



Pupil premium strategy statement: Sandford Hill Primary School

1. Summary information			
Academic Year	2017/2018		
Total number of pupils	117	Total PP budget	£129,550
		Number of pupils eligible for PP (Rec Y6)	103
		Number of pupils eligible for EYPP	14
Date of external Review	07.10.14		
Date of previous internal review of this strategy	21.11.16		
Date of next internal review of this strategy	Spring term 2018		

2. Current attainment			
KS1	<i>Pupils eligible for PP</i>	<i>All pupils nationally</i>	<i>Pupils not eligible for PP nationally</i>
% achieving Year 1 Phonics threshold	78%	81%	
% achieving expected level reading	50%	76%	
% achieving expected level writing	58%	69%	
% achieving expected level maths	50%	76%	

KS2			
% achieving expected level reading	74%	71%	
% <i>achieving expected level writing</i>	79%	76%	
% achieving expected level in SPAG	79%	77%	
% achieving expected level maths	89%	75%	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	Pupils presenting with emotional barriers that impact on learning. Research suggests that 40% of the school community have experienced trauma and have unmet needs. Unmet needs and trauma affects learning and behaviour, causing children to be in a state of 'fight, flight or freeze.'
B	Opportunities to improve quality first teaching (QFT). Evidence shows that poor teaching has a more negative effect on disadvantaged pupils than non-disadvantaged pupils. (Sutton Trust 2011 and Social Mobility Commission 2014 – <i>'For poor pupil the difference between a good teacher and a bad teacher is a whole year's learning.'</i>)
C	Not all pupils eligible for PP, are making the expected progress.
D	Speech, language and communication skills are delayed in EYFS, on entry to nursery. In this current Nursery cohort 4 out of 14 pupils (36%) eligible for PP are working at the expected standard in receptive language, compared to 23 out of 46 (50%) pupils who are not eligible for PP. 6 out of 14 pupils (43%) eligible for PP are working at the expected standard in expressive language, compared to 27 out of 46 (57%) pupils who are not eligible for PP (<i>source of data: in-school baseline assessment</i>).

4. Outcomes		
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A.	Whole school consistent approach, which meets the social and emotional needs of all children by having a good awareness of Attachment disorder and developmental trauma.	Improved emotional /mental well-being of pupils will impact positively on behaviour and academic achievement, therefore there will be less behaviour incidents and expected progress will be made (case studies).
B.	Improved QFT 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.	Pupils eligible for PP will make the same progress as pupils who are not eligible for PP.
C.	Pupils eligible for PP will achieve their personal targets in reading, writing and mathematics, making at least expected progress.	Pupils eligible for PP, including those who are working below the expected standard, will make expected progress and a percentage of pupils will make accelerated progress to achieve the expected standard.
D.	Improved receptive and expressive language skills for pupils eligible for PP in EYFS.	The gap between PP and non-PP pupils in receptive and expressive language skills will close.

5. Planned expenditure					
Academic year		2017-2018			
The three headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review or implement action?
A. Whole school consistent approach, which meets the social and emotional needs of all children by having a	Initial audit to be completed to identify whole school training needs.	Whole school training is important to ensure that all children receive the emotional support that they need to feel safe and to	Training is good quality. Checking feedback from staff. Monitoring staff are implementing strategies.	Inclusion Leader	October 2017 Review termly

<p>good awareness of Attachment disorder and developmental trauma.</p>	<p>Whole school training on Attachment and developmental trauma to raise awareness.</p>	<p>thrive. Nurturing relationships improve children's learning and behaviour. Bergin and Bergin 2009, estimated that one third of children have an insecure attachment with at least one caregiver, which in turn will affect their school performance and behaviour. The 2015 NICE (The National Institute for Health and Care Excellence) guidance on attachment reinforces the importance of training for all staff; <i>'Schools and other educational providers should ensure that all staff who may come into contact with children and young people with attachment difficulties receive appropriate training on attachment difficulties.'</i></p>			
<p>A. Whole school consistent approach, which meets the social and emotional needs of all children by having a good awareness of Attachment disorder and developmental trauma.</p>	<p>School to join ARC (Attachment Response Community).</p>	<p>The ARC is a charity committed to developing better understanding of attachment and how to support young people with unmet attachment needs and trauma in schools and other settings. They are a team of practitioners, trainers and researchers</p>	<p>Once joined, we can contribute to research and also use research already undertaken to support and develop our work.</p>	<p>Inclusion Leader</p>	<p>October 2017</p>

