



## Pupil Premium Strategy Impact Statement: Sandford Hill Primary School

Summary Information			
<b>Academic Year</b>	2017 - 2018		
<b>Total number of pupils</b>	117	<b>Total Pupil Premium budget</b>	£129,550
		<b>Number of pupils eligible for Pupil Premium (Rec - Y6)</b>	103
		<b>Number of pupils eligible for Early Years Pupil Premium</b>	14
<b>Date of external Review</b>	07.10.14		
<b>Date of previous internal review of this strategy</b>	21.11.16		
<b>Date of next internal review of this strategy</b>	Spring Term 2018		
<b>Pupil Premium Governor</b>	Chris Austin	<b>Pupil Premium Lead</b>	Mandy Allen

2017 – 2018 School Attainment			
	<i>Sandford Hill pupils eligible for Pupil Premium</i>	<i>All pupils nationally</i>	<i>Pupils not eligible for Pupil Premium nationally</i>
<b>Key Stage 1 (Year 1 – 12 pupils and Year 2 – 18 pupils)</b>			
% achieving Year 1 Phonics threshold	92%	82%	
% achieving expected level reading	67%	75%	
% achieving expected level writing	56%	70%	
% achieving expected level maths	67%	76%	
<b>Key Stage 2 (Year 6 - 15 pupils)</b>			
% achieving expected level reading	87%	75%	80%
% achieving expected level writing	73%	78%	83%
% achieving expected level in SPAG	87%	78%	82%
% achieving expected level maths	87%	76%	81%

## 2017 – 2018 Review of expenditure

<i>Desired outcome</i>	<i>Estimated impact: Did we meet the success criteria? May include impact on non-PP.</i>	<i>Next steps: Will we continue this approach.</i>
<p style="text-align: center;"><b>A</b></p> <p>The school is meeting the social and emotional needs of all children by ensuring all colleagues have a good awareness of Attachment disorder and developmental trauma.</p>	<p>A range of CPD opportunities have taken place to raise staff awareness of and provide them with practical strategies to support pupils with attachment difficulties in school.</p> <ul style="list-style-type: none"> <li>• A noticeboard in the staffroom was created containing information and the most recent research</li> <li>• Louise Bomber’s books on attachment issues and strategies for schools were purchased and read by adults in school</li> <li>• INSET training days in January and April focused on attachment and emotion coaching. The training was delivered by the EP at the Virtual School, who is specialized in supporting children with attachment disorder.</li> <li>• A further 3 meetings allowed colleagues to reflect on current practice and share ideas and strategies to support the welfare of children</li> <li>• Additional CPD was targeted in Y5 to support teachers and TAs with specific pupils. Colleagues met with the EP to produce a strategy plan for each identified pupil to support them with her behaviours.</li> <li>• The Inclusion Leader became a member of ARC (Attachment Research Community), which is a forum for attachment aware schools to share good practice and also met with colleagues from the Willows Primary to discuss strategies and support</li> </ul> <p>The whole school’s awareness of attachment issues has risen although there is still a lot to learn about this very complex subject and how it affects the behaviours of our children (and adults). Staff feedback suggests very little understanding prior to the initial training but feedback of the following question <b>‘How do you feel this will have an impact on meeting the needs of all our children?’</b> included <i>‘A greater understanding on the part of the staff will always lead to greater empathy resulting in better provision.’ ‘The training has reinforced how important it is to take the time to listen and build relationships with every child and look behind the behaviours they may be exhibiting.’ ‘More of an awareness for all children and why they behave in a certain way. The more knowledge you have, the more you can stop and think before re-acting in a certain way.’</i></p> <p>2 children in the current Year 3, who were removed from the class for most of Year 2 to receive intense support with their severe attachment difficulties have now been reintegrated into their Year 3 class. Although they still require some emotional support, they have now found resilience and respect for adults; following the school and class rules without pushing the boundaries. This is not only due to the intense work that has been provided but also because of the staff’s new understanding of the reasons behind the previous severe behaviours and a culture of trust that has been built up around the children and adults in school (including lunchtime staff too).</p>	<p>The whole school’s awareness of attachment issues has risen, although there is still a lot to learn about this very complex subject and how it affects the behaviours of our children (and adults). As attachment is part of ensuring mental well-being for all of our pupils, the understanding through reading and research will continue. Strategies will continue to be adapted to ensure that the needs of individual pupils are met. Training from the virtual school will be accessed. The foundations of understanding have now been set and to develop this area further, strategies to meet the mental wellbeing needs of all pupils will be developed.</p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Write plans to address current provision of pupils receiving interventions.</li> <li>• Attend training</li> <li>• Become involved with Strong roots</li> <li>• Seek opportunities to provide pupils with life-long learning skills</li> </ul>
<p style="text-align: center;"><b>B and C</b></p> <p>QFT is improved by developing classroom dialogue and formative feedback through collective video reflection, therefore improving outcomes for all pupils, by meeting individual needs, as a result of improved QFT.</p>	<p><b>Quality first teaching of English</b></p> <p>To make lesson observation teacher-led and encourage colleagues to reflect on their own practice by using video to review and analyse teaching and learning, the school subscribed to IRIS Connect. The Education Endowment Foundation through a pilot study found evidence that, ‘Teachers respond well to IRIS Connect. The vast majority believe that using the technology changed their practice. Most wanted to continue using it.’</p> <p>All the Sandford Hill teachers who have used the technology, this year, talked favourably about its positive impact on their practice. One teacher commenting about a colleague said, <i>“Teacher A has become increasingly confident modelling, structuring and teaching the writing of developed written responses. In turn the children have become increasingly confident when writing PEE paragraphs independently. Teacher A stated that as they became more competent themselves (writing developed responses) they were able to model effectively to support the children and also push/stretch/challenge the children to be able to explain their ideas further. Examples of books, from Teacher A’s class, were shared and all showed improvements: JB, JH, MJ, AO (16.10.17, 30.1.18, 13.2.18). Work completed before Christmas shows short answers involving one or two sentences giving the general answer with a short reason. More recent responses are well-structured with evidence and explanations. For example, I think... In the text it says... This tells me that...”</i></p> <p>In addition, a structured series of whole school training focusing on one reading strand, <i>‘making inferences and explain and justify them using evidence from a text,’</i> has improved the quality of provision for the higher attaining readers. Six Year 6 disadvantaged pupils (38% - LB, OM, LB, AMH, CP and LW) attained a high reading score. Since 2016, when only 5% of Year 6 pupils at Sandford Hill achieved a high reading score, the school development work that has targeted more able readers</p>	<p>Seek a school who can help support Sandford Hill on its journey to improve pupil progress between the end of EYFS and the end of Key Stage 1 in reading, writing and mathematics.</p> <p>Increase the KS1 teachers knowledge of the EYFS curriculum.</p> <p>Develop the skills of teachers to identify and prioritise the individual needs of pupils (including filling in any Early Learning Goal gaps pupils may have, teaching phonics and developing speech and language).</p> <p>Attend EEF Early Years Literacy three day training that focuses on the guidance report ‘Preparing for Literacy’.</p> <p>Attend EEF Key Stage 1 Literacy three day training that focuses on the guidance report on ‘best practice’ in teaching literacy to pupils aged 5 – 7 years.</p> <p>Attend EEF training on ‘best practice’ on supporting pupils who are eligible for the Pupil Premium.</p>

