

Pupil premium strategy statement



This statement details our school's use of pupil premium 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	Sandcross Primary
Number of pupils in school	658
Proportion (%) of pupil premium eligible pupils	17% (112)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mark Richards
Pupil premium lead	Deborah Jackson
Governor / Trustee lead	Amelia Warren

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,150
Recovery premium funding allocation this academic year	£7,973
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	£197,123

Part A: Pupil premium strategy plan

Statement of intent

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 long term vision is 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
- 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

In order to achieve this staff and pupils have been involved in creating this strategy and staff, parents and pupils will be involved in implementing this strategy.

Regular half termly monitoring and reviewing will take place with the leaders of Disadvantaged children to ensure effectiveness and that any follow on adaptations will be put in place where needed.

To achieve this strategy, staff development in holding coaching conversations, specific mastery approaches and approved mental health strategies will be put in place.

Safeguarding will be kept to the forefront for all providers for teaching, intervention, clubs and trips and risk assessments will be in place to give children the best quality provision.

This document will be communicated on the website and shared with parents and the Local Governing Body to ensure transparency.

Challenges

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

Challenge number	Detail of challenge
1	Opportunities for disadvantaged children to talk about and reflect upon their involvement and progress in their accumulation of knowledge and skills.
2	To give wider access to clubs and trips and to give cultural experiences within the curriculum for our disadvantaged learners in order to enable knowledge and skills to become 'sticky'.
3	To identify and grow the potential for greater depth attainment in disadvantaged children.
4	To provide appropriately timed quality intervention to address the rise in mental and physical health needs in vulnerable families.
5	To ensure Pupil Premium families have well supported attendance.

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
Coaching for success Children will be able to articulate their learning, will have a feeling of self-worth, a sense of belonging and will be intrinsically motivated to know and take their next steps.	Disadvantage lead trained in leading coaching conversations Create an age appropriate stepped coaching module for children to participate in 100% KS2 PP children will take part in coaching sessions 98% KS2 PP children will say that they feel positive about their learning journey. 100% KS2 PP children will be able to articulate the next steps in their learning within small coaching groups.

	All KS2 PP pupils will make accelerated progress.
Attending clubs and trips Through attending clubs and trips the children will gain a wider experience of life activities which will foster a sense of belonging within a group and also enhance vocabulary, knowledge and skills.	100% disadvantaged children will have the opportunity to attend a club More than 50% of PP children will attend a club 100% of children will have the opportunity to participate in trips Teachers will be intentional in having conversations with disadvantaged children and those with an EHCP about their experiences
To continue to cater for the mental health, social and emotional needs of Pupil Premium children Disadvantaged children will have access to timely mental health support where needed.	All staff will receive training on delivering Zones of Regulation for all pupils. Staff will receive training on supporting low level mental health needs. Pupils will be referred on triage forms to the weekly Care Committee where timely evidence-based approaches will be used to create an informed pathway. Pupils will receive support 'wobble' slots, ELSA intervention or Play Therapy as appropriate. All PP children will state in the termly survey that 1) the school encourages them to look after their mental health 2) that they know who to talk to in school if they are worried. Parents will have sign posted mental health support for children on the Website and on the newsletters. The Inclusion team will make timely referrals to external agencies for more significant mental health needs.
To continue to grow and consolidate the 'no ceilings' approach to Greater Depth for PP pupils across all years and to grow cultural capital through a knowledge rich curriculum. Potential greater depth pupils will be identified in each year group. These children's progress and attainment will be tracked. Opportunities for development will be made available. Small group tutoring will be made available for identified pupils.	Good Quality First Teaching will be seen for all pupils including those who are PP in learning walks and spotlights Staff will be coached in having aspirational targets for PP pupils (PAMs/LPs & AHT) Termly Pupil Achievement Meetings to identify potential PP greater depth pupils across the school 5% of pupils in each year group will attain greater depth in reading, maths and writing. PP pupils will have the opportunity to receive reduced fees or free musical instrument tuition in school Half termly memorable learning experiences will be available for 50% of the cost for all PP pupils

	Targeted tutoring will be available for UKS2 pupils who have the potential to make accelerated progress.
<p>Pupil Premium Pupil attendance to rise to above national figures.</p> <p>The number of Persistent Absentee Pupil Premium children will decrease.</p> <p>The % attendance of PP children will rise.</p>	<p>Beginning of the year positive conversations/ contact between class teacher and all vulnerable families</p> <p>The office lead will have daily conversations with families of absent children</p> <p>The attendance lead will complete fortnightly tracking of PP Persistent Absentee families alongside follow up conversations with families, staff and children</p> <p>Termly reporting of PP attendance figures to Head teacher and to the Local Governing Body</p> <p>PP attendance will be 92.5% at the end of the year</p> <p>There will be fewer than 40 PP Persistent absentees at the end of the year</p>

