

Pupil premium strategy statement - Sandcross School

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.

At Sandcross Primary, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

Ensure the right provision is wrapped around every child

Remove barriers to learning created by poverty, family circumstance and background

Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally

Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

Develop excellent communication skills

Design a curriculum to build memorable learning experiences

Access a wide range of opportunities to develop their knowledge and understanding of the world

School overview

Detail	Data
School name	Sandcross Primary School & Nursery
Number of pupils in school	657
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Oct 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Mark Richards
Pupil Premium lead	Deborah Jackson
Governor / Trustee lead	Cat Hoad/ Jo Canneaux

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,348
Recovery premium funding allocation this academic year	£
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	£

Part A: Pupil premium strategy plan

Statement of intent

At Sandcross 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. High-quality 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.

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*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve Sandcross Primary uses a 'tiered' approach when delivering the pupil premium strategy.*

We focus on: high-quality teaching, targeted academic support and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	For disadvantaged pupils to access and be successful in the maths curriculum.

2	To identify and grow the potential for greater depth in disadvantaged children. The need to give cultural experiences within the curriculum for disadvantaged learners to enable knowledge to be 'sticky'.
3	The rise in mental and physical health needs in vulnerable and poorer families and the need for appropriately timed quality intervention.
4	The need to grow a knowledge rich curriculum including communal vocabulary alongside a skills progression.
5	Pupil premium pupil attendance has fallen since Covid Lockdown.

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>To ensure that all Pupil Premium pupils make good or better progress in maths.</p> <p><u>Actions</u> All CTs to receive calculation progression. All TAs receive training in the calculation progression. Intervention will be put in place with TAs or Intervention teachers CPD for staff to teach children metacognition skills Staff to have identified Pupil Premium children who can make accelerated progress from Working Towards to Expected or from Expected to Greater Depth. (Use of peer or staff mentoring to give affirmation to identified pupils.)</p>	<p>All staff to have identified and filled the gaps in basic number sense for disadvantaged pupils. eg MTC Sandcross PP pupils gained an average of 21/25 above the probable national average for all children - significantly higher than last year.</p> <p>90% of PP children accessing intervention will make accelerated progress in their maths skills eg yr6 children receiving a term of 3 x days weekly maths intervention made accelerated progress.</p>

<p>Each term class teachers will meet with their Lead Practitioner & AHT to discuss PP pupils. Each term the assessment lead will report on pupils progress and attainment and whether accelerated progress is being made and whether classes are working towards their aspirational targets.</p>	<p>87% of disadvantaged children in years 1 to 6 are able to access their age appropriate curriculum in maths</p> <p>75% of Pupil Premium children will make expected or better in core subjects at the end of the year. The average across year groups 1 to 6 in all core subjects is 50%.</p> <p>Outcomes for pupils in maths will be above the national average for PP pupils. Outcomes are above the national average in maths fluency in year 4 and in phonics in year 1. However, KS1 teacher assessments are not expected to be above the national average and probably not in KS2.</p>
<p>To consolidate the ‘no ceilings’ approach to Greater Depth for PP pupils across all years and to grow cultural capital through a knowledge rich curriculum.</p> <p><u>Actions</u> Staff to be coached in having aspirational targets for disadvantaged pupils. (Pupil Achievement Meetings with Lead Practitioners & AHT)</p> <p>Staff will identify potential PP greater depth pupils and mentor them.</p> <p>Staff will encourage PP pupils to attend clubs.</p>	<p>Good Quality First Teaching where focus groups (incl PP) within the classroom will be seen on learning walks and in Spotlights.</p> <p>5% of PP pupils attained Greater Depth. This potential needs to be identified and grown next year.</p> <p>10 PP pupils are receiving music tuition in school.</p> <p>Memorable experiences (including trips and visitors) are placed into every learning unit. PP able to access for 50% of the cost.</p> <p>PP funding will be used for disadvantaged children to access one free weekly club per term eg 62 PP pupils (48%) accessed a free club in the summer term.</p> <p>Pupils have memorable learning experiences and will be able to verbalise and use the vocabulary surrounding the experience with peers. Seen in learning walks, pupil voice & in afternoon tea.</p>
<p>To continue to cater for the mental health, social and emotional needs of Pupil Premium children</p> <p><u>Actions</u> Staff to be coached in having aspirational targets for disadvantaged pupils. (Pupil Achievement Meetings with Lead Practitioners & AHT)</p> <p>The use of these trained practitioners using evidence-based approaches to create an informed pathway</p>	<p>Timely intervention for disadvantaged children will be put into place. 12 PP pupils have received ELSA or Play Therapy this year.</p>

