the end of KS2 generally do better than those at the end of KS1 in Reading, but less well in writing but gaps in attainment between disadvantaged pupils remain in both key stages.

KS1 data is unreliable because some families who are eligible for FSM do not apply until KS2, when the children no longer qualify for the Universal Free School Meal.

Future Aims

Our aim is to:

- improve attainment and progress for all disadvantaged groups
- **identify and address the gaps in attainment for pupil premium children caused by non-attendance/restricted attendance during the Covid-19 pandemic that has been ongoing since March 2020**
- accelerate pupil premium rates of progress so that gaps between groups begin to narrow and compare well with non-pupil premium attainment and progress as judged by school data and with national figures when these are available.

We will focus on developing Quality First Teaching for all children and ensure that additional targeted intervention and support strategies are correctly targeted and rigorously monitored.

Pupil Premium Strategy Statement and planned expenditure for 2020-21.

Pupil premium strategy statement:

1. Summary information					
School	Sandhurst Primary School				
Academic Year	2020-21	Total PP budget	£183,699	Date of most recent PP Review	Sep 2020
	2019-20		£184,588		
Total number of pupils	680 (inc nursery)	Number of pupils eligible for PP	139	Date for next internal review of this strategy	Mar 2021

2. Current attainment				
Attainment for end of KS1&2: 2018-19	<i>Pupils eligible for PP KS2</i>	<i>Pupils not eligible for PP KS2</i>	<i>Pupils eligible for PP KS1</i>	<i>Pupils not eligible for PP KS1</i>
Most recent statutory data due to the cancellation of statutory assessments				
% achieving expected standard or above in reading, writing and maths	56%	68%		
% achieving expected standard or above in reading	67%	84%	65%	80%
% achieving expected standard or above in writing	67%	79%	40%	78%
% achieving expected standard or above in maths	80%	93%	55%	80%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
A	Pupil attainment in writing and reading comprehension for PP children has been identified as an issue to be addressed
B	Mental health and attitude to learning-likely implications due to Covid-19 restrictions
C	Access to enrichment – educational experiences such as school clubs, class trips, school journeys and instrumental lessons
D	Lack of confidence to support learning – building the resilience of pupils who have specific social and emotional needs
E	Children in receipt of Pupil Premium who also have SEND for cognition and learning
F	Attendance; due to Covid-19 restrictions/lockdowns and/or other family/circumstances related issues
G	Access to the curriculum-deepening pupil's breadth and depth of vocabulary
H	Aspiration, resilience and determination-especially higher achieving Pupil Premium pupils
3. Targets for 2020/21	
A.	To audit family IT provision to ensure that all PP pupils have access to remote learning in case of further school shutdowns
B.	Increase the number of PP children who have the opportunity to participate in enrichment activities.
C	To improve the attendance of PP children so that it is at least in line with national averages (when figures are available)
D	90% of PP pupils receiving targeted support/interventions make progress from their baseline positions
E	Increase the number of SEND/PP pupils who make greater than expected progress to narrow the achievement gap.
F	The emotional well-being of pupil premium children, following Covid-19 lockdowns and school closures, is prioritised and supported

