

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Sandown Primary School and Nursery
Pupils in school	542
Proportion of disadvantaged pupils	43%
Pupil premium allocation this academic year	£312860
Academic year or years covered by statement	2021
Publish date	1 st September 2021
Review date	1 st March 2022
Statement authorised by	Mr Charlie Lindsay
Pupil premium lead	Mrs Kate Tugwell
Governor lead	Mr Jackson Forrester

Disadvantaged pupil progress scores for last academic year (Covid-19)

Measure	Score
Reading	No score
Writing	No score
Maths	No score

Disadvantaged pupil performance overview for last academic year (COVID 19)

Measure	Score
Meeting expected standard at KS2	No score – Teacher Assessment only
Achieving high standard at KS2	No score - Teacher Assessment only

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 – SDP link : Behaviour and Attitudes Pupils and parents consistently have high positive attitudes and commitment to their education	Attendance to be sustained at 97% Persistent Absence reduced to 5% Punctuality to be 97% or higher. Parental Engagement and support for parents through wider agencies, training courses, parenting support and key work to rebuild community links

Pupils have high attendance, come on time to school and are punctual to lessons.	following partial closure. Supporting parental mental health / anxiety.
<p>Priority 2 – SDP link: The Quality of Education</p> <p>Intent There is a clearly defined sequence of learning through the curriculum</p> <p>Implementation Subject leaders need to support teachers to build further opportunities for pupils to engage in reading quality texts beyond reading lessons.</p> <p>Impact Outcomes in all subjects reflect the high standards in the core subjects</p>	<p>Quality of Teaching – how the curriculum is taught at class and subject level to close gap in attainment caused by Covid 19</p> <p>Following the prolonged partial closure of schools during the Covid Pandemic, the focus must be on ensuring quality of teaching for all pupils is consistently good. Monitoring by SLT and MLT across the curriculum with an initial focus on core subjects whilst ensuring the wider curriculum provision is of a consistently coherent and high quality.</p>
Barriers to learning these priorities address	<p>2020 / 21 Covid 19 school partial closure has widened the attainment gap for Disadvantaged Pupils. Poor or no engagement with remote learning, limited access to devices, WiFi or parental support has created</p> <p>Poor or non-attendance is a key barrier to any child learning. Addressing this on a daily basis with every child ensures high levels of attendance.</p> <p>Quality of Education ensures that the school is equipping pupils with the skills, knowledge and cultural capital they need to succeed in life.</p>
Projected spending	£55000

Teaching priorities for current academic year

Aim	Target	Target date
Recovery Curriculum crafted to ensure key gaps missed during Covid Closure are addressed where relevant.		
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 21
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 21
Progress in Mathematics	Achieve average KS2 Mathematics progress	July 21
Phonics	Achieve National Average Expected Standard in PSC	July 21
All teachers have clarity about the carefully planned and sequenced curriculum.	<p>Intent</p> <p>Stakeholders have a firm and common understanding of the school's curriculum intent and what this means in practice</p>	July 21

	<p><u>Implementation</u></p> <p>Ensure knowledge/understanding is embedded over time and fits the curriculum intent</p> <p><u>Impact</u></p> <p>Pupils works across the curriculum is consistently of a high quality</p> <p>Subject leaders can swiftly show progress including for vulnerable groups.</p> <p>There is challenge for GD pupils.</p>	
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Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	<p>All staff to deliver teaching through a Mastery Approach ensuring all pupils access a broad and balanced curriculum. Clarity as to knowing who the Disadvantaged pupils are in each class / year group and a focus on their progress and attainment to address gaps widened due to non-attendance or poor engagement during partial closure. Expectations for all pupils ensure swift catch up to close the gap.</p> <p>Subject leader support and monitoring across all subjects – drop-ins, pupil voice, work scrutiny alongside teachers. Whole staff training via staff/TA meetings to focus on subject knowledge and pedagogy.</p>
Priority 2	
Barriers to learning these priorities address	<p>Ensuring staff use evidence-based whole-class teaching, overlearning and booster group data to ensure clarity of focus on Disadvantaged Pupils. Groups of learners are identified as requiring overlearning and misconceptions are swiftly addressed. Attendance will be key to ensuring that no child is left behind due to non-attendance and poor support from home.</p>
Projected spending	£92360

