

# Pupil premium strategy statement

---

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Sandylands Primary
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mrs Hickson
Pupil premium lead	SLT/Mrs Hickson
Governor / Trustee lead	Phil Clare

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,136
Recovery premium funding allocation this academic year	£10,512
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£243.648

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

## Challenges

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

Challenge number	Detail of challenge
1	<i>Children falling behind due to missed education</i>
2	Speech and Language skills. Support phonics and early reading to develop literacy skills and develop vocabulary.
3	Poor mental health of children and family related issues
4	Early development needs not met due to lockdowns
5	Delayed identification of additional needs/ SEN

## 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
<i>Children make good progress through individual and group support</i>	Classes are broadly in line with national expectations and children make good progress
Speech and language interventions are effective in developing vocabulary for communication	Children can communicate and this enables them to access reading and writing
Children feel happy and safe	Behaviour in school is good Children make good progress Children achieve well

Children catch-up with their learning and make accelerated progress	Children can access the curriculum at an age appropriate level and achieve in line with their potential
Additional needs are identified through professional assessment	Children can access the curriculum and adaptations enable them to achieve. Parents can support the learning and behavioural needs of the child.

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £61,379

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading training for teachers and TA's. Additional Reading support	EEF	2
<i>CPD knowledge in the curriculum</i>	DFE evidence	1
<i>Support for Maths planning Tim Kirk LEA</i> <i>Support for English planning</i>	DFE	1
<i>One to one support 3 days</i>	EEF	1

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 114,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Third space learning</i>	EEF	1
<i>Phonics Intervention</i>	EEF	2
<i>Speech and Language intervention</i>	Early years reports	2
<i>Targeted support with Maths and Reading by Teaching Assistants</i>	EEF	1,2,4

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 141,584

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Employment of attendance officer	Inclusion evidence	3
Weekly Educational psychologist	SEN evidence	5
<i>Fortnightly visit from therapeutic worker</i>	Mental Health evidence	3,5
<i>Employment additional family link worker</i>	EEF	3
<i>One to one inclusion support</i>	SEN evidence	5
<i>Financial support for curriculum related visits</i>		4
<i>Additional provision of Reading resources</i>	EEF	2
<i>Access to provision outside the direct curriculum</i>	Inclusion	1
<i>Additional support for uniforms, kits homelearning.</i>	Inclusion	3

**Total budgeted cost: £ 317,380**

## 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 2020 to 2021 academic year.

*All vulnerable pupils were supported with home-learning. Data evidence showed that children lost more ground in Maths than Reading. The pupils are being supported through Third Space Learning to enable them to catch-up.*

*There has been significant training for Teaching Assistants on supporting children with Reading and Maths so they can provide immediate support and intervention.*

*The vast majority of pupils have seamlessly returned to school but children are being provided with specialist mental health support.*

*The employment of the Educational Psychologist has enable us to identify the additional need of SEN children and develop support plans.*

*Exclusion data is low and we have successfully supported vulnerable children back into school.*

*CPD is provided in reading by our reading leader and progress is good. Children say that they enjoy reading and fluency has increased.*

*CPD has been provided on the steps from reading to writing with a focus on grammar and spelling. Evidence in books demonstrate that there is a sharper focus on the acquisition of the key skills*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Third Space Learning	Third Space

## Further information (optional)

*The school has a focus on staying safe and feeling well*

*The website is being developed to support parents and children with a key focus on on-line safety*

*We are developing individual child success plans where the pupils can input their feelings and how the school can engage them in the curriculum. They are proving very successful in engaging the pupils and ensuring good attendance and behaviour.*

*The school has allocated places on the Pupil Parliament for pupils in receipt of PP.*

*The school is raising aspirations through developing a programme called Positive Footprints and working with the local college to engage the children in careers education.*

*The school is part of The Children's University programme.*

*The school has Reading passports to encourage children to develop a love of reading.*

*The Headteacher is part of the Eden North development group to address equality of access to food futures and health. A group of professionals are working on The Morecambe Bay curriculum.*