

**Pupil premium strategy statement: Sandgate Primary School**

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| 1. **Summary information** | | | | | |
| **School** | Sandgate Primary School | | | | |
| **Academic Year** | 2017/2018 | **Total PP budget** | £84,020 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 423 | **Number of pupils eligible for PP** | 67 | **Date for next internal review of this strategy** | Jan 2017 |

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| 1. **Current attainment** | | |
| END OF KS2 | *Pupils eligible for PP (7 pupils)* | *National Average (All Pupils)* |
| **% achieving expected in reading, writing and maths (combined)** | **78%** | 61% |
| **% achieving expected in reading** | **100%** | 71% |
| **% achieving expected in writing** | **86%** | 76% |
| **% achieving expected in maths** | **100%** | 75% |
| **Average progress point in reading** | **0.90** | 0 |
| **Average progress point in writing** | **2.00** | 0 |
| **Average progress point in maths** | **0.28** | 0 |
| **Standardised Score in reading** | **105.3** | 105.3 |
| **Standardised Score in maths** | **105.6** | 105.3 |

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| END OF KS1 | *Pupils eligible for PP (9 pupils)* | *Pupils not eligible for PP (national average)* |
| **% achieving expected in reading, writing and maths (combined)** | **44%** | 60% |
| **% achieving expected in reading** | **78%** | 74% |
| **% achieving expected in writing** | **44%** | 65% |
| **% achieving expected in maths** | **78%** | 73% |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years and the number of eligible children attaining a Good Level of Development at the end of Foundation Stage |
|  | High ability children in KS2 in writing who are eligible for PP are making less progress than other high ability pupils. This prevents high levels of progress in KS2. |
| **C.** | In KS1 attainment is lower than national for pupils eligible for PP in writing. This prevents high levels of attainment and progress in KS2. This makes the combined attainment of reading, writing and maths lower than national. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Attendance rates of eligible pupils is lower than other pupils. |
| **E.** | Poor home learning environments and attitude of parents affects progress and attainment for some eligible pupils. |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years and the number of eligible children attaining a Good Level of Development at the end of Foundation Stage | Pupils eligible for the grant will make rapid progress from baseline in listening and attention, speaking and language areas of learning.  All pupils eligible will pass the language link screen by the end of the year. |
|  | High ability children in KS2 in reading, writing and maths (who are eligible) are making less progress than other high ability pupils. This prevents high levels of progress in KS2. | Children in high attaining prior attainment groups (PAGs) will make accelerated progress compared to pupils not eligible. This will be measured using standardised tests scores and teacher assessments. |
|  | In KS1 attainment is lower than national for pupils eligible for PP in writing. This prevents high levels of attainment and progress in KS2. This makes the combined attainment of reading, writing and maths lower than national. | Of the children in Year 2 who are eligible for the grant (8 children) 88% (7 children) will reached expected levels in writing. The combined result of reading, writing and maths will be 88%.  All results will be able National data. |
|  | Attendance rates of eligible pupils is lower than other pupils. | There will be no gap in the attainment of eligible children and all other pupils |
|  | Poor home learning environments and attitude of parents affects progress and attainment for some eligible pupils. | Children eligible for the grant will engage in home learning activities with the families supported by the Flo.  The Flo will run parent learning workshops.  All children eligible for the grant will have at least one parent attend parents consultations to discuss next steps in learning.  Families will engage with Early Help and attendance support. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017/2018** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **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?** |
| A. Improved oral language skills in Reception | Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.  Language link resources will provide focused intervention. | We want to invest some of the grant in longer term change which will help all pupils. A lower percentage of children eligible for PP are attaining a Good Level of Development.  The EEF Toolkit suggests a number of ways of supporting this. A number of studies show the benefits of trained teaching effectively supporting both oral language skills and reading outcomes.  For all oral language interventions certain factors are associated with higher learning gains, suggesting that careful implementation is important. Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary.  Infant Language Link offers schools a number of benefits:   * Early identification of pupils with difficulty understanding language * Tailored intervention with universal, targeted and specialist support recommendations * Evidence of progress for school inspection * Development of skills essential to support literacy and raise attainment * Improvement of the skill mix through training and support for teachers and TAs * A wide range of resources for every classroom * Engagement of parents through information and programmes * EAL pupils can be included to determine their understanding of English in the classroom. The website provides information and resources to support the development of English in the classroom | Learning walk and senior leadership monitoring of focused interventions.  Peer observations of teaching within the intervention group.  Termly tracking of progress against the National Curriculum | EYFS Lead | Jan 2018 |
| B. Improved progress for high attaining pupils.   1. Improve attainment in writing at end of KS1 | CPD on providing stretch for high attaining pupils.  High Quality Feedback  Improving knowledge  Of Greater Depth in reading, writing and maths. | High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in reading, writing and maths. In maths it is fairly minimal but greater in reading and writing.  We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. | Termly lesson monitoring with a focus on high attaining eligible pupils.  Tracking of attainment and progress for the previous high attaining pupils.  Moderation of eligible children’s books to ensure progress is accelerated and the children are working at Greater Depth regularly.  Ensure that in Year 2 children are on track termly to reach expected standards in reading, writing and maths. | English lead  Maths lead  Deputy Head | Jan 2018 |
| **Total budgeted cost** | | | | | TOTAL - £800 |

