

Pupil premium strategy statement - Sandcross School

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.

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	676
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Nov 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Mark Richards
Pupil premium lead	Deborah Jackson
Governor / Trustee lead	Cat Hoad

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,384.
Recovery premium funding allocation this academic year	£17,384.50
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	£200,768.50

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	The lack of socialisation and language experiences for disadvantaged children during Lockdown
2	To identify and grow the potential for greater depth in disadvantaged children. The lack of cultural experiences for disadvantaged learners, exacerbated by Lockdown, which are needed to make knowledge 'sticky'
3	The rise in mental and physical health needs in vulnerable and poorer families during 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
To ensure that there is early identification of speech and language needs and intentional growth of language for PP pupils	<p>All staff in Early Years R & the lead Sp & Lang assist SENDCo will be trained in delivering the NELI programme.</p> <p>All children in the Nursery and Reception will be screened using the NELI programme. Identified children in Reception will access the 20-week intervention programme.</p> <p>Children accessing the intervention will make accelerated progress in their language skills. Measured within the evidence-based intervention.</p> <p>Children will be able to access their age-appropriate curriculum.</p> <p>TAs in KS2 will be trained in delivering the Speechlink screener and know how to access the intervention resources.</p> <p>All teaching staff will understand the need to prioritise speech and language intervention</p> <p>All children who are new to the school in year 3 or who are new admissions in KS2 will access the Speechlink receptive language screener.</p> <p>Children will have timely intervention and make accelerated progress</p> <p>We will consult with SALT re children who need more extensive intervention</p> <p>'Catch up' Intervention teachers to teach booster groups for disadvantaged pupils to</p>

	<p>access age expected curriculum. This should include pre-teaching and overlearning where appropriate.</p> <p>Each term class teachers will meet with phase leaders to discuss PP pupils. Each term the PP lead will report to the head teacher and link governor on pupils strengths and challenges.</p>
<p>To consolidate the ‘no ceilings’ approach to greater depth for PP pupils across all years and all core subject areas to grow cultural capital</p>	<p>Staff to be coached in having aspirational targets for disadvantaged pupils. (Pupil Achievement Meetings with Lead Practitioners)</p> <p>Good Quality First Teaching and focus groups within the classroom. (Progress and attainment measured termly by Inclusion/ Pupil Premium leader.)</p> <p>Overarching support from leaders of learning to ensure memorable experiences (including trips and visitors) are placed into every learning unit.</p> <p>Use of PP funding for all disadvantaged children to access one free weekly club per term. Pupils will gain new experiences and be able to talk about their experiences with friends. The Inclusion lead will measure the uptake of this.</p> <p>The inclusion lead will inform the head teacher and link governor termly and the governors annually.</p>
<p>To continue to cater for the mental health, social and emotional needs of all Pupil Premium children</p>	<p>The Well-being team of ELSAs and Play therapists will make sure that a large proportion of their children will be those who are Pupil Premium funded. The use of these trained practitioners using evidence-based approaches creates an informed pathway.</p> <p>ACEs and trauma informed training for all staff so that staff are confident in supporting low level needs.</p> <p>Signposting and training for parents to access training for supporting their children with separation anxiety.</p> <p>Continue to use Restorative Approaches on the playground.</p> <p>Discuss referred pupils in Care Committee each week.</p> <p>To track the attendance of Pupil premium children weekly and phone families to make supportive relationships</p>

	Well-being team and inclusion lead to monitor those children who receive intervention and those who need subsequent intervention or referral to external agencies

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: £ 33,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Intervention	Nuffield Foundation research into education and well-being	1
ACEs & mental health training for all staff	The impact of trauma-based teaching on educators (Parker, Olsen & Bunde) Journal of child and adolescent training 2020	3
Better Reading Partnership intervention	Effective literacy interventions (Brooks 2016)	2
Overseeing, monitoring & evaluating effectiveness of teaching & learning	Good practise modelled, coached & evaluated by lead practitioners and inclusion lead	1, 2 & 3

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

Budgeted cost: £ 117,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Catch up' intervention teachers	Evidence suggests that qualified teachers will make a greater impact in interventions (EEF)	1 & 2
Speech & language & dyslexia tutoring	Helen Arkell dyslexia diploma qualified tutoring	1

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

Budgeted cost: £ 49,094.50

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	3
Attendance lead	Building relationships and supporting families grows parents' sense of belonging to the community	3
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
Parent workshops and drop in sessions	Empowering and signposting families for support	3

Total budgeted cost: £ 199,184.50

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.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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.

