

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	Sandringham Primary School
Number of pupils in school	405 (plus 27 Nursery)
Proportion (%) of pupil premium eligible pupils	142
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1.12.2021
Date on which it will be reviewed	1.10.2022
Statement authorised by	C Metcalfe
Pupil premium lead	J Milnthorp
Governor / Trustee lead	S Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,990
Recovery premium funding allocation this academic year	£ 21,170
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	£ 212,160

Part A: Pupil premium strategy plan

Statement of intent

At Sandringham Primary School we use Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to achieve well and be ready for the next stage in their education. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our overarching objectives are to:

- provide pupils with the language to communicate effectively in a wide range of contexts;
- ensure all pupils are able to read fluently and with good understanding to enable them to access the full curriculum;
- narrow the attainment gaps between disadvantaged and non-disadvantaged children;
- support parents and carers to engage with school and play an active part in their children’s learning.

Key Principles:

We will ensure that our curriculum is appropriate for our pupils by using assessment to diagnose their needs. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. We will build effective relationships with parents so that we can work in partnership to support children’s learning and attendance.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment on entry into Early Years including use of language.
2	Significantly lower achievement of GLD in Early Years.
3	Fewer Pupil Premium currently meet the phonics screen check by the end of Year 2 (79% PP vs 97% Non PP).
4	Lower attainment in Reading, Writing and Maths throughout school.
5	Disadvantaged Pupils have lower attendance.
6	Lower parental 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
Attainment in Reading, Writing and Maths improves	Attainment of expected standard is at least in line with national average for all pupils (to review upwards to be at least in line with national Non Pupil Premium eligible subject to annual performance)
Attendance of Disadvantaged pupils to improve	Pupil Premium eligible attendance is at least in line with national all Pupil Premium eligible persistent absentees are fewer than national
Increase parental engagement	Pupil Premium eligible parental engagement is in line with Non Pupil Premium eligible Pupil Premium eligible parental engagement with remote and home learning is at least in line with Non Pupil Premium eligible
Strengthen provision and outcomes in Early Years	Achieve national average Good Level of Development
Maintain strong outcomes in Phonics	Exceed national average expected standard in Phonics Screen Check
Improving the quality of teaching in the core subjects so pupils secure knowledge of the basic skills	Quality of teaching is judged to be consistently good in TLR
Other	Increase the impact of leadership through regular monitoring and feedback to teachers

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: £68,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading CPD and use of Reading Plus</i>	Teacher development to embedding effective reading comprehension strategies. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	4
<i>Better defining the writing curriculum intent and training teachers on its implementation (CPD)</i>	External review identified the intent was not clearly defined and therefore teaching was not specific. The Sutton Trust's 2011 report identifies that consistency of quality first teaching is the key factor for improving learning for disadvantaged pupils.	4
<i>Embed a consistent phonics program (CPD)</i>	EEF – guidance reports – Improving Literacy KS1 and KS2 and Preparing for literacy - Effective approaches for improving literacy in Key Stage 2 (ages 7-11 years), supporting language and literacy development in the early years (ages 3-5 years). Oral language approaches have a high impact on pupil outcomes with 6 months additional progress, using oral language interventions. EEF toolkit – Phonics intervention has high impact for low cost with 5+ month additional months impact. PSC Check - Term 3 2021 <ul style="list-style-type: none"> - 75% passed in Y1 (51/60) - 56% passed Y2 recheck - 92% end of year 2 Phonics EEF (educationendowmentfoundation.org.uk)	3
<i>Implement Power Maths scheme and train teachers on its effective use (CPD & resources)</i>	April 2019 - 20' – Maths mastery did not support pupils in closing the gap and didn't have the impact projected. Power Maths aligned with White Rose which both are DfE approved for KS1 and KS2 – judged to meet the core criteria for High Quality Teaching. The Sutton Trust's 2011 report identifies that consistency of quality first teaching is the key factor for improving learning for disadvantaged pupils.	4
<i>Disadvantaged first approach to feedback and intervention</i>	Internal evaluation pre COVID identified that this approach led to improved progress for Pupil Premium eligible pupils. Feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
<i>Arts participation (retention of specialist staff and CPD in art)</i>	Employment of specialist teachers in music, dance and drama to promote oral language within the curriculum. CPD for teachers on Art. Arts participation EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5, 6

