

Pupil Premium Statement **Inclusive of Recovery** **Funding for Sandgate** **Primary School**

2021-2024

Updated September 2022

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

School overview

Detail	Data
School name	Sandgate Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date this statement was updated and amended	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Matthew Green, Headteacher
Pupil premium lead	Lianne Jones, Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,640
Recovery premium funding/Catch up premium allocation this academic year	£8,555
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	£79, 195

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and

	in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. These difficulties can be seen at entry in Reception.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 2 years, between 70-80 of our disadvantaged pupils arrive below age-related expectations compared to 40-50% of other pupils. The data for our disadvantaged pupils at the end of year 6, is consistently lower in maths than other pupils. The current year 3 children have a lower profile than any other group. 10% of the children reached the expected standard in writing.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Gaps in knowledge for non-core subjects is evident. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in core subjects.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 3-4 lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Language Link data will show that the oral language skills of specific disadvantaged pupils has improved.

Improved phonics screening passes for disadvantaged pupils at the end of year 1 and children reaching the	<p>Year 1 phonics screening for this academic year will show that 89% (8 out of 9) disadvantaged pupils will reach the expected standard in Reading.</p> <p>Year 2 reading and writing assessment will see no less than 6 out of 8 children attaining expected the expected standard.</p>
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expected standard at the end of year 2 in reading and writing.	
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> <p>Improved writing and reading attainment for year 3 children.</p>	<p>KS2 maths outcomes from years 3-6 will be improve. July 2021 data shows that the current year 5 (now year 6 children) had 60% reach expected, year 4 (now year 5) 84% and year 3 (now year 4) 25% of pupils. Year 2 (current year 3) 66%. Focus year groups are 3, 4 and 6.</p> <p>Year 3 outcomes will improve in reading and writing. End of year 2 was 60% for reading and 10% for writing.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To ensure that the benefits of cultural capital are prioritised for disadvantaged pupils	<p>Sustained high levels of wellbeing from 2022 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, studentS and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils including after school clubs • to ensure opportunities are provided for cultural capital to be prioritized
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/2022 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no less than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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

Budgeted cost: £8,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. The resource that will be purchased will be Language Link intervention programme.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Before this is purchased, the school will use a combination of letters and sounds and an in-house system matched to reading books.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	3

<p>planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). The maths team will monitor and observe lessons, providing coaching and feedback to teachers.</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Enhancement of the wider curriculum opportunities in which spotlight subjects ensure all key knowledge is being taught. Subject leaders and school leaders will devise a knowledge based curriculum across the whole school. Monitoring and assessments of spotlight subjects will regularly take place.</p>	<p>Children’s knowledge will be assessed before and after a spotlight subject has been taught. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>All children will access outdoor learning within the wider curriculum: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	4

Targeted academic support

Budgeted cost: **£56,375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking,	1, 4

<p>disadvantaged pupils who have relatively low spoken language skills.</p> <p>Focused Language Link groups across all year groups – 32 session programme.</p>	<p>listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Language Link programme will be used for this: https://speechandlanguage.info/</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. These will be delivered by a qualified teacher at least twice a week.</p> <p>Additional reading and writing interventions across year 3</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. These will be delivered by a qualified class teacher 2 days a week across years 1 and 2.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p> <p>3</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. This will also take place across the summer holiday.</p> <p>Additional maths small group intervention across all year groups from years 3-6.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. This will be in small groups of 3 children focusing on maths.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Throughout August 2022, 36 children accessed online tuition 3 times a week, totaling 15 sessions.</p>	<p>4</p>

Wider strategies

Budgeted cost: **£16,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 81, 195

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 2021-2022 academic year. This is evaluated against the Intended Outcome for 2021-2022.

Intended outcome	Evaluation
Improved oral language skills and vocabulary among disadvantaged pupils.	July analysis and September baseline assessments has resulted in 2 children eligible for the funding requiring the intervention programme for the year 2022-2023.
Improved phonics screening passes for disadvantaged pupils at the end of year 1 and children reaching the	91% of disadvantaged children passed the phonics screen. This was 10 out of 11 children. In EYFS, 44% of children who are disadvantaged got expected and a GLD in reading so this outcome will continue.

expected standard at the end of year 2.	<table border="1"> <thead> <tr> <th>KS1 Outcomes 2021-2022</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th>Science</th> </tr> <tr> <th></th> <th>% EXS+</th> <th>% GDS</th> <th>% EXS+</th> <th>% GDS</th> <th>% EXS+</th> <th>% GDS</th> <th>% EXS</th> </tr> </thead> <tbody> <tr> <td>All (60)</td> <td>78%</td> <td>37%</td> <td>58%</td> <td>8%</td> <td>82%</td> <td>28%</td> <td>80%</td> </tr> <tr> <td>Boys (37)</td> <td>76%</td> <td>32%</td> <td>54%</td> <td>5%</td> <td>81%</td> <td>27%</td> <td>76%</td> </tr> <tr> <td>Girls (23)</td> <td>82%</td> <td>43%</td> <td>65%</td> <td>13%</td> <td>83%</td> <td>30%</td> <td>87%</td> </tr> <tr> <td>DIS (10)</td> <td>60%</td> <td>20%</td> <td>10%</td> <td>10%</td> <td>70%</td> <td>20%</td> <td>60%</td> </tr> </tbody> </table>	KS1 Outcomes 2021-2022	Reading		Writing		Maths		Science		% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS	% EXS	All (60)	78%	37%	58%	8%	82%	28%	80%	Boys (37)	76%	32%	54%	5%	81%	27%	76%	Girls (23)	82%	43%	65%	13%	83%	30%	87%	DIS (10)	60%	20%	10%	10%	70%	20%	60%	KS1 outcomes shows that the disadvantaged children are not attaining in line with the other pupils particularly in writing. This will affect the intended outcome for next year.
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<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To ensure that the benefits of cultural capital are prioritised for disadvantaged pupils</p>	<ul style="list-style-type: none"> • All disadvantaged pupils have access to clubs. 20 out of 45 children requested places at clubs and have a place on their chosen club.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>All pupils attendance – 95.5% Ever Free School Meal Attendance (including current free school meals, children eligible over the last 6 years, forces and post looked after children – 93.1%</p>