Sandcross Pupil Premium Plan 2021 - 2022

All targets are part of a 3 year cycle to develop provision for PP children Each target:			
<ol style="list-style-type: none"> 1. diagnoses pupil challenges 2. Uses strong evidence to support the strategy 3. Implements the strategy 4. Monitors and evaluates the strategy 			
Intent	Implementation	Impact	Funding
<p>To ensure that there is early identification of speech and language needs and intentional growth of language for PP pupils</p> <p>(Barrier: the lack of socialisation and language experiences for 3,4,5 yr olds during Lockdown)</p> <p>(First year of this target to expand the strategic approach to EY intervention)</p> <p>(NELI - evidence based intervention to improve oral</p>	<p>Assistant Head Inclusion</p> <ul style="list-style-type: none"> • Oversee direction and plans to develop strong speech and language support throughout the school • To grow signposting and workshop support for parents • Oversee growing an evidenced based approach <p>Lead Practitioner</p> <ul style="list-style-type: none"> • To ensure that EY CTs, TAs & Speech & Lang lead attend the online training in NELI (Nuffield Early Language Intervention) - a government supported intervention <p>Leader of learning for Early years</p> <ul style="list-style-type: none"> • Work with the speech & Lang TA to screen all Reception pupils 	<p>Impact review</p> <p>i) baseline review with Sp&L assistant, English lead and Inclusion lead with subsequent termly review of progress</p> <p>ii) termly review through Pupil Achievement Meetings of all CTs with their Lead Practitioner.</p> <p>Impact:</p> <p>Evidence:</p> <p>Sustainability:</p>	<p>£40,000</p> <p>Funding Speechlink screener, funding the Speechlink resources</p> <p>Funding NELI resources (NELI screener free to Reception children this year)</p> <p>TAs - time to deliver every child's Speechlink assessments, NELI screening, Time resourcing, delivering & evaluating the resultant Sp & L interventions (Interventions 2 x TAs 1hr daily)</p> <p>Part of Lead Practitioner for EY/KS1</p>

language and comprehension)	<ul style="list-style-type: none"> Identify which pupils should receive intervention Ensure that resources are prepared for the 20 week intervention <p>Speech and Language lead TA</p> <ul style="list-style-type: none"> Train all TAs in the use of Speechlink Screen Reception pupils fro NELI Make referrals to paediatric and mainstream SALT To attend the MPT Coach staff in supporting the present PP children with SALT targets To make sure that disadvantaged and vulnerable receive high quality intervention where needed To ensure that all pupils in year 3 (and all new pupils in other KS2 year groups) are screened for Receptive speech and language needs To unpick the root of specific children's problems who have unidentified speech & language needs To train TAs in pre-teaching vocabulary & Precision Teaching interventions <p>Teaching Assistants</p> <ul style="list-style-type: none"> To deliver language screeners, understand specific SALT reports and ensure accelerated learning through high quality intervention for those with specific targets 		<p>Part of Leader of learning for EY</p> <p>Lead Speech & Lang TA</p>
To consolidate the 'no ceilings' approach to	Assistant Head Inclusion (10%)	Lead practitioners to meet with CTs termly to discuss aspirational	<p>£64,000</p> <p>Class teachers</p>