<p>Referred pupils will be discussed in the Care Committee each week.</p> <p>CPD for all staff so that they are confident in supporting low level mental health needs.</p> <p>To continue to build a trauma informed school</p> <p>Pupils mental health will be supported by CT/TAs and by the PSHE curriculum, class forums and class worry boxes.</p> <p>Signposting and training for parents to grow their skills to support their children’s mental health.</p> <p>To track the attendance of Pupil Premium children weekly and establish contact with families to make supportive relationships</p>	<p>In the latest pupil survey, all pupils will know who they can talk to if something is worrying them. 96.1% said that they would know who to talk to if worried.</p> <p>Staff will have access to immediate counselling should they need it.</p> <p>Over 90% of PP pupils will say that the school encourages them to look after their mental health. Seen in the pupil survey. 99.4% of pupils say that the school encourages them to look after their mental health.</p> <p>Parents will have sign posted advice on the website and in Newsletters. Well being blog in Newsletters has helped with signposting parents and recent Anxiety seminars with the Ed Psych have been well attended.</p> <p>Parents will have access to school professionals for low level support for their child.</p> <p>The Inclusion team will make timely referrals to external agencies for more significant mental health needs.</p> <p>Sandcross will gain at least the Bronze mental health award (Leeds Beckett Carnegie award) TBC Aut 23</p>
<p>Grow a knowledge rich curriculum including communal vocabulary alongside a skills progression.</p> <p><u>Actions</u></p> <p>Embed a knowledge rich curriculum</p> <p>For staff to expand knowledge of how their unit of curriculum builds on previous learning, experience and vocabulary for pupils.</p> <p>CPD for staff sharing the learning units, vocab and skills progression across the school</p> <p>Links in concepts, skills and facts will be explicitly taught to pupils.</p> <p>Staff to motivate and inspire a love of learning using fun and memorable learning experiences to advance the progression of ‘sticky’ knowledge.</p>	<p>Knowledge and vocabulary progression in place across all subjects.</p> <p>Planning reveals explicit links of concepts across subject areas and units of learning.</p> <p>Staff confidence in teaching and learning, as seen in CPD evaluation, will rise in foundation subjects.</p> <p>Children can articulate and understand vocabulary which has been built within and across subject areas. This will be seen in knowledge organisers and monitored through random group children conversations (in each year group) with their books and in monitoring of teaching and learning.</p> <p>By screening all pupils at the start of KS1 and KS2, identified pupils will receive early Speech and language intervention.</p>