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: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Coaching</i>	EEF research suggests that both Oracy and Metacognition are vital to the progress of learning.	1

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

Budgeted cost: £ 120,500 + £7,973 = £128,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group teaching for focus core subject learning using mastery based approaches alongside teacher taught intervention as part of the National Tutoring Programme</i>	EEF research suggests that small group tutoring allows +4 months accelerated progress over an academic year https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,4
<i>Small group intervention for focus core subject learning</i>	EEF research suggests that small group tutoring allows +4 months accelerated progress over an academic year 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions	1,4

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

Budgeted cost: £66,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance lead building relationship with vulnerable families. Teachers understanding reasons for absence and creating a sense of belonging.</i>	Welsh Assembly doc “Strategies to manage school attendance and lateness” EEF 2022 evidence of how to improve attendance and absenteeism.	5
<i>ELSAs & Play Therapist supporting children with anxiety and mental health needs</i>	Research: Programmes that focus on enhancing emotional literacy improve academic performance and behaviour (Carnwell & Baker, 2007) Investigation into the effectiveness of ELSAs in schools (May 2015 Dodds and Blake) PTUK analysis of 25,000 cases show 73% of positive change post therapy. This rises to 83% in children with severe issues.	3
<i>Disadvantage lead creating strategic approaches across the curriculum and school</i>		1,2,3,4,5
<i>Funding available for each disadvantaged child to attend one club per week per term. Funding to attend trips where voluntary contributions are not possible</i>	Funding to enhance cultural capital for disadvantaged pupils: EEF Teaching and learning toolkit - to reduce the attainment gap for core subjects; New Direction research 2017 eg building on arts impact for disadvantaged children	2
<i>Free reading book for each PP child</i>	Reading is at the centre of all learning as it opens up the world of education and employment.	4

Total budgeted cost: £ 197,123

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 2022 to 2023 academic year.

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. Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

2022-2023 Pupil Premium strategy

To ensure that all Pupil Premium pupils make good or better progress in maths.

All staff have identified and filled many gaps in basic number sense for disadvantaged pupils. This was shown expertly in the Multiplication Timestable Challenge where Sandcross PP pupils gained an average of 21/25 which was above the national average for all children.

PP children accessing intervention made good progress in their maths skills as seen in Yr6 where children receiving a term of 3 x days weekly maths intervention made accelerated progress.

87% of disadvantaged children in years 1 to 6 are able to access their age appropriate curriculum in maths.

67% of Year 1 premium pupils passed their Phonics screener.

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.

Good Quality First Teaching where focus groups (incl PP) within the classroom were seen on learning walks and in Spotlights. 5% of PP pupils attained Greater Depth. This potential needs to be identified and grown next year.

10 PP pupils received reduced fee or free musical instrument tuition in school.

Memorable experiences (including trips and visitors) were placed into every learning unit. PP accessed for 50% of the cost.

PP funding was used for disadvantaged children to access one free weekly club per term. 62 PP pupils (48%) accessed a free club in the summer term.

To continue to cater for the mental health, social and emotional needs of Pupil Premium children

Timely intervention for disadvantaged children was put into place. 12 PP pupils received blocks of intervention from ELSA or Play Therapy this year.

99.4% of pupils say that the school encourages them to look after their mental health.

Sandcross gained the Bronze mental health award with Leeds Beckett University.

Grow a knowledge rich curriculum including communal vocabulary alongside a skills progression.

Knowledge and vocabulary progression in place across subjects. Planning revealed explicit links of concepts across subject areas and units of learning. Staff confidence in teaching and learning, as seen in CPD evaluation, rose in foundation subjects.

Children could articulate and understand vocabulary which was developed within and across subject areas. This could 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.

Pupil Premium Pupil attendance to rise to above national figures.

100% of teachers have made contact with vulnerable families by the end of September.

Whole school attendance is 94.72% which is just above the national average of 94.1%

PP attendance is 91.73%. There are 43 Persistent Absentees which is 31.2% of PP pupils.

Parent survey shows 95.9% of parents 'agree' or 'strongly agree' with the statement 'My child is happy at this school'.

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.