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| 1. **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?** |
| A. Improved oral language skills in reception | 121 and small group teaching using the intervention programme from Language Link. (The intervention must take place 4 times a week) | Infant Language Link offers schools a number of benefits:   * Early identification of pupils with difficulty understanding language * Tailored intervention with universal, targeted and specialist support recommendations * Evidence of progress for school inspection * Development of skills essential to support literacy and raise attainment * Improvement of the skill mix through training and support for teachers and TAs * A wide range of resources for every classroom * Engagement of parents through information and programmes | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Staff to observe reception SLE delivering the intervention.  Staff to be observed delivering the intervention by EYFS SLE.  Staff to peer monitor and observe one another.  Regular monitoring of the progress in attainment in communication, language and literacy areas of learning. | Reception class teachers | Jan 2018 |
| B. Improved progress for high attaining pupils | Weekly small group sessions in reading, writing and maths for high-attaining pupils.  There will be a higher proportion of teaching assistants across the school; specifically in KS2 with each Year 3 and 4 classes having full time TA’s to ensure that interventions take place.  An extra teaching assistant will be employed for 2.5 days a week in Year 6 to focus on the progress of high attaining pupils. | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.  We will provide extra support in 1-2 and 1-4 tutoring sessions to maintain high attainment. These sessions will take a maths focus to begin with before moving to Reading.  The staff member used is high qualified, shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.  There will be a higher proportion of teaching assistants across the school; specifically in KS2 with each Year 3 and 4 classes having full time TA’s to ensure that interventions take place.    Each child receiving the grant will read daily with the class teacher across the whole of KS2 | Extra teaching time and preparation time paid out of PP budget.  Impact overseen by deputy head and class teachers.  Engage with parents and pupils before intervention begins to address any concerns or questions.  Provide transport for those children who require it to attend. | Pupil Premium Coordinator | Jan 2018 |
| C Improve attainment in writing at the end of KS1 (so that combined reading, writing and maths is at 88%) | * 1. Reading every day for each child in EYFS, Year 1 and Year 2.   Additional phonics sessions 3 times a week for all children receiving the grant. (in groups no larger than 1-4)  Additional maths learning for EYFS, Year 1 and 2 for children receiving the grant. (in groups no larger than 1-4) | Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.  Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. | Extra teaching time and preparation time paid out of PP budget.  Impact overseen by deputy head and class teachers.  Engage with parents and pupils before intervention begins to address any concerns or questions.  Ensure group size remain small for maximum impact | Class teachers  Teaching assistants  Deputy head teacher |  |
| **Total budgeted cost** | | | | | (refer to pie chart for individual group costing)  £62,145 |
| 1. **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?** |
| D Increased attendance rates | Family Liaison Officer employed to monitor pupils, provide nurture support particularly for PP children and specifically follow up on absences. First day response provision.  Provide wider curriculum opportunities to raise the engagement of these children. Each child will attend two after school clubs (at least) | Attainment for children cannot improve if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step.  Limited opportunities outside of school mean that some children do not experience a wide range of activities. Providing these in school will raise attendance, and therefore attainment. | Thorough analysis of performance of FLO in raising the attendance of these pupils.  Every child will have attended two clubs. | Deputy Head teacher  Family Liaison Officer  All staff – provision of clubs. | Jan 2018 |
| E Increased support and participation for pupils eligible for PP at home from parents. | Parents will feel empowered to support their children at home with their learning. The FLO and deputy head teacher will teach and engage with the parents so that they understand the teaching process. Homework clubs will run after school led by class teachers and the FLO. | Although parental involvement is consistently associated with pupils’ success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental involvement to improve their children’s attainment is challenging and will need careful monitoring and evaluation.  Developing effective parental involvement to improve their children’s attainment is challenging.  The impact of parents’ aspirations is also important, though there is insufficient evidence to show that changing parents’ aspirations will raise their children’s aspirations and achievement over the longer term. Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact. | The head teacher, FLO and deputy head teacher will work collaboratively together to ensure that new provision and standard school processes work smoothly together. | Family Liaison Officer | Jan 2018 |