Academic Year 2020-2021 Sandhurst Primary School				
Desired Outcome	Chosen action/approach	Evidence and Rationale for this choice	Monitoring and Evaluation	Staff Lead
For all PP pupils to have access to the technology to take part in remote learning during bubble closure/national lockdown	HT/SLT team to carry out an audit of family needs. ICT team to audit resources, set up ipads and laptops and wifi resources for parents. Sandlog team to liaise with and support parents in access online learning.	Disadvantaged pupils who have access to remote learning will make more progress and be more ready to learn when they return to school. Allow for small group, specific targeted learning to happen during remote learning. Pupils to feel more engaged and have had the same opportunities as their peers, supporting well-being alongside learning.	Comprehensive list of family needs held in school. ICT Team to have a complete set of ICT hardware to send out in packs with instructions, which they then monitor. Class teachers monitor and engage PP pupils with school technology to take part in remote learning. PP pupils return after closure school-ready.	ICT Lead SLT
For 70% of Pupil Premium pupils to benefit from the expertise of specialist teachers and coaches. Attendance at afterschool clubs/other enhancement activities by Pupil Premium pupils to increase. (Covid-19 permitting)	Pupil Premium pupils gaining experience and skills in a wider range of activities. Actively encourage PP pupils to attend after-school clubs especially where a child has been identified as being gifted or talented in a particular area. Subsidise fees when appropriate to do so. Target PP pupils to inform them of the subsidy they could receive towards school journeys/trips.	PP pupils often miss out on enrichment activities due to the cost involved. It is sometimes the case that PP pupils may excel in non-academic subjects and would benefit from participating in school clubs/activities offering a wider range of experiences and skills. The success that the children in these other experiences could lead to increased self-esteem and general improvement in confidence. This would hopefully transfer into the classroom.	Monitor the uptake of club/activity places. Target PP pupils who either have a particular talent or would benefit from attendance at a specific club/enrichment activity. Discuss with parents and offer subsidies if required. Subsidising school journey and school trips ensures they are affordable to all PP pupils and that they do not miss out on valuable experiences.	Club Co-ordinator SLT
To improve the attendance of PP children so that it is at least in line with national averages when adjusted for Covid-19 absences, future lockdowns	Attendance will be monitored closely. Phone calls will be made by attendance officer to check reasons for absence. Where absence is becoming a problem then parents will be called in to discuss this. If travel is an issue for families, support will be offered 100% Attendance certificates are awarded and weekly attendance % for each class are announced in assemblies and celebrated in the newsletter.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership of their learning and are more confident. Covid-19 lockdown has drastically limited this and it is often some of our most disadvantaged who struggle to return to regular attendance. Children enjoy receiving rewards and will often try harder when an award is being offered.	Attendance of PP pupils will be monitored closely. Reduce the number of persistent absentees among pupils eligible for PP. PP pupils will return on the day bubbles/school reopen after closure Intervention will not be needed. Attendance for the children will be in line with national expectations	Attendance officer HT
90% of PP pupils receiving targeted support/interventions	Quality-first teaching, delivered by experienced teachers and TAs	Identified PP children to be taught, as far as possible, within their classes with support where necessary as evidence shows that	PP pupils discussed at weekly year group planning meetings	Assessment co-ordinator

Academic Year 2020-2021 Sandhurst Primary School				
Desired Outcome	Chosen action/approach	Evidence and Rationale for this choice	Monitoring and Evaluation	Staff Lead
make progress from their baseline positions	<p>EYFS coordinator and DHTs to be PP pupil advocates, overseeing progress and achievement for these pupils</p> <p>Year groups to identify the needs and learning gaps of PP pupils as soon as possible.</p> <p>Scholarpack formative assessments regularly updated to ensure gaps can be quickly and clearly identified</p> <p>Summative assessments completed in December and March.</p> <p>Assessment coordinator to review data and work with the deputy head teachers and SENDcos to review and instigate necessary individual and group support</p> <p>Additional 2x weekly reading and maths passport support given by year group TAs</p> <p>Additional 1:1 tutoring prioritised for PP pupils in years 5 and 6</p>	<p>quality first teaching within a classroom setting is the most effective way to ensure learning</p> <p>SMART interventions are planned, delivered and reviewed.</p> <p>Support continues when evidence has been reviewed of effectiveness of the previous</p> <p>Support has to currently be within year group bubbles due to Covid 19 restrictions and school risk assessments</p> <p>Intervention, targets have been reviewed and new targets are set</p>	<p>DHTs/EYFS coordinator to monitor the progress and achievement of PP pupils using formative assessments on Scholarpack</p> <p>Formal review of summative data by DHTs and Assessment coordinator in January and March. New support necessary planned, in conjunction with SENDcos and year groups</p>	<p>SENDcos</p> <p>DHTs</p>
SEND/PP pupils to make greater than expected progress from their baseline to narrow the achievement gap	<p>PP/SEND pupils progress and achievement to be reviewed at least half-termly with Inclusion meetings</p> <p>Each SEND/PP pupil to have a SLT and SENDco advocate</p> <p>In class support from specialist TAs</p> <p>Out of class 1:1/small group support for SEAL SaLT sessions</p> <p>Scholarpack formative assessments regularly updated to ensure gaps can be quickly and clearly identified</p>	<p>Pupils have designated SLT members who will additionally monitor and ensure that access to support and additional provision is provided and effective</p> <p>Raising the profile of these pupils during inclusion meetings will ensure their needs are prioritised and regularly reviewed so that no child will be overlooked</p>	<p>At least half-termly review at each meeting for each child within inclusion team meeting (progress, achievement, interventions)</p> <p>Regular review of formative assessment data by SLT advocate</p> <p>Termly review of summative assessment data</p>	<p>DHTs</p> <p>EYFS coord</p> <p>SENDcos</p>
The emotional well-being of pupil premium children, following Covid-19 lockdowns and school	<p>Pupils with emotional needs are quickly identified in September and additional support offered in terms of</p>	<p>Unless children are emotionally healthy they will not be in a position to effectively access learning</p>	<p>Staff meetings/Inset led by PSHE coordinator and play therapist to help teachers deliver an appropriate and</p>	<p>SLT</p> <p>Play therapist</p> <p>CTs</p>

