



Pupil premium strategy statement: Sandy Lane Primary School

1. Summary information					
School	Sandy Lane Primary School				
Academic Year	2018/2019	Total PP budget	£108,060	Date of most recent PP Review	Jul 2018
Total number of pupils	499	Number of pupils eligible for PP	84	Date for next internal review of this strategy	Dec 2018

2. Current attainment		
	<i>Pupils eligible for PP (14 children) School Progress estimated and % under review</i>	<i>Pupils not eligible for PP</i>
% achieving expected level or above in Reading, Writing and Maths	44%	64%
% achieving expected level or above in Reading	63%	79%
Progress	0.9	0.7
% achieving expected level or above in Writing	60%	72%
Progress	+1.08	-0.8
% achieving expected level or above in Maths	50%	77%
Progress	-0.66	-0.5

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	QFT and interventions desired impact
B.	A lower % of PPG are attaining EXS/GDS than their non-PP peers internally and nationally
C.	Emotional Health and social skills of large number of PP children impacts on their experiences and work in class.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	



D.	Attendance rates for some pupils eligible for PP are below the target for all children of 96%. This reduces their school hours and impacts negatively on any gap. Parental engagement/awareness of attendance impact poor.
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4. Desired outcomes (<i>Desired outcomes and how they will be</i>)		Success criteria
A.	Ensure consistently high quality teaching and learning with interventions having desired impact (SDP Key Priority 1)	Regular triangulation of teaching, combined with CPD, ensures QFT across school. Effective use of support staff Interventions are research based and measured to monitor impact.
B.	Gap diminished by PP chn attaining EXS/GDS (SDP Key Priority 2 & 3)	Gap is closing over time End of key stage phase progress measures improve % of Pupils eligible for PP attaining EXS is in line with non-eligible peers (taking into account low numbers/SEND). % of Pupils eligible for PP attaining greater depth is in line with non-eligible peers (taking into account low numbers).
C.	Improve emotional health, with access to wider experiences, enables children to build self-esteem, confidence and resilience	PPG pupils have same access to wide range of enrichment activities. Self-esteem/focus on learning improves Pupils eligible for PP make progress at least in line with other pupils with similar starting points consequently diminishing the attainment gap. Progress shown from baseline (Boxall Profile).
D.	Increased attendance rates for target pupils eligible for PP combined with increased parental engagement/awareness. This includes reduced lates and persistent absentees.	Persistent absentees are tackled swiftly with Attendance Action Plans put in place and their attendance improves. Overall and individual PP attendance improves to in line with school target of 96%



5. Planned expenditure

Academic year

2018/2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: Ensure consistently high quality teaching and learning.	<p>Staff training on understanding of PP children.</p> <p>Staff training on what constitutes QFT</p> <p>Continue to improve high quality feedback inline with marking policy</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. An understanding of background of PP chn will enhance staff understanding of poss barriers. To be consistent QFT, staff will need to continue to embed techniques and strategies taught.</p>	<p>Lessons from previous training / INSET / staff meetings / learning walks continue to embed T4W/whole class reading/White Rose and Barbara Carr in relevant school policy as necessary.</p>	SM	December 2018
B: Ensure excellent outcomes for all children.	<p>Staff training on challenge for all abilities and ensuring target focus on PP chn.</p>	<p>PP chn are not always attaining EXS or at higher levels in line with Peers. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train all relevant teaching staff in practices to provide effective differentiation/challenge and encouragement for these pupils.</p>	<p>Any courses / trainers selected using evidence of effectiveness. Regular input on this area in staff meetings. Pupil progress meetings *see SDP for targets.</p>	SM	December 2018



C: Ensure QFT includes Enquiry curriculum.	Staff training on teaching of blocked enquiry curriculum. Subject leaders to monitor QFT teaching and lead training.	We want to invest some of the PP in longer term change in all areas of the curriculum which will help all pupils. An understanding of background of PP chn will enhance staff understanding of poss barriers. To be QFT, staff will need to continue to embed techniques and strategies taught.	Lessons from training / INSET / staff meetings / learning walks continue to embed blocked enquiry curriculum in relevant school policy as necessary.	SM and subject leaders	December 2018 SM = £23,300 CK = £17,240
Total budgeted cost					£40,540



ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: Ensure consistently high quality teaching and learning.</p> <p>B: Ensure excellent outcomes for all children.</p>	<p>Weekly small group sessions in for pupils with experienced teacher, in addition to standard lessons.</p> <p>121 and small group provision of targeted interventions.</p> <p>HLTA to work with identified PP children in Y2 and Y6 – focus on maths and writing.</p> <p>Identified PP children to have TASS support.</p>	<p>We want to provide extra support to fill gaps and then improve attainment including achieving greater depth. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We want to combine this additional provision with some ‘aspiration’ interventions such as talks from successful former pupils/parents/school community.</p>	<p>Regular monitoring by phase leads/subject leads.</p> <p>Use evidence based strategies. Staff trained (esp TAs) and, where poss, use CTs</p> <p>Interventions timetabled must be made sacrosanct –impact on cover</p> <p>Some staffing paid for out of PP budget.</p> <p>Base lining to measure intervention effectiveness, progress discussed at PPM.</p> <p>Teaching assistant (TA) CPD.</p> <p>SLT learning walks, book looks, observations</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Whole school book look at staff meeting.</p> <p>Interventions added to Insight tracking</p>	<p>SM and Phase leaders</p>	<p>December 2018</p> <p>Targeted teaching HLTA = £12,150</p> <p>KS2 TA x2 = £22,686</p>