Pupil Premium Pupils achieve their personal targets in reading, writing and mathematics.

has also resulted 27% of all pupils in 2017 and 33% in 2018 attaining a high reading score. Evidence of this school priority impacting on pupil outcomes can also be seen in Year 2. Six pupils who, were assessed as working at the expected standard at the end of EYFS, in June 2018 were assessed as working at greater depth in reading – one of these was a PP pupil.

**Summer 2018 end of year Reading Assessment Data**

- EYFS Disadvantaged pupils (without SEN) working at the Expected Standard 79%
- Year 1 Disadvantaged (without SEN) pupils working at the Expected Standard 90%
- Year 2 Disadvantaged (without SEN) pupils working at the Expected Standard 85%
- Year 3 Disadvantaged (without SEN) pupils working at the Expected Standard 70%
- Year 4 Disadvantaged (without SEN) pupils working at the Expected Standard 87%
- Year 5 Disadvantaged (without SEN) pupils working at the Expected Standard 92%
- Year 6 Disadvantaged pupils working at the Expected Standard 87% (80% Not-FSM National)
- FFT Aspire shows that the Year 6 FSM group made more progress in reading than any other pupil group at Sandford Hill

FFT Aspire shows that since 2016, when the progress of disadvantaged pupils (at the end of Year 6) at Sandford Hill was below the progress of Not-FSM pupils Nationally (reading and mathematics), there has been a year on year increase in progress so that in 2018 the disadvantaged pupils at Sandford Hill are making more progress in reading and mathematics than the National Not-FSM.

However in writing although the Sandford Hill Pupil Premium progress in writing was higher than the National Not-FSM pupils in 2017, it is below in 2018. Overtime the school needs to also increase the percentage of disadvantaged pupils writing at greater depth. To do this, improving spelling and vocabulary are areas to develop.

**Summer 2018 end of year Writing Assessment Data**

- EYFS Disadvantaged pupils (without SEN) working at the Expected Standard 67%
- Year 1 Disadvantaged (without SEN) pupils working at the Expected Standard 80%
- Year 2 Disadvantaged (without SEN) pupils working at the Expected Standard 69%
- Year 3 Disadvantaged (without SEN) pupils working at the Expected Standard 60%
- Year 4 Disadvantaged (without SEN) pupils working at the Expected Standard 73%
- Year 5 Disadvantaged (without SEN) pupils working at the Expected Standard 77%
- Year 6 Disadvantaged pupils working at the Expected Standard 80% (% Not-FSM National)

**Quality first teaching of Mathematics**

In the Summer Term 2016 findings from lesson observations and ongoing monitoring showed that reasoning opportunities were limited, and when available, were often planned at the end of the lesson. It became evident that pupils were not being provided with enough opportunities to practise and apply their mathematical skills to solve problems. Over the past two years the school has invested in a range of CPD aimed at developing the teaching of mathematics.