<p>Pupil Premium Pupil attendance to rise to above national figures.</p> <p><u>Actions</u> Reduce the number of persistent absentees by: making relationships with vulnerable families; The Wellbeing Team working alongside class teachers to support vulnerable families</p> <p>DHT to meet with Office/Wellbeing Team fortnightly in order to strategically plan actions for supporting families where patterns in absence show a negative trend</p> <p>DHT to add an attendance portal on website to help highlight to parents the importance of good attendance</p>	<p>100% of teachers have made contact with vulnerable families by the end of September.</p> <p>Whole school attendance average is above 96% and also above national average (whichever is greater) Whole school attendance is 94.72% which is just above the national average of 94.1% Disadvantaged and SEND pupils attendance is at least 96%. PP attendance is 91.73%. There are 43 Persistent Absentees which is 31.2% of PP pupils.</p> <p>Parent survey shows 98% of parents 'agree' or 'strongly agree' with the statement 'My child is happy at this school'. The latest survey shows 95.9% of parents agree.</p> <p>Pupil survey shows 95% of responses state agree or strongly agree with 'I enjoy school'. The latest survey is 69%.</p>
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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: £2,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Award	Carnegie Leeds Beckett	3
Mental Health First Aider training	There is consistent evidence that MHFA training raises employees' awareness of mental ill health conditions. HSE	3
Overseeing, monitoring & evaluating effectiveness of teaching & learning	Good practise modelled, coached & evaluated by Lead Practitioners & AHT	1, 2 & 3

Improving writing	<p>The Write Stuff linked to the Education Endowment Foundation EEF support on writing</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 4
Improving mathematics	<p>Using research from the best countries in the world, Maths No Problem uses proven techniques to enhance children's understanding of maths mastery</p> <p>https://mathsnoproblem.com/en/about-us/our-story/</p>	1

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

Budgeted cost: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Catch up' intervention teachers	<p>Evidence suggests that qualified teachers will make a greater impact in interventions (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1 & 2
Targeted Interventions - Staff teach small groups of children, outside of lesson time, on targeted areas of learning to	<p>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has the highest impact.</p>	1,2

enable pupils to make more rapid progress.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One free club weekly per term	Opportunity to grow cultural capital for all disadvantaged children. Offer is supported throughout all weeks of the year for sporting, musical, cultural & many other clubs	2
Support for residential trips	Broader life & learning opportunities eg residential trips	2,4
Attendance lead	Building relationships and supporting families grows parents' sense of belonging to the community	5
ELSAs/ Play therapists	Trained practitioners follow evidence-based intervention & have professional supervision. (Pickering, Lambeth & Woodcock 2016)	3
Free reading book for pupil premium children	Reading is the centre of opening up the world of education, hope for the future and the ability to continue to further education or gain employment.	2,4

Parent workshops and drop in sessions	Empowering and signposting families for support	3
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Total budgeted cost: £ 182,348

Pupil premium strategy outcomes - (Review of the previous year)

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was better in most year groups than 2020-21 but still not in line with 2018/19 in core areas of the curriculum. Reading is the strongest core area for our Pupil Premium pupils with maths being the weakest area and needing a consolidated focus during this next academic year (hence the new target above). Our assessment of the reasons for these outcomes points to the gaps gained from the pandemic, the quality of teaching and learning and SEMH, which disrupted all our subject areas to varying degrees.

Overall attendance of disadvantaged pupils, in 2021/22, was lower than in the preceding year (94.94%) at 83.12% and it was lower than the national average. Absence among disadvantaged pupils was 11% lower than their peers and persistent absence was 17% higher. This 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 but also down to other social factors. 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 some of the activities detailed in this plan.

Last year there was success with early identification of speech and language needs in Early years. The previous lack of socialisation in Covid Lockdown meant that pupils' listening and attention skills were not as developed as in previous years. Using the evidence based NELI intervention 80% of pupils participating made significant progress in their expressive and receptive language skills. This has set them up well for the National Curriculum requirements in year 1.

We continued to give mental health support to disadvantaged pupils. 63% of pupils seen by our ELSA were disadvantaged pupils. 54% of those supported by our Play Therapists were disadvantaged pupils. The impact of these sessions with trained practitioners has meant that 100% of the disadvantaged children seen by Play Therapists are now able to use coping strategies within the classroom. As a trauma informed school we are able to use our CTs and TAs to continue low level strategies with them on a daily basis. Support will continue this year

as we take part in the Leeds Beckett Carnegie award for Mental Health. This will help us hone our policies and processes so that we can be the best we can for our children.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

This strategy will be evaluated in completion at the end of the academic year.