		who support work in schools. They support action research to help develop and evidence best practice and share it.			
B. Improved QFT 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.	Introduction of Implementation of the IRIS Connect system.	This will provide teaching staff with a self-reflection tool, in order to refine their teaching practice. The EEF research in March 2017 concluded that 95% of participants said that it had changed their practice as a consequence. They cited more collaboration, more open questions and dialogue with children and more emphasis on feedback that shared responsibility with the pupil.	Training delivered by IRIS connect. Monitoring the use of the system. Regular feedback from staff. Provide time for staff to become familiar with the system.	SLT	December 2017 Regular reviews
C. Pupils eligible for PP will achieve their personal targets in reading, writing and mathematics, making at least expected progress.	Continued CPD for all staff addressing QFT. CPD will focus on reasoning and key skills in mathematics. In English the focus will be editing and improving and inference.	Outstanding QFT along with support tailored to individual need are the key to raising attainment. Evidence shows that poor teaching has a more negative effect on disadvantaged pupils than non-disadvantaged pupils, therefore it is very important that staff receive good quality CPD. (Sutton Trust 2011 and Social	Whole school staff meetings are planned to support the development of reasoning skills (Linked to SDP), delivered by the Maths Leader. Jason Darley from the TRG will continue to support with ' <i>mastery in maths.</i> ' Monitoring of year groups will ensure weaknesses are addressed swiftly. Record of staff training kept. Peer observations.	English Leader Mathematics Leader	Termly reviews

		Mobility Commission 2014 – <i>‘For poor pupil the difference between a good teacher and a bad teacher is a whole year’s learning.’</i>	Formative assessment will inform planning weekly. Summative assessment, using the White Rose and Puma tests will be used to track, PIRA tests and Rising Stars.		
D. Improved receptive and expressive language skills for pupils eligible for PP in EYFS.	Continued staff training on assessment and speech and language programmes to support all pupils in EYFS using Inclusion in the NHS School Readiness Programme. Introduction of NHS/Stoke Speaks Out ‘Early Communication Programme’ as a screening tool.	We want to continue to invest some of the PP funding in longer term change. We have identified that a high percentage of pupils have delayed speech and language skills on entry to Nursery and also a quarter of pupils across the school on the SEN register have been identified as having SLCN as their primary need. The Sutton Trust/EEF foundation identifies that disadvantaged children benefit from good quality programmes delivered by well trained staff in the early years making 6 months extra progress.	Records kept of all initial and on-going assessment. Peer observations of relevant Interventions and use of 2simple to record progress. Support from Sarah Novoa-Jimenez (Speech therapist)	EYFS Leader	Implemented September 2017
Total budgeted cost					£7,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review or implement action?
A. Whole school consistent approach, which meets the social and emotional needs of all children by having a good awareness of Attachment disorder and developmental trauma.	Inclusion team/Key Adults, to receive further more specialized training to develop strategies to support identified pupils.	Specialized CPD has already proven to have a positive impact in school. In March 2017 the Inclusion leader and Inclusion support assistant attended the STAR conference on attachment, the previous year 5 members of Key staff attended introduction to attachment led by the Braveheart organisation and also the EP has delivered specialized training in school for a small group of key staff. The impact of all of this training has already been positive on identified pupils, with a shift in provision to ensure that individual needs are met.	Good quality training. Monitoring of implementation of strategies.	Inclusion Leader	September 2017
C. Pupils eligible for PP will achieve their personal targets in reading, writing and mathematics, making	Target group interventions. Year 6 Maths interventions are delivered by the Headteacher and Assistant Headteacher.	The Sutton Trust/EEF Have identified that Small group intensive tuition is very effective with pupils making an extra 4 months progress.	Ensure environment is conducive to good learning. Monitor progress of all PP pupils across the school. Intervention groups need to be flexible and fluid to ensure	Headteacher, Assistant Headteacher, Inclusion Leader	September 2017

at least expected progress.	Year 3 English intervention is led by the Inclusion leader.		correct pupils are being targeted.		
D. Improved receptive and expressive language skills for pupils eligible for PP in EYFS.	Implementation of the 'Early Talk Boost' programme to support identified children. Other interventions/strategies to be used include Spirals Programme and Cued Articulation and Teaching Talking.	'Early Talk Boost' is an evidenced and researched language intervention programme, which was piloted in 2015 with over 140 children in 4 different geographical areas. On average the children made 6 months progress after a 9 week intervention helping them to catch up with other children their age.	All nursery and reception children will be screened at the beginning of the year. This is followed with identified children accessing the 'Early Talk Boost'. Training for all EYFS staff delivered by Stoke Speaks Out. Monitoring and support from Sarah Novoa-Jimenez (Speech therapist).	EYFS Leader	Implementation September 2017
Total budget cost					£20,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review or implement action?
A. Whole school consistent approach, which meets the social and emotional needs of all children by having a good awareness of Attachment disorder and developmental trauma.	Purchase of current research material and reading around the subject of attachment, to support professional development, including Louise Bomber/Nicola Marshall material (Braveheart organisation)	Developing professional knowledge and understanding will be beneficial in our understanding of the complex needs of some of our pupils. Also lessons are learnt through reading about real life examples and	Monitoring of strategies used to support individual pupils.	Inclusion Leader	September 2017 Ongoing review