<p>C: Improve emotional health, with access to wider experiences, enables children to build self-esteem, confidence and resilience</p>	<p>Identified interventions based on research and measure impact regularly</p> <p>Trained in-house ELSA</p> <p>Introduction of nurture group provision</p>	<p>Some of the students need targeted support based on their emotional health and social independently evaluated and shown to be effective in other schools.</p> <p>The ELSA project is an initiative designed to build the capacity of schools to support the emotional needs of their pupils from within their resources, recognising that children learn better and are happier if their emotional needs are met.</p> <p>Nurture groups are short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class. For an evaluation of nurture group provision see: https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Interventions baselined and measured.</p> <p>Review of nurture provision – improvement in the Boxall scores</p>	<p>Inclusion Lead / FSA and SM</p>	<p>December 2018</p> <p>ELSA = £6775</p> <p>Leadership input (SENCO Nurture group/LINC) = £17,240</p> <p>Nurture group setup = £1000</p> <p>Nurture group = £13, 905</p>
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<p>D: Increased attendance rates for target pupils eligible for PP combined with increased parental engagement/awareness</p>	<p>FSA and Attendance Officer to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Implementation of Attendance Action Plans as necessary.</p> <p>Parental engagement increased through varied child-led celebration events organised at different times of the day to encourage working parents to attend.</p>	<p>Attainment will only improve if children are attending school. LA advise school to continue to closely monitor vulnerable / disadvantaged pupils with low attendance.</p> <p>Parental awareness of possible impact needs to be improved.</p>	<p>Meet with FSP, Inclusion Lead and Attendance Officer will collaborate to ensure new provision and standard school processes work smoothly together. Timely intervention using Attendance Action Plans with review at key points.</p> <p>Reporting to FGB</p>	<p>SM, CK, SW</p>	<p>December 2018</p> <p>FSA = £5716</p> <p>Attendance Officer = £2100</p>
Total budgeted cost					£81,572



iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C: Improve emotional health, with access to wider experiences, enables children to build self-esteem, confidence and resilience	<p>Bursaries will be made available to ensure eligible pupils are able to access Experiences including:</p> <p>ELSA sessions Uniform Extended provision Holiday camps After school club Nurture groups</p>	<p>Emotional needs impact the ability and readiness to learn. Targeted therapies have been proven to impact on emotional wellbeing. ELSA is a recognised effective approach to develop childrens emotional literacy skills and TA's are trained by EP's (www.elsanetwork.org)</p> <p>Opportunities for children eligible for PP may be limited before and during their time at school so we need to ensure finances are not a barrier to them gaining experiences. Often, work in class is based on areas we expect them to have experienced (eg. Write about a holiday) when they may not have experienced this so staff will need to tailor work to this.</p> <p>http://www.lotc.org.uk/wp-content/uploads/2010/12/Ofsted-Report-Oct-2008.pdf http://www.lotc.org.uk/why/ofsteds-view-of-lotc/</p> <p>Some children do not wear the full uniform or it is poor quality or ill fitting which can set them aside as different. We have some vulnerable children who need to be kept safe before and after school and during the school holidays – structured provision supports the development of their self-esteem and ensures the best chance of being able to engage in school and learning.</p>	<p>Staff will ensure families of children eligible for PP are informed of options given help as required.</p> <p>Older children who may benefit from trips in lower years could be invited along to those as 'helpers' which boosts esteem whilst also giving them wider experiences.</p> <p>Link will be made with parents to ensure they know they know they can access some money when needed.</p> <p>Ensure identification of pupils is fair, transparent and properly recorded</p> <ul style="list-style-type: none"> -Baseline and exit data -learner feedback -staff feedback on leaner attitude -parental feedback -research 	SM, CK and phase leads	<p>December 2018</p> <p>ELSA = £5521 Extended provision = £773 Trips = £2991 Play therapy = £2310</p>
Total budgeted cost					£11,595



