

# Sandylands Pupil Premium Strategy Statement 2020-21



1. Summary Information					
School	Sandylands Primary School				
Academic Year	2020-21	Total PP Budget	£208,005	Date of most recent PP Review	January 20
Total number of pupils	435	Number of pupils eligible for PP	140 (32%)	Date for next internal review of this strategy	October 2020

2. Current attainment		
	Pupils eligible for Pupil Premium Ever 6 (your school)	Pupils not eligible for Pupil Premium Ever 6
% achieving ARE expectations in Maths		
% achieving ARE expectations in Reading		
% achieving ARE expectations in Writing		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school)	
A	Children not accessing education during lockdown
B	Speech and Language skills. Support phonics and early reading to develop literacy skills and develop vocabulary.
C	Children not fluent readers
D	Access to cultural and social capital experiences, which need to be embedded within the curriculum. eg Museums, art galleries, theatres, the beach and other local facilities-. Engagement with wider educational school life and experiences.

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<b>E</b>	Lack of internet to access remote learning	
<b>F</b>	Access for families to support networks and mental health issues within a family.	
<b>External barriers (issues which also require action outside school)</b>		
<b>4. Desired Outcomes (Desired outcomes and how they will be measured)</b>		<b>Success Criteria</b>
<b>A</b>	All children return to school and have access to 'catch up' programmes so every child has the potential to achieve.	<ul style="list-style-type: none"> <li>• PP children make accelerated achievement from low starting points to achieve ARE and above.</li> <li>• Measured on I track and analysed.</li> </ul>
<b>B</b>	Speech and language interventions are effective and vocabulary is promoted throughout the school. Young children can communicate effectively and achieve a GLD in Communication and Language.	<ul style="list-style-type: none"> <li>• Trained staff to deliver Speech and language intervention.</li> <li>• Interventions are short and their effectiveness measured through assessment.</li> </ul>
<b>C</b>	Every child has the opportunity to read at school and home and children have access to high quality books and language rich experience. RWI phonics with improve reading standards to allow all children to achieve ARE and beyond.	<ul style="list-style-type: none"> <li>• Assessment on entry and every half term for each child. Results analysed and support is provided for children who require additionally.</li> </ul>
<b>D</b>	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"> <li>• Application of vocabulary in reading and writing and thus applied in work and assessments.</li> </ul>
<b>E</b>	That home learning will allow all children to access quality lessons and not fall behind.	<ul style="list-style-type: none"> <li>• All children can access remote learning</li> </ul>
<b>F</b>	That every child requiring additional help due to disadvantage has a support plan and a key worker. That all children are safeguarded.	<ul style="list-style-type: none"> <li>• All children can thrive in a safe environment.</li> </ul>

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5. Planned Expenditure					
Academic Year	2020-21				
	COVID Response				
Desired Outcome	All children return to school and have access to catch-up programmes.				
Chosen approach	To provide Social and emotional support for children returning to school after a six month break.				
Evidence/rationale	Children learn when their basic needs are met.				
	<b>Total budgeted cost £15,289</b>				
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?
To raise the % attainment for reading in all year groups.	RWI synthetic phonics programme started Sept 20 in EYFS and KS1 and Fresh Start catch up programme in KS2.	Structured Synthetic programme with rigorous assessment and targeted interventions.	Reading leaders to train staff and assess children	PL MT	Every 4 weeks
					<b>Total budgeted cost £20,000</b>
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?
To keep children on track for ARE in reading by providing short targeted intervention.	Reading intervention by Senco	Short targeted intervention to quickly raise attainment and re asses.	4 weekly assessment blocks which are analysed.	PL AH	4 weeks
To increase the GLD in Communication and Language in EYFS	EYFS speech and language intervention for both Nursery and Reception	Well comm provides clear steps in language progression allowing children to build their vocabulary and	Assessment half termly	JM JW	6 weeks