		strategies that have proven to have an impact.			
D. Improved receptive and expressive language skills for pupils eligible for PP in EYFS.	Parent workshops, including Sow the Seed and Songs and Rhyme.	The Sutton Trust/EEF has identified that focused approaches which support parents working with their children to improve their learning is beneficial with pupils making 3 months extra progress.	Some workshops led by Speech therapist. Feedback from parents. Monitoring parent participation.	EYFS leader	November 2017
Total budget cost					£3,000

6. Review of expenditure				
Previous academic year		2016-2017		
Desired outcome	Chosen action/approach	Estimated impact: <i>Did we meet the success criteria? May include impact on non-PP.</i>	Lessons learned: <i>Will we continue this approach.</i>	Cost
A.Improved expressive and receptive language skills for pupils eligible for PP in EYFS.	Staff training on assessment and speech and language programmes to support all pupils in EYFS. Implementation of 'Teaching Talking	Expressive language – on entry to Nursery, 6 out of 11 pupils were assessed as working at expected. At the end of the year, 8 out of 11 pupils were assessed as working at the expected standard. Receptive language – on entry to Nursery, 5 out of 11 pupils were assessed as working at the expected standard. At the end of the year, 7 out	This intervention has been successful with both PP pupils and non-PP pupils and therefore will continue next during 2017-2018. To improve further, as a result of further research and expertise provided by the NHS programme, some changes will	£3,000

	<p>programme' to screen all pupils on entry and to be used as formative assessment tool to ensure interventions are appropriate and effective.</p> <p>Interventions/strategies to be used include Spirals Programme and Cued Articulation.</p>	<p>of 11 pupils were assessed as working at the expected standard.</p> <p>The pupils who made accelerated progress received intervention through the Teaching Talking Programme.</p> <p><i>Soft data:</i></p> <p>100% increased confidence, increased speaking and listening skills. Also a wider range of vocabulary was achieved by all pupils.</p> <p>Pupil 1 – made accelerated progress in both receptive and expressive language. The impact on this pupil was the greatest of all of the pupils in the intervention group in all areas.</p> <p>Pupil 2 –The biggest impact on this pupil was a growth in confidence. In receptive language he made accelerated progress. He experienced multiple ear infections, which were quite severe, throughout the year. He was also on a speech therapy programme.</p> <p>Pupil 3 – made accelerated progress. She had very limited vocabulary on entry but by the end of Nursery she was assessed at working at the expected standard.</p> <p>Pupil 4– The biggest impact for this pupil was in his social skills. At the beginning of the year, he was extremely excitable, finding turn taking and sitting listening to others very difficult but by the end of the year he was able to work with a group of children, listening carefully and taking his turn calmly.</p> <p>Pupil 5– Progress was made in expressive and receptive language but significantly in receptive language. On entry, her language was very</p>	<p>be made to the baseline assessment and other strategies will be incorporated in the intervention.</p>	
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		<p>limited, with a limited knowledge of stories. She was very shy and would not talk to others (adults and pupils). However, by the end of the year she had grown in confidence and would approach others to initiate conversation. She also did not know any songs on entry and by the end she would sing regularly around the classroom and could often be seen choosing a book to read.</p>		
<p>B. Improved imaginative skills of pupils in Reception.</p>	<p>Support with role play and regular visits to the school library.</p>	<p>At the end of Reception 7 out of the 9 pupils who received intervention, were working at the expected standard with 2 pupils exceeding the expected standard. One of the pupils who did not meet the expected standard joined the intervention group in the Spring term when he started to receive free school meals.</p> <p>7 out of the 9 pupils reached the expected standard in writing at the end of Reception.</p>	<p>This strategy has been successful in improving the imaginative skills of the PP pupils. To improve further the tracking and data information will be used to ensure that there is also a positive impact on pupils' writing in the subsequent years. Communication, including planning between the adults implementing the intervention was very good. A member of the senior leadership team was used for the intervention.</p>	<p>£7,208</p>
<p>C. Pupils eligible for PP funding and achieving expected standard in maths at KS1 will continue to make expected progress in years 3, 4, 5 and 6.</p>	<p>Continued CPD for all staff addressing QFT and strategies to support the development of reasoning skills.</p>	<p>Year 3 – all pupils working at expected standard at the end of KS1 are still working at the expected standard. Also 1 child who was working towards the expected standard is now working at the expected standard.</p> <p>Year 4 – There were 7 pupils who achieved 2C/2B at the end of KS1. 2 pupils who were 2B are now working at the expected standard.</p>	<p>CPD delivered by Jason Darley from the Painsley Maths Hub and the Maths lead, had a positive impact on the reasoning and mastery techniques across the school.</p>	<p>£25,000</p>

