

## Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	388 (plus 31 Nursery - part-time equivalent of 43)
Proportion (%) of pupil premium eligible pupils	40% (155/388)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	3.11.2022
Date on which it will be reviewed	3.11.2023
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	£218,571
Recovery premium funding allocation this academic year	£ 22,185
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 240,756

## 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: £99,814

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embed a consistent phonics program (CPD)</i>	<p>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.</p> <p>EEF toolkit – Phonics intervention has high impact for low cost with 5+ month additional months impact.</p> <p>PSC Check – Summer 2022</p> <ul style="list-style-type: none"> <li>- 82% passed in Y1</li> <li>- 83% passed Y2 recheck</li> <li>- 95% end of year 2</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<i>Reading CPD and use of Reading Plus</i>	<p>Teacher development to embed effective reading comprehension strategies.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<i>Better defining the writing curriculum intent and training teachers on its implementation (CPD)</i>	<p>External review identified the intent was not clearly defined and therefore teaching was not specific.</p> <p>The Sutton Trust’s 2011 report identifies that consistency of quality first teaching is the key factor for improving learning for disadvantaged pupils.</p>	4
<i>Implement White Rose Maths and train teachers on its effective use (CPD &amp; resources)</i>	<p>Following review of implementation of Power Maths scheme (Sep 21-Mar 22), and Maths Mastery April 2019 – 20, we decided that these approaches were not securing pupils’ conceptual understanding in maths. Further training and development of teachers has led to improvement of teaching.</p> <p>White Rose is DfE approved for KS1 and KS2 – judged to meet the core criteria for High Quality Teaching.</p> <p>The Sutton Trust’s 2011 report identifies that consistency of quality first teaching is the key factor for improving learning for disadvantaged pupils.</p>	4
<i>Consistency of teaching to secure a disadvantaged first approach to feedback and intervention</i>	<p>Internal evaluation pre COVID identified that this approach led to improved progress for Pupil Premium eligible pupils. We identify disadvantaged pupils requiring additional input and feedback within our ‘Priority Pupils’ in each class.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4

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

Budgeted cost: £104,018

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of Read Write Inc Phonics interventions</i>	EEF - Undergoing a project with evaluation due 2023. 2022 results: - 82% passed the PSC check - 95% end of year 2. <a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	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. <a href="#">Oral language interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1, 2, 4
<i>Bespoke interventions delivered using small group tuition and School-Led Tutoring</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. Impact of School Led Tutoring in 21-22. <a href="#">Small group tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	2, 4
<i>Additional TA deployment</i>	EEF – making best use of TAs - TAs to add value - Independent learning to be developed - 1-1 interventions - TAs to be fully prepared for the lesson. <a href="#">Teaching Assistant Interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4

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

Budgeted cost: £36,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Manager Attendance interventions</i>	91.1% Pupil Premium eligible 93.5% 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. <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	6
<i>Implementation of Thrive and Training of Family Thrive Practitioner &amp; SLT Thrive Leader</i>	For pupils with social and emotional needs, we have previously used Thrive as an interventions to support them accessing learning. We have identified  <a href="https://www.thriveapproach.com/news/impact-of-thrive-evidenced?">https://www.thriveapproach.com/news/impact-of-thrive-evidenced?</a>	6

<b>Total budgeted cost:</b>	<b>£240,756</b>
<b>Contingency:</b>	<b>£0</b>
<b>Pupil premium funding allocation this academic year</b>	<b>£ 218,571</b>
<b>Recovery premium funding allocation this academic year</b>	<b>£ 22,185</b>
<b>Total budget for this academic year</b>	<b>£ 240,756</b>

## 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 2021 to 2022 academic year.

<p><i>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.</i></p> <p><i>What is your assessment of how successfully the intended outcomes of that plan were met?</i></p>	
<b>Aim</b>	<b>Outcomes</b>
<p>Attainment in Reading, Writing and Maths improves</p>	<p>Disadvantaged outcomes have improved from pre-COVID data and are better than disadvantaged pupils nationally, although disadvantaged gaps remain. The addition of school-led tutoring has positively impacted pupils. As outcomes are improving, this strategy will continue.</p> <p>Year 1 - Disadvantaged gap has closed in reading (-42%&gt;-15%), in writing (48%&gt;23%) and in maths (-32%&gt;-18%).</p> <p>Year 2 - Disadvantaged gap has closed in writing (-16%&gt;-4%) and in maths (-29%&gt;-3%).</p> <p>Year 5 - The gap has closed in maths (-28%&gt;-11%).</p> <p>Year 6 - Disadvantaged gap has closed in reading (-25%&gt;-8%).</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.</p> <p>The writing curriculum intent was not clearly defined and therefore not specific. A new writing intent with staff training and coaching has been developed by the literacy lead.</p> <p>Staff training and coaching embedding the delivery of White Rose Maths has led to children starting to develop their understanding using concrete and pictorial before progressing onto the abstract.</p> <p>Due to staffing the delivery of reading, writing and maths has not always been consistent across school.</p>
<p>Attendance of Disadvantaged pupils to improve</p>	<p>Attendance of disadvantaged is improving and is +0.3% compared with national disadvantaged. Their attendance remains below pre-COVID rates so remains a priority.</p>

Increase parental engagement	Secured full attendance either in person or virtually at learning conferences 3 x parent programmes running
Strengthen provision and outcomes in Early Years	Early Years outcomes are above national and pre-COVID for all pupils at GLD. Outcomes for disadvantaged pupils (83%) are above other pupils (70%). Early Years outcomes are above pre-COVID, including for disadvantaged pupils. These strategies will continue. Early Years outcomes for disadvantaged pupils (83%) is above national (50%).
Maintain strong outcomes in Phonics	Phonics data is above national in both year 1 and end of KS1, including disadvantaged pupils. This is because interventions focused on closing the large gaps in pupils' phonics knowledge and securing their fluency. Y1 Phonics outcomes are slightly below pre-COVID. End of KS1 phonics outcomes are slightly better, including for disadvantaged pupils. The current strategy is effective. Year 1 PSC for disadvantaged pupils (68%) exceeded the national average (63%) pass-rate for disadvantaged pupils. By the end of year 2, disadvantaged pupils (83%) exceeded the national average (41%) for disadvantaged pupils. 95% of all pupils exceeded the LA average of 87%.
Improving the quality of teaching in the core subjects so pupils secure knowledge of the basic skills	Changes in staffing have led to inconsistencies which have impacted teaching. Further development to secure consistency is required.
Other	Impact was limited due to frequent absences during autumn and spring terms, changes to leadership and staffing changes. This requires significant further improvement.

## 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
Launchpad for Literacy	Launchpad for Literacy
Read Write Inc	Ruth Miskin Training
Reading Plus	DreamBox Learning
1st Class@Writing	Edge Hill University
White Rose Maths	White Rose Maths