

Sandylands Pupil Premium Strategy Statement 2017-18



1. Summary Information					
School	Sandylands Primary School				
Academic Year	2017-18	Total PP Budget	£240,977	Date of most recent PP Review	October 2017
Total number of pupils	399 plus	Number of pupils eligible for PP	160	Date for next internal review of this strategy	January 2018

2. Current attainment		
September 17	Pupils eligible for Pupil Premium Ever 6 (your school)	Pupils not eligible for Pupil Premium Ever 6 (national average)
% achieving ARE expectations in Maths	Y2 – 62.1% Year 6 – 54%	Y2 – 72.6% Y6 – 69.7%
% achieving ARE expectations in Reading	Y2 – 69% Year 6 – 40%	Y2 – 74% Y6 – 65.6%
% achieving ARE expectations in Writing	Y2 – 58.6% Year 6 – 76%	Y2 – 65.5% Y6 – 73.9%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school)	
A	Speech and Language skills. Pupils accessing challenging texts by having a good understanding of vocabulary.
B	Home reading / access to quality books. Early reading experiences often not developed within the home.
C	Accessibility of a wide range of experiences linked to the curriculum eg Museums, art galleries, theatres which impacts on key skills development like writing. Engagement with wider educational and life experiences.
External barriers (issues which also require action outside school)	

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D	Families requiring support with behaviour, housing and a high level of mental health issues and child protection. Diminished services available due to the closing of the Children's Centre.	
4. Desired Outcomes (Desired outcomes and how they will be measured)		Success Criteria
A	PP children make accelerated achievement from low starting points to achieve ARE and above. Speech and language interventions are effective and vocabulary is promoted throughout the school.	<ul style="list-style-type: none"> 70% reach ARE expected in Reading/ Maths/ Writing in year 6 tests. 19% achieve greater depth.
B	Intervention programmes are effective in reading. Children enjoy reading and can make connections within texts. Early intervention is effective in bridging the gap and pupils from low starting points achieve a GLD in reading and writing. That children have access to high quality books and language rich experiences	<ul style="list-style-type: none"> Pupils make outstanding progress from starting points and achieve as well as their peers reaching national standards. That more able children achieve the greater depth standard and potential is identified in the EYFS through targeted support. 80% of disadvantaged pupils achieve the standard in the year 1 phonics test.
C	Children have a wide range of experiences which enable them to fully access the curriculum and achieve in key skills in reading, writing and maths. That vocabulary is developed through first hand experiences. Children are engaged in school life and are flourishing.	<ul style="list-style-type: none"> They make accelerated progress from Reception – Y2. Y1 phonics is at 85% 75% of children ARE in reading, writing and maths. Pupil interviews demonstrate a love of reading and by year 6 can identify key genres that they like to read. Absence is below 4% Children participate in the wider curriculum.

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5. Planned Expenditure					
Academic Year		2016-17			
i. Quality of teaching for all					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
70% of children reach ARE in reading in year 6	Children divided into 3 classes.	Based upon the evidence of children have more teacher time.	SMT to monitor progress	AH	termly
Total budgeted cost					£26,303
Total budgeted cost					£26,303
ii. Targeted support					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
65% of children achieve a GLD in reception including the prime areas.	Reading intervention with an additional teaching assistant support	Children to receive more time to engage them with books and reading. TA's to support those which do not read at home.	Penny to oversee progress. Children identified by class teachers	PL GD	Half termly
Total budgeted cost					£11,966
iii. Targeted support					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
65% of children to achieve a GLD in maths and -% above	Maths and mathematical vocabulary intervention provided through HS	Accelerated progress IN YEAR 6 FROM SPECIALIST TEACHER	Helen to oversee progress. Children identified by class teachers	HS	Half termly

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Total budgeted cost					11,000
iv. Targeted support					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children with SEN make at least expected progress	SEN teacher supporting phonics in class. Assess children's needs through diagnostic assessment non class based.	Specialist SEN teacher to oversee SEN provision	Helen to oversee SEN intervention	HS	Half termly
Total budgeted cost					£45,000
v. Other Approaches					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children with additional needs make at least expected progress. Families receive specialist support in school to improve behaviour for learning and address SEN concerns	Observations by Richard Crombie Educational Psychologist	Accelerated progress through targeted support plans	Helen to oversee implementation of Richard support plans	HS	Half termly
Total budgeted cost					£15,000
i. Targeted support					
Desired Outcome	Chosen action/	What is the evidence and rationale	How will you ensure it	Staff lead	When will you review

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	approach	for this choice?	is implemented well?		implementation?
Appointment of HLTA	Support for behaviour and behaviour for learning through teaching assistants support	Behaviour impacts on children's ability to learn. Improved behaviour for learning increases attainment.	AH to oversee behaviour plans	AH	
Total budgeted cost					£25,060
i. Other					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
That the mental health of children and families allow them to flourish	CAMHS worker to meet with parents to provide support for parents and develop action plans of support. To support teachers to provide intervention for children with mental health problems.	Children learn best when all their basic needs are met.	David to track progress of children. Reviews to take place to identify or signpost additional support.	SF HS	Half termly
Total budgeted cost					£12,000
ii. Other					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children have below 4% absence and persistent absence is below NA	Support with attendance through use of family link workers	Attendance affects children's attainment	David to track progress of identified children	AH NM SF DR	Half termly
Total budgeted cost					£17,236

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ii. Targeted support					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
That the achievement of children is accelerated and children can make good transitions. That disadvantaged pupils achieve as well as their peers.	Family link workers to work with children and families to improve behaviour for learning	Children learn best when all their basic needs are met.	SF to track progress of children	SF	Half termly
Total budgeted cost					£60,138
i. Other					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
That PP children can use a wide range of experiences to widen vocabulary and give them the inspiration to write.	Support for trips and residential visits for parents who are unable to pay	These experiences enrich a child's understanding of the world, their self confidence and self esteem and their vocabulary which impacts on reading and writing	Monitoring of progress of children	PL	Half termly
Total budgeted cost					£15,000
i. Other					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
That PP children engage with the wider curriculum.	Additional music tuition	These experiences enrich a child's understanding of the world, their self confidence and self esteem and their vocabulary which impacts on reading	Monitoring of progress of children	TOB	Half termly

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That G and T pupils can access professional tuition		and writing			
Total budgeted cost					£2250
i. Other					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children engage with wider curriculum and have a sense of well being.	Additional physical education by specialists	These experiences enrich a child's understanding of the world, their self confidence and self esteem and their vocabulary which impacts on reading and writing	Monitoring of progress of children	AB	Half termly
Total budgeted cost					£2250
i. Other					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children have access to a range of quality reading material. Attainment in reading increases.	Additional reading resources	Provision of quality reading material for children	Monitoring of progress of children	PL	Half termly
Total budgeted cost					£5000
i. Targeted support					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To support achievement of pupils at risk of exclusion	Additional teaching assistant support	Targeted support for children	Helen to oversee implementation of additional support	HS	

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Total budgeted cost					£9,266
i. Targeted support					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
ARE for children across the school	Supplement of milk for children in KS1 and over 5 in EYFS	Children learn best when their basic needs are met	Penny to oversee tracking of pupil progress in KS1	PL	Half termly
Total budgeted cost					£1650
Total budgeted cost					£259,119