	<p>SLT members appointed to support specific year groups. Meta-cognitive approaches to teaching shared with staff.</p> <p>1:1 swift support of pupils (including social and emotional support) not making expected progress delivered by experienced staff including Inclusion leader, HT, AHT, Maths leader and experienced TA. Support to include homework resources to support gaps in key skills i.e. number bonds and times tables.</p> <p>Parents of Year 6 target pupils will be invited to one to one sessions with HT/AHT to share strategies to support their individual child's needs.</p> <p>All pupils eligible for pupil premium funding will be provided with times tables/Number</p>	<p>Year 5 – There were 6 pupils who achieved 2C/2B at the end of KS1. 5 are now working at the expected standard.</p> <p>Year 6 – There were 11 pupils who achieved 2C/2B at the end of KS1. 9 achieved the expected standard at the end of KS2. 82% made the expected standard. 2 pupils made accelerated progress.</p> <p>The average score for PP pupils was 106.3 outperforming the national average of all pupils which was 104.2</p>	<p>The 1:1 support delivered by the senior leadership team, which included working with parents, reinforces the importance of raising PP achievement.</p> <p>A combined approach from all staff has been successful.</p>	
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	bonds flashcards to use at school and home. In school daily practice will take place.			
D. Pupils eligible for PP funding and achieved level 3 in reading at the end of KS1 will continue to make expected progress in years 3,4,5 and 6.	<p>Continued CPD for all staff addressing QFT and strategies to support the development of teaching higher order reading skills.</p> <p>SLT members appointed to support specific year groups. Meta-cognitive approaches to teaching shared with staff.</p> <p>Implementation of Accelerated Reader to ensure reading material is at the correct level to challenge each individual pupil.</p> <p>Class teacher to teach extra guided reading sessions.</p> <p>Inclusion leader to deliver a lunchtime 'Reading club' for prior</p>	<p>Year 3 – all pupils working at greater depth continue to work at greater depth.</p> <p>Year 4 - 2 out of 5 pupils are working at greater depth at the end of Year 4.</p> <p>Year 5 – 1 out of 5 pupils are working at greater depth at the end of Year 5.</p> <p>Year 6 – 5 out of 8 pupils achieved greater depth at the end of KS2.</p> <p>The average score for PP pupils was 104.2 which is in line with all pupils nationally.</p> <p>There has been an increased use of the school library and pupils reading at home as also increased, evidenced in the reading records. Pupils are more enthusiastic about reading as they are choosing their own reading material.</p>	<p>The accelerated reader</p> <p>Questions to consider: How are teachers using the information to assess pupils reading skills? How do we celebrate success? (reading so many words/books)</p> <p>Need to embed how assessment is used.</p>	£3,000

	higher attaining pupils in year 3-5.			
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7. Additional detail		
Other areas of expenditure includes	Objective	Cost
Support for parents and families	To provide support for identified pupils and their families	£20,431
Breakfast club/Homework club resources	To provide breakfast for identified and invited pupils To provide opportunity to complete homework at school for identified pupils	£650
Nurture support across the school	To support individual pupils with identifies need, including social and emotional needs	£29,321
Enrichment activities	To subsidise school trips To provide dance lessons and musical instrument tuition To provide pupils the opportunity to experience live theatre	£17,200
Bee Active lunchtime activities	To provide pupils with fun and challenging alternative activities to encourage healthy lifestyles, team work and to reinforce behaviour during unstructured parts of the day	£9,570
Teaching assistants to support reading	To ensure all pupils read daily to an adult in KS1 and Year3 To provide additional support in Year 4,5 and 6	£20,000
Specific resources provided to support individual pupils' identified needs	To provide essentials that are needed to support and enrich individual pupils	£2,500