Academic Year 2020-2021 Sandhurst Primary School				
Desired Outcome	Chosen action/approach	Evidence and Rationale for this choice	Monitoring and Evaluation	Staff Lead
<p>closures, is prioritised and supported and pupils are motivated and 'ready to learn'</p>	<p>play therapy, SEAL support in small groups and individually</p> <p>Class teachers have 'taken their class up' into the next year group to provide security and continuity</p> <p>A 'recovery curriculum' offered to all pupils to support their return to full time school and learning.</p> <p>PSHE curriculum prioritised</p> <p>Drawing, play and lego therapy to be offered to those PP pupils who need it but may be limited by bubble restrictions</p>	<p>Issues, such as loss, loneliness, isolation need to be supported/addressed to enable pupil well-being</p>	<p>effective curriculum to support pupil well-being</p> <p>Necessary SEAL support to be a focus of Inclusion meetings</p> <p>All staff asked to be vigilant to changes in pupil behaviour attitudes since they were last in school</p>	<p>TAs</p>

Previous Academic Year 2019-20 Reviewed			
Desired outcome	Action / Approach	Impact	Lessons Learned
<p>100% (unless SEND is identified) of targeted pupils to make expected or better progress in reading.</p>	<p>Teachers and TAs work with targeted children in class, assembly intervention groups, lunchtime and after-school booster groups</p> <p>Destination Reader initiative embedded in year 6 and then rolled out to other year groups</p> <p>Daily Supported Reading (DSR) resumed in year 1</p> <p>All PP pupils to have additional 2x weekly 1:1 reading sessions with year group TA</p>	<p>82% of pp pupils were making expected progress or greater in reading at checkpoint 4, prior to school closing for covid-19 lockdown.</p> <p>DSR had also been effectively implemented 1 year and was resulting in increased levels of progress for year 1 pupils in reading due to significantly increased levels of supported reading</p> <p>DSR has a significant impact for PP and all pupils but will have to run differently due to bubble health and safety implications and adults being unable to cross bubbles</p>	<p>Ensure pupils are quickly identified and supported for targeted interventions based on end of year data</p> <p>Training need to be rolled out across the whole school for Destination reader and for the approach to be embedded in not only year 6 but across all KS2</p> <p>Daily Supported Reading to be continued in year 2 for those children who are still below level 15 at the end of year 1. PP pupils to be prioritised.</p>