Targeted academic support for current academic year

Measure	Activity
Priority 1	Speech and Language Support (2 x Speech and Language TAs + 1 x Private Speech Therapist)
Priority 2	Establish small group maths overlearning for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading across the curriculum and providing catch-up in mathematics progress and attainment. Occasional specialist outside agency assessment e.g. Ed Psych assessment and support / training
Projected spending	£87500

Wider strategies for current academic year

Measure	Activity
Priority 1	Seagulls Nurture
Barriers to learning these priorities address	Improving aspiration and readiness to learn for the most disadvantaged pupils
Priority 2	Extended Schools provision
Barriers to learning these priorities address	Quality of wrap around provision including lunchtime provision is of high quality to encourage daily attendance. Breakfast and Teatime provision is available to support parents to work, thus encouraging aspiration for their own children.
Priority 3	Subsidise Year 6 residential trip
	An opportunity to bond and become a cohesive Year 6 cohort prior to SATs and KS3 transition
Priority 4	Music Enrichment
Barriers to learning these priorities address	At Sandown, we recognise the value in music and the creative arts as a means to engage all pupils in learning. Widening horizons for our Disadvantaged pupils is key to inspiring them and to raising their aspirations for a successful future.
Priority 5	Breakfast Club, Uniform and Poverty Support
Barriers to learning these priorities address	The importance of a good breakfast and clean, tidy uniform appearance and comfortable school shoes is recognised as important to the wellbeing of all children. Some disadvantaged pupils require

	additional support to ensure they have eaten breakfast and have the correct equipment to be able to learn and concentrate at school in order to learn.
Projected spending	£78000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by HLTAs to ensure quality monitoring and subject leader development via MLT alongside SLT
Targeted support	Overlearning timetabled daily and clarity about which children need to attend. Additional catch-up	Maths lead paired with part-time teacher returning from parental leave to free up 2 days a week to lead small groups.
Wider strategies	Engaging the families facing most challenges and ensuring we rebuild our positive parental engagement following the partial school closures brought about by COVID19.	Eggtooth Project supporting families with transition back into school post Lockdown –(Covid Anxiety) STEHKW referrals to provide parenting support around bedtimes, food and eating healthily and routines in the home which support punctual and daily attendance at school.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from 2019-2020. On track towards aim. (Covid 19 – no SATs results)
Progress in Mathematics	Steady improvement in disadvantaged pupil progress from 2019-2020. On track towards aim. (Covid 19 – no SATs results)
Phonics	Aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other	Increased and sustained improvement of attendance and punctuality for Disadvantaged Pupils – until onset of Covid 19 partial school closure. (March 23 rd 2020) and again January 2021 – March 2021.

The COVID 19 Pandemic has had a detrimental impact on Disadvantaged Pupils' progress and attainment nationally, due to non-attendance at school during partial school closure. Some disadvantaged pupils were able to attend as they fell within the Vulnerable Category due to being Level 3 Child in Need keyworker support or Level 4 Child Protection.

Current in school attendance of Disadvantaged Pupils during January- March Lockdown
49.5% (53/107 pupils currently in school)

All pupils were monitored daily for engagement and remote learning by class teachers, Welfare team and SLT.

Pupils and families with poor or no engagement were repeatedly contacted, encouraged and supported to access remote learning.

Families where parents cited their own or their child's deteriorating mental health as a factor in non-engagement were considered for allocation of a school place.

Disadvantaged Families have been offered:

Food vouchers

Chrome Book

Additional free mobile data

Stationary Packs – exercise books, pens, pencils etc.

Reading books for bedtime stories and reading for pleasure

Maths workbook

Class English text