

Sandylands Pupil Premium Strategy Statement 2021-22



1. Summary Information					
School	Sandylands Primary School				
Academic Year	2021-22	Total PP Budget		Date of most recent PP Review	2022
Total number of pupils	435	Number of pupils eligible for PP	180 (39%)	Date for next internal review of this strategy	January

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 falling behind due to missed education
B	Speech and Language skills. Support phonics and early reading to develop literacy skills and develop vocabulary.
C	Children not fluent readers and not accessing a range of Literature
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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E	Early developmental needs not met	
F	Access for families to support networks and mental health issues within a family.	
External barriers (issues which also require action outside school)		
4. Desired Outcomes (Desired outcomes and how they will be measured)		Success Criteria
A	All children return to school September 2021 and have access to 'catch up' programmes so every child has the potential to achieve.	<ul style="list-style-type: none"> • PP children make accelerated achievement from low starting points to achieve ARE and above. • Measured on I track and analysed.
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. NELI programme implemented	<ul style="list-style-type: none"> • Trained staff to deliver Speech and language intervention. • Interventions are short and their effectiveness measured through assessment.
C	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. Children have access to daily reading and phonics.	<ul style="list-style-type: none"> • Assessment on entry and every half term for each child. Results analysed and support is provided for children who require additional.
D	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"> • Application of vocabulary in reading and writing and thus applied in work and assessments. Children use technical vocabulary and can apply to learning.
E	The school provides additional support to identify additional needs and SEN support through an educational psychologist.	<ul style="list-style-type: none"> • Teachers and parents can access support for meeting the individual needs of pupils
F	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"> • All children can thrive in a safe environment. Children can access tuition and activities outside the direct curriculum.

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5. Planned Expenditure					
Academic Year	2021-22				
Desired Outcome	All children return to school September 2021 and have access to additional tuition in KS2.				
Chosen approach	Third Space Maths				
Evidence/rationale	Children can make accelerated progress in Maths				
					Total budgeted cost £15,289
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
					Total budgeted cost £20,000
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 Teaching Assistants	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
			Total budgeted cost £26,748		
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?
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
Total budgeted cost					£24,000
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	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.				
Total Budgeted					
£13,950					
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 JW GD	Half termly
Total budgeted cost					
£8,649					
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/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 LW	Half termly

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Total budgeted cost					£22,000
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?
To provide family support for children in need.	Additional family team appointment	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 Gov	Autumn Term
Total budgeted cost					£21,000
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?
94% whole school attendance as of 30/9/21 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 their peers.	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
Total budgeted cost					£42,500
ii. Targeted support					

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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?
The school provides the best outcomes for all children and this is supported by Specialist mental health workers	Fortnightly targeted support from a therapeutic specialist	Targeted support for the teaching and learning	Termly visits	AH	Termly
Total budgeted cost					£8,000
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 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
Total budgeted cost					£10,200
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 and writing	Child wellbeing and learning analysed on Itrack	MM	Half termly
Total budgeted cost					£3800

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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	PL	Half termly
Total budgeted cost					£8000
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	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.	PL	Half termly.
Total budgeted cost					£8,000
i. Targeted support					
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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	PL to oversee tracking of pupil progress in KS1	Office	Half termly
Total budgeted cost					£1500

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Total budgeted cost					£233,136