<p>greater depth for PP pupils across all years and all core subject areas to grow cultural capital</p> <p>(Barrier: lack of cultural experiences, exacerbated during Lockdown, which are needed to make knowledge 'sticky' for vulnerable and disadvantaged learners)</p> <p>(Target is in its second year of developing this area of a 'no ceilings', high expectations approach)</p> <p>(Training teachers to have aspirational targets for PP pupils. Use of qualified teachers for intervention is known to have better outcomes. Use of specific funding to gain cultural experiences)</p>	<ul style="list-style-type: none"> To monitor the progress and attainment of PP pupils To encourage staff and pupils to have aspirational goals (for PP children) <p>Lead Practitioners</p> <ul style="list-style-type: none"> To lead their phase in inclusive language, creative planning & learning and techniques to enable everyone to access the curriculum <p>Class teachers</p> <ul style="list-style-type: none"> Identification of Greater Depth PP pupils in Pupil Achievement Meetings Use of Quality First Teaching To be intentional in identifying specific PP children who have the potential to gain Greater Depth & could accelerate their learning through a 'no ceilings' aspirational teaching approach To build on the impact from the last academic year across school in all core subject areas <p>Intervention teachers</p> <ul style="list-style-type: none"> Having identified potential Greater Depth learners, support this through high quality group intervention <p>SLT</p> <ul style="list-style-type: none"> To give positive encouragement through assemblies and other positive reward systems for the children committed to improving their achievement To lead with aspirational and motivational life skills and expectations for all including pupil 	<p>targets. Attainment % reviewed termly by Inclusion lead and shared with SLT.</p> <p>Impact:</p> <p>Evidence:</p> <p>Sustainability:</p>	<p>Intervention teachers</p> <p>One free club per term per child</p>
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	<p>premium voice in the Pupil Parliament.</p> <ul style="list-style-type: none"> • PP pupils able to access a free club each term to gain new experiences and expand cultural capital • Where needed ensure opportunity for disadvantaged pupils access 'catch up' interventions to fill gaps 		
<p>To continue to cater for the mental health, social and emotional needs of all Pupil Premium children</p> <p>(Barrier: rise in mental and physical health needs in vulnerable and poorer families during Lockdown)</p> <p>(Target is in Year 3 of a cycle to meet the needs of PP learners)</p> <p>(Use of trained practitioners in evidence based intervention approaches eg ELSA and Play Therapy)</p>	<p>Assistant Head Inclusion Oversee</p> <ul style="list-style-type: none"> • Care Committee • PSHE curriculum link • Playground behaviour using Restorative Approaches • Attend TAMHs Primary Health worker link meets • Recognise staff training needs & meet them • Coach staff in understanding the mental health and support of vulnerable children • Create a mental health pathway for Sandcross • To enable staff to recognise pupils who need support • Monitor and evaluate the impact of provision • Manage the well-being team • Create a nurturing approach in the team • Create signposting for staff in school in 'how to' support ideas and mental health signposting for parents • Train ELSAs and decide which pupils need individual or groups support, create 	<p>The well-being team and Inclusion lead to review half-termly/termly how many PP children are referred and do not need subsequent intervention. Report to the Local Committee through HT report.</p> <p>Impact:</p> <p>Evidence:</p> <p>Sustainability:</p>	<p>£80,000</p> <p>Part of Assist Head inclusion time</p> <p>3 ELSAs @ SPS5</p> <p>1 Counsellor/ Play therapist day</p> <p>1 Play therapist day</p>

	<p>timetables & evaluate provision</p> <ul style="list-style-type: none"> • To lead the Care Committee <p>ELSAs</p> <ul style="list-style-type: none"> • To nurture children who find leaving parents tricky at the start of the day • To develop the emotional literacy of pupil premium pupils individually and in small groups • To coach & enable staff to support the root of children's different behaviours • To be an integral part of the Care Committee supporting vulnerable pupils • To deliver targeted mental health support to vulnerable and disadvantaged children • To help children develop resilience and emotional regulation <p>Counsellor & Play therapist</p> <ul style="list-style-type: none"> • To use therapeutic strategies to support individual children with recognised emotional regulation difficulties • To support children who have suffered significant trauma in their lives • To involve talking with parents alongside the pupil where possible 		
		Total	£184,384

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