| **Total budgeted cost** | | | | | £21,075 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016-2017** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improve oral language skills for pupils eligible for PP in Reception class. | Nuffield Language Intervention Programme delivered in small groups. | High – 7 of the 8 children engaging in the programme passed the rescreen at the end of the year and reached expected levels in communication, language and literacy. (88%) | We decided to use a programme we already had in school as this met the needs of the cohort and the Nuffield programme was not accessible unless we were part of the Research and Development Programme. The Language Link programme we used provided us with specific, focused interventions which could be delivered over the academic year. | £5,150 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Higher rates of progress across KS2 for high attaining pupils in reading, writing and maths. | CPD on providing stretch for high attaining pupils  especially in maths.  Weekly small group sessions in reading, writing and maths for high attaining PP, who receive the grant, in addition to standard lessons, in Years 3,4,5 and 6.  Daily reading session with class teacher 1-1 across KS2  Weekly tutoring sessions with an experienced teacher in reading, writing and maths | High at the end of KS2.  Mixed in maths across KS2 with standardised scores as follows:  Year 5 – 116  Year 4 – 117  Year 3 – 117  Despite standardised scores showing children working at Greater Depth, progress in standardised scores was as follows:  Year 5 – 113-116  Year 4 – 116-117  Year 3 – 109 – 117 (high impact) | Where TA support is full time so extra provision in maths in the afternoon is provided more progress can be seen.  Weekly small group sessions, frequent and same day catch up sessions are having the most impact.  The reading programme which focusing on reading, comprehension particularly inference and deduction is having a significant impact. | Lesson support in writing and maths led by experienced member of SLT in KS2 £6669  CPD and training - developing oracy and challenge for more able children £800  KS2 reading interventions (7 classes) £7350  KS2 writing interventions £7350  KS2 maths interventions £7350  Daily reading for every child £2750   * 1. and small group tutoring in writing and maths for Year 6 £2340 |
| Improve the attainment for pupils eligible for PP in reading and maths at the end of KS1. | Phonics and reading boosters across KS1 | High  % of Year 1 children passing phonics screen – 88% (national 70%)  Combined reading, writing and maths 44% of PP children reached expected standards in r,w and m compared to 60% national all pupils.  Reading 78% reached the expected standard (National 74% all pupils)  Writing 44% reached the expected standard (National 65% all pupils)  Maths 78% reached the expected standard (National 73%).  Writing will now become a focus area.  Maths and Reading standards are excellent. | Huge emphasis on reading and maths may have contributed to writing falling below expectations with only 44% of eligible children getting expected level of attainment in writing. | TOTAL £42, 159 |
| Other approaches  Desired Outcome | Chosen action/approach | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach | **Cost** |

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| D Increased attendance rates | Family Liaison Officer employed to monitor pupils, provide nurture support particularly for PP children and specifically follow up on absences. First day response provision.  Provide wider curriculum opportunities to raise the engagement of these children. Each child will attend two after school clubs (at least)  Parents will feel empowered to support their children at home with their learning. The FLO and deputy head teacher will teach and engage with the parents so that they understand the teaching process. Homework clubs will run after school led by class teachers and the FLO. | HIGH – Attendance was 94.4% and is now for last year 96.4%. This is still lower than ALL pupils and the aim will now be to close this gap totally. | Impact of the FLO on the attendance has been significant. Parental engagements has improved in which parents of eligible children are more involved in the provision decisions and expenditure allocations. The FLO now wants to continue to work with parents and raise their understanding of, for example, formal methods in maths. | £16,029 |
| E Increased support and participation for pupils eligible for PP at home from parents  E Increased support and participation for pupils eligible for PP at home from parents |