Previous Academic Year 2019-20 Reviewed			
Desired outcome	Action / Approach	Impact	Lessons Learned
<p>100% attendance in booster classes.</p> <p>75% of children attending classes to meet national standards by the end</p>	<p>Small group tutoring for targeted pupils in year 5 and 6 by teachers and specialist TAs.</p>	<p>Sessions were well attended and consolidated in-class learning due to good communication between the year 5 and 6 teaching teams and those running the interventions</p> <p>National assessments were cancelled in May 2020 and we were not able to make a final assessment for most pupils. A baseline assessment will be undertaken in September, this and other evidence will be used to identify and target PP pupils requiring support</p>	<p>Using specialist TAs to deliver support</p>
<p>For PP pupils at the end of KS2 to achieve in line with non PP pupils in reading and writing.</p>	<p>Disadvantaged pupils targeted for additional support from booster classes, assembly intervention groups, tables groups, passport groups, SLT groups, in-class focus groups by class teachers and TAs, extension groups.</p>	<p>73% of pupil premium pupils were on track to achieve expected levels in reading at checkpoint 4 68% of pupil premium pupils were on track to achieve expected levels in writing at checkpoint 4</p>	<p>The early impact of Destination Reader was apparent in teaching and learning.</p>
<p>All PP pupils with SEND to have a comprehensive assessment of their additional needs and support and appropriate strategies and intervention put in place to support their learning</p>	<p>In-house testing such as BPVS, Ravens and dyslexia portfolio are carried out promptly by specially trained TAs.</p> <p>Fortnightly Inclusion team meetings instigated. HT DHT EYFS coordinator SENCo Play therapist Pupils 'triaged' and appropriate interventions agreed and reviewed</p>	<p>New Inclusion team meetings have been successful. Pupils needs are quickly identified due to 'triage system' with class teachers and actions agreed and time limited</p> <p>Key and senior staff members all aware of actions agreed</p> <p>In school testing has run more successfully and needs more thoroughly understood, ensuring more effective, targeted support or referral on to other agencies</p>	<p>Continue Inclusion team meetings</p> <p>Establish PP advocates for SEND/PP pupils as an additional level of monitoring/involvement</p>
<p>For the attendance rate of disadvantaged pupils to be in line with national average.</p>	<p>Attendance will be monitored closely. Phone calls will be made by attendance officer to check reasons for absence. Where absence is becoming a problem then parents will be called in to discuss this. If travel is</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership of their learning and are more confident. Covid-19 lockdown has drastically limited this.</p>	<p>Covid-19 lockdown and resulting anxieties will prove a challenge in ensuring all children return to school at the expected time.</p>

Previous Academic Year 2019-20 Reviewed

Desired outcome	Action / Approach	Impact	Lessons Learned
	<p>an issue for families, support will be offered</p> <p>100% Attendance certificates are awarded and weekly attendance % for each class are announced in assemblies and celebrated in the newsletter.</p>	<p>Children enjoy receiving rewards and will often try harder when an award is being offered.</p>	<p>Government directives to isolate will also impact on figures and levels of attendance</p>
<p>For 70% of Pupil Premium children to benefit from the expertise of specialist teachers and coaches. (Currently 57%)</p> <p>Attendance at afterschool clubs/ other enhancement activities by Pupil Premium children to increase.</p>	<p>Pupil Premium children gaining experience and skills in a wider range of activities.</p> <p>Actively encourage PP children to attend after-school clubs especially where a child has been identified as being gifted or talented in a particular sphere.</p> <p>Subsidise fees when appropriate to do so. Target PP parents to inform them of the subsidy they could receive towards school journeys/trips.</p>	<p>Often PP children miss out on these enrichment activities due to the cost involved.</p> <p>PP pupils have been financially supported to attend a club that that they have expressed an interest in/aptitude for</p> <p>31 SM children have been financially supported to attend clubs 8 LAC children have been financially supported to attend clubs 4 Post LAC children have been financially supported to attend clubs</p> <p>11 PP children have been financially supported to a residential school journey</p>	<p>Ensure that there is a clear mechanism in place to allow pp pupils to access the club of their choice</p>

Actual Expenditure for 2019/20

Area of spend	Focus	Total allocation
Quality first teaching	Raising attainment/closing gaps	£13, 600
Salary contributions for Deputy Head (Inclusion)	Management of PP grant including monitoring of impact	£16,400
Salary contribution for a full-time Learning Mentor primarily supporting PP pupils	Personal and social	£22,900
Salary contribution for SENDCo for meetings/support for PP pupils and families	Personal and Social and academic	£20,230
Salaries for Inclusion Teaching Assistants (Salt, SEAL, Testing, including 1 dedicated TA)	Personal and social; English/ Maths	£30,000
Salaries to provide additional hours for TA support in classes and for focused interventions	Attainment	£14,000
Salary contributions for play therapist	Emotional support	£25,000
Weekly interventions run by HT, DHT, SLT	English and Maths	£15,000
Booster sessions (after school)	English and Maths	£7,000
Additional learning resources/enrichment (iPads, ICT programs, EAL resources, good quality texts to support DR and DSR)	English, Computing, Maths, EAL	£7,958
Funding for after school club, activity clubs, breakfast club, after school club, tuition; enrichment activities (school trips, school journey, theatre groups, dads' camping trip, summer camp, Life bus etc.)	Personal/ social, developing talents	£12,500
	Total	£184,588