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To provide quality texts across school to enrich the curriculum to promote diversity	children, delivered by an in house specialist.  Create reading areas that inspire awe and wonder for children to promote positive reading experiences and develop early language and vocabulary. Access to library loans service to provide quality books.	communicate successfully.  Children are excited and motivated to reading quality texts that show progression in early reading skills. Access to these resources in class reading areas.	Phonics assessments Reading Assessment data	MT	6 weeks
			<b>Total budgeted cost £26,748</b>		
<b>iii. Targeted support</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To support achievement of pupils at risk of exclusion	Additional teaching assistant support	Targeted support for specific children focussing on skills to allow the child to access the curriculum and have a sense of achievement.	HS to analyse implementation of additional support	HS KB	Termly
<b>Total budgeted cost</b>					<b>£24,000</b>
<b>iv. Targeted support</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children with SEN make at least expected	SEN teacher supporting early language skills in	Specialist SEN teacher to oversee SEN provision	HS to analyse SEN intervention	HS	Half termly

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progress	class. Assess children's needs through diagnostic assessment non class based.				
<b>Total Budgeted</b>					
<b>£13,950</b>					
EYFS children low baseline assessment in PSE and CLL	Support in EYFS to build social and communication skills for the youngest children.	Bridging the gap between speech and language development and poor social and communication skills	Profile assessments are analysed and intervention adjusted to suit the needs of the children	JM	Half termly
<b>Total budgeted cost</b>					
<b>£8,649</b>					
<b>v. Other Approaches</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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/reports Acorn Psychology.	Strategies identified for staff to implement to aid children in their learning.	The children's learning is tracked and children are prioritised through SLT meetings.	HS AH	Half termly

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<b>Total budgeted cost</b>					<b>£10,710</b>
<b>i. Other</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To provide family support for children in need.	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.	Reviews to take place to identify or signpost additional support. All sessions are recorded.	HS JM	Half termly
<b>Total budgeted cost</b>					<b>£13,159</b>
<b>i. Other</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
95% whole school attendance as of 30/9/20 Persistent Absence is 11.8%.  That the achievement of children is accelerated and children can make good transitions. That disadvantaged pupils achieve as well as	Support with attendance through use of family link workers  Family link workers to work with children and families to improve behaviour for learning	Attendance affects children's attainment  Children learn best when all their basic needs are met.	Children's attendance and attainment is tracked on i tracker  Tracking children on i tracker to analyse the impact.	AH NM DB	Half termly

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their peers.					
<b>Total budgeted cost</b>					<b>£42,500</b>
<b>ii. Targeted support</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
The school provides the best outcomes for all children and this is supported by Specialist Educational Advisers	Support from Paul Duckworth and Jill Walmsley.	Targeted support for the teaching and learning	Termly visits	AH	Half termly
<b>Total budgeted cost</b>					<b>£6,000</b>
<b>i. Other</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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. (COVID dependent)	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	MT	Half termly
<b>Total budgeted cost</b>					<b>£10,200</b>
<b>i. Other</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
That PP children engage with the wider	Additional music tuition	These experiences enrich a child's understanding of the world, their self	Child wellbeing and learning analysed on	SF	Half termly

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curriculum.		confidence and self esteem and their vocabulary which impacts on reading and writing	ltrack		
<b>Total budgeted cost</b>					<b>£3800</b>
<b>i. Other</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	SM	Half termly
<b>Total budgeted cost</b>					<b>£8000</b>
<b>i. Other</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	MT	Half termly
To provide materials for children to access learning at home.	Stationary, PE kits, maths equipment provided for children to use at home	Children not completing homework due to not having the correct materials at home.	Kits available for targeted children.	JM PL	Half termly.
<b>Total budgeted cost</b>					<b>£3500</b>
<b>i. Targeted support</b>					
<b>i. Targeted support</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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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	JM to oversee tracking of pupil progress in KS1	JM	Half termly
<b>Total budgeted cost</b>					<b>£1500</b>
<b>Total budgeted cost</b>					<b>£208,005</b>