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

Budgeted cost: £114,276

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NELI</i>	EEF Toolkit – shows strong evidence for the effectiveness of NELI with 3+ months progress in language. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
<i>Implementation of Read Write Inc Phonics interventions</i>	EEF - Undergoing a project with evaluation due 2023. <ul style="list-style-type: none"> - 2017 – 91% passed the PSC check - 75% passed in Y1 (51/60) - 56% passed Y2 recheck - 92% end of year 2. Phonics EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
<i>Development of Communication Champions</i>	SLCN highest Primary need in school Training from the Speech and Language Therapists to support Communication Champions. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 4
<i>Bespoke interventions delivered using small group tuition</i>	Same day interventions not having intended impact on attainment or progress. Bespoke interventions designed to secure gaps in basics skills that have been identified using diagnostic assessments. Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 4
<i>Additional TA deployment</i>	EEF – making best use of TAs <ul style="list-style-type: none"> - TAs to add value - Independent learning to be developed - 1-1 interventions - TAs to be fully prepared for the lesson. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

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

Budgeted cost: £24,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Manager Attendance interventions</i>	92.2% Pupil Premium eligible 97.3% Non Pupil Premium eligible	5
<i>Parent Support Adviser and teachers providing a programme of parental events, workshops and support.</i>	DFE – Parental engagement report for schools identifies that collaboration and involvement of parents in planning is crucial for children’s holistic education. Parental engagement EEF (educationendowmentfoundation.org.uk)	6

Total budgeted cost: £207,638

Contingency: £4,522

Pupil premium funding allocation this academic year £ 190,990

Recovery premium funding allocation this academic year £ 21,170

Total budget for this academic year £ 212,160

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, 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.

What is your assessment of how successfully the intended outcomes of that plan were met?

Aim	Outcomes
Achieve national average progress scores in KS2 Reading (0)	<p>Teacher assessments</p> <p>Reading progress and attainment was below national average for disadvantaged pupils as well as all pupils.</p> <p>Reading has been a whole school priority which has had a positive impact on the teaching sequence and provision through staff training and coaching, but due to COVID closures this has interrupted the consistency of delivery and learning in reading.</p>
Exceed national average progress scores in KS2 Writing (0)	<p>Teacher assessments</p> <p>Writing progress and attainment was below national average for disadvantaged pupils as well as all pupils. The writing curriculum intent was not clearly defined and therefore for not specific. COVID closures had a significant impact on all pupils learning.</p>
Achieve national average progress scores in KS2 Mathematics (0)	<p>Maths progress and attainment was in line with national average for disadvantaged pupils and all pupils was in line with national.</p> <p>Children have better understanding and application of basic skills to reasoning and problem solving.</p>
Achieve national average Good Level of Development (72%)	<p>Children working at a Good Level of Development for FSM (38%) was just below the</p>

	<p>national average (41%). The percentage of all pupils (61%) was just above national average (57%).</p> <p>This was a result of a 'disadvantaged-first' approach to interactions and interventions.</p>
Exceed national average expected standard in PSC (82%)	<p>Year 1 internal PSC for disadvantaged pupils (75%) exceeded the national average (52%) pass-rate for disadvantaged pupils. By the end of year 2, disadvantaged pupils (79%) was just above LA average (78%) for disadvantaged pupils. 92% of all pupils exceeded the LA average of 23%.</p> <p>Disadvantaged pupils have been prioritised for targeted intervention in 2020-21.</p>
Develop high quality specialist teaching	<p>Delivering and accessing a broad and balanced curriculum for disadvantaged pupils but also for all pupils has had a positive impact on pupil engagement and enjoyment. This was evident in pupil voice, where children shared positive reflections about Music, Art and Dance. The quality of teaching in these subjects is good.</p>
Increase the impact of leadership through regular monitoring and feedback to teachers	<p>Pupil premium leader implemented a range of strategies to improve provision and outcomes for disadvantaged pupils through 'disadvantaged first approach'. Regular monitoring and feedback has been implemented.</p>

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
Read Write Inc	Ruth Miskin Training
Maths Mastery	ARK Curriculum