6. Review of expenditure																												
Previous Academic Year		2017/2018																										
i. Quality of teaching for all																												
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																								
A: Ensure consistently high quality teaching and learning.	<p>Staff training on understanding of PP children.</p> <p>Staff training on what constitutes QFT</p> <p>Improve high quality feedback</p>	<p>Training was provided for all teaching staff on PP and the importance of targeted support. The introduction of Talk for Writing, whole class reading using RIC and APE and the use of White Rose planning and Barbara Carr has had a positive impact on teaching and planning across the school for reading, writing and maths. Teaching staff have received training sessions, staff meetings and planning support across the year to ensure consistency of delivery and encouraged the sharing of good practice. This has had high impact on PP pupils with high expectations established and support/challenge given to those who need it. A new marking policy with appropriate training has also been put in place.</p>	<p>Revisit each initiative regularly to ensure good practice is shared and staff supported where needed. This is needed at every stage of planning and teaching.</p> <p>The impact of the marking policy to be regularly reviewed in year groups/phases and whole school. Share good practice and redirect where necessary.</p>																									
B: Ensure excellent outcomes for all children	<p>Staff training on challenge for all abilities and ensuring target focus on PP children</p>	<p>All teachers have attended training on T4W, RIC/APE, and Barbara Carr (writing, reading and maths). For each subject examples have been shared for differentiation and the importance of ensuring that disadvantaged pupils are engaged with their learning. As the year has progressed we have been able to share successes for individual PP pupils and seen an improvement in attainment in all year groups.</p>	<p>Clarity of expectations for teachers and pupils is vital. This needs to be revisited and successes shared regularly.</p>																									
Attainment	<p>Clarity of learning in QFT established, with children able to discuss their learning and next steps.</p>	<p>Attainment for end of KS2</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>79</td> <td>72</td> <td>77</td> </tr> <tr> <td>PP</td> <td>63</td> <td>60</td> <td>50</td> </tr> </tbody> </table> <p>Progress for end of KS2</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>0.7</td> <td>1.08</td> <td>-0.8</td> </tr> <tr> <td>PP</td> <td>0.9</td> <td>0.7</td> <td>-0.66</td> </tr> </tbody> </table>		Reading	Writing	Maths	All	79	72	77	PP	63	60	50		Reading	Writing	Maths	All	0.7	1.08	-0.8	PP	0.9	0.7	-0.66	<p>Continued QFT.</p> <p>Monitoring of planning/teaching/assessment to continue.</p>	£51,000
	Reading	Writing	Maths																									
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Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A: Ensure consistently high quality teaching and learning.</p> <p>B: Ensure excellent outcomes for all children.</p>	<p>Weekly small group sessions in for pupils with experienced teacher, in addition to standard lessons.</p> <p>121 and small group provision of targeted interventions.</p> <p>Marking and feedback training by Dawn Copping</p> <p>PP children identified through pink stickers</p>	<p>Training received from Dawn Copping for all teaching staff.</p> <p>Marking and feedback policy is in place with positive feedback from teachers and pupils about how this has had a positive impact on the pupils learning. PP pupils are identified on the assessment sheet and work alongside the teacher in class when relevant. There is improved impact at assessment points</p> <p>Interventions are in place and phase leaders ensure that disadvantaged pupils are included if appropriate. Extra support is provided to fill gaps and improve attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>We are no longer identifying PP pupils with pink stickers.</p>	<p>Continue to monitor and share successes. Marking policy and assessment sheet has high impact on the planning and delivery of learning day to day which has a positive impact over time.</p>	
<p>C: Improve emotional health, with access to wider experiences, enables children to build self-esteem, confidence and resilience</p>	<p>Identified interventions based on research and measure impact regularly</p> <p>Trained in-house ELSA</p>	<p>Some of the students have needed targeted support based on their emotional health and social independently evaluated and shown to be effective in other schools.</p> <p>The ELSA project has been established to build the capacity of schools to support the emotional needs of their pupils from within their resources, recognising that children learn better and are happier if their emotional needs are met. The ELSA sessions have been highly effective with positive feedback from both pupils and parents.</p>	<p>A nurture group will be established for vulnerable pupils and run by two of our OIL TA's. The children will be assessed using the Boxall profile as an assessment point at the start and end of the intervention.</p>	
				£122,100



iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
C: Improve emotional health, with access to wider experiences, enables children to build self-esteem, confidence and resilience	<p>Bursaries will be made available to ensure eligible pupils are able to access Experiences including:</p> <ul style="list-style-type: none"> ELSA sessions Uniform Extended provision Holiday camps After school club Nurture groups 	<p>ELSA is an established intervention at Sandy Lane and has positive impact on the pupils who have ELSA sessions.</p> <p>Teachers attend staff training sessions on the importance of an all inclusive education where all children, regardless of their background have opportunities to expand their horizons and have experiences in line with that of their peers.</p> <p>Uniform is provided to some PP children.</p> <p>Structured provision is provided for some vulnerable children who need to be kept safe before and after school and during the school holidays.</p>	<p>A nurture group will be established for vulnerable pupils and run by two of our OIL TA's. The children will be assessed using the Boxall profile as an assessment point at the start and end of the intervention.</p> <p>ELSA sessions will continue for those children who need the support. A record of this support will also be kept for the upcoming year.</p>	
D: Increased attendance rates for target pupils eligible for PP combined with increased parental engagement/awareness	<p>SLT, FSP and Attendance Officer to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Implementation of Attendance Action Plans as necessary</p>	<p>Attendance for PP pupils has improved from 89% in 2016-17 to 94% in 2017-18. The target for 2018-19 is 95%.</p> <p>FSA works closely with SLT and the attendance officer to support families in ensuring they attend school on time and as often as possible. Action plans have proved highly effective.</p>	To continue.	£56,000

7. Additional detail
Pupil Premium Brochure can be found on school website.