- Mathematics Leader has taken part in a Mastery in Mathematics Teacher Research Group (TRG)
- Mathematics Leader has worked collaboratively with other leaders from the stoke Six group of schools
- The Mathematics Leader has successfully completed NPQSL training – using the teaching of reasoning skills – as a focus for their school based project work
- EYFS teachers have taken part in a Mathematics Teacher Research Group (TRG)
- The Lead Teacher from the Mastery in Mathematics Teacher Research Group (TRG) has led whole school training in reasoning
- The Lead Teacher from the Mastery in Mathematics Teacher Research Group (TRG) has worked alongside colleagues in Year 1 and Year 2 on planning and teaching mathematics

An external scrutiny of maths books in the *Summer Term, 2017*, completed by the school's LA Link Officer noted **Year 1** - Good progression of skills can be seen. **Year 2** - More opportunities to reason mathematically using resources to support learning seen in books than was seen in the Autumn Term. **Year 3** - *Good level of challenge for the more able children.* **Year 4** - Work in books shows evidence of the children working on a variety of reasoning questions. More able children now being challenged at greater depth.

**Year 5 and Year 6** - Challenge evident in books and frequent opportunities for the children to reason. Support and challenge of colleagues has ensured that quality first teaching of mathematical reasoning has been maintained in 2017 – 2018. The LA Link Officer Report in June 2018 commented that, '*Reasoning in number has been developed across the school.*'

Extend the use of teaching and learning groups (led by the adults who have been a member of this year's IRIS groups) to develop and spread excellent practice, for the benefit of all pupils.

All groups should aim to

- Support and challenge the practice of colleagues
- Look to use a piece of research as a source of classroom innovation
- Create a library of excellence within that aspect of their group's focus
- Celebrate good practice and consider next steps with colleagues

Review and update the way spelling is taught at Sandford Hill.

Research and implement a whole school approach to teaching speaking and listening.

Review and update the way mental arithmetic is taught at Sandford Hill.

	<p><b>Summer 2018 end of year Mathematics Assessment Data</b></p> <ul style="list-style-type: none"> <li>• EYFS Disadvantaged pupils (without SEN) working at the Expected Standard 79%</li> <li>• Year 1 Disadvantaged (without SEN) pupils working at the Expected Standard 90%</li> <li>• Year 2 Disadvantaged (without SEN) pupils working at the Expected Standard 85%</li> <li>• Year 3 Disadvantaged (without SEN) pupils working at the Expected Standard 90%</li> <li>• Year 4 Disadvantaged (without SEN) pupils working at the Expected Standard 93%</li> <li>• Year 5 Disadvantaged (without SEN) pupils working at the Expected Standard 92%</li> <li>• Year 6 Disadvantaged pupils working at the Expected Standard 87% (81% Not-FSM National)</li> </ul> <p>FFT Aspire shows that the Year 6 FSM group made more progress in mathematics than any other pupil group at Sandford Hill.</p>	
<p><b>D</b> Receptive and expressive language skills for pupils eligible for PP in EYFS are improved.</p>	<p>To develop the expertise of adults (EYFS, SENCo and SEN Teaching Assistant) staff have attended training (Early Talk Boost Time to Talk) on assessment and speech and language programmes to support all pupils in EYFS. As well, Sarah Jimenez (Speech therapist) has led training for all of the adults who work in the unit. Considerable time has been spent creating resources, including developing the outdoor space to support targeted intervention work.</p> <ul style="list-style-type: none"> <li>• As a result of implementation of programme, a higher percentage of SEN pupils were identified as SLCN (Speech, Language and Communication) i.e. 4 out of 5 pupils.</li> <li>• SENCo has referred fewer children for Speech and Language Therapy, as following the screening areas were identified and strategies put in place</li> <li>• 3 children in the Year 1 class were not re-referred to Speech and Language Therapy once their programme was complete (which was previous practice) as resources provided by the programme were implemented quickly to address next steps</li> <li>• Parental workshops took place (Sew the seed and Songs and Rhyme) providing parents/carers with strategies to support their children</li> <li>• Earlier identification of SLCN difficulties results in earlier intervention programmes being implemented</li> <li>• All 10 children targeted in the Talk Boost Programme made progress.</li> </ul> <p>Other SLCN resources ‘Language Steps’ programme was delivered to an autistic child and 3 other children. This programme had a positive impact on the social/conversation skills of all children, giving the children greater confidence. An area has been identified and adapted to ensure that SLCN interventions are taking place in a quiet space, which is essential for these interventions.</p>	<p>Provide further training so that adults, in school, are able to confidently and effectively deliver the 10 - week Talk Boost programme to pupils who have delayed communication skills. Develop the outdoor learning environment in Key Stage 1 to support the development of language and the teaching of writing.</p>



