

# 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 | £280,000                           |
| Academic year or years covered by statement | 2021                               |
| Publish date                                | 1 <sup>st</sup> March 2021         |
| Review date                                 | 1 <sup>st</sup> September 2021     |
| 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  |
|--|---|
| <b>Priority 1 – SDP link :<br/>Behaviour and Attitudes</b><br>Pupils and parents consistently have high positive attitudes and commitment to their education | Attendance to be sustained at 97%<br>Persistent Absence reduced to 5%<br>Punctuality to be 97% or higher.<br>Parental Engagement and support for parents through wider agencies, training courses, parenting support and keywork to rebuild community links following partial closure. Supporting parental mental health / anxiety. |

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|--|--|
| Pupils have high attendance, come on time to school and are punctual to lessons.   |  |
| <p><b>Priority 2 – SDP link: The Quality of Education</b></p> <p><b>Intent</b><br/>There is a clearly defined sequence of learning through the curriculum</p> <p><b>Implementation</b><br/>Subject leaders need to support teachers to build further opportunities for pupils to engage in reading quality texts beyond reading lessons.</p> <p><b>Impact</b><br/>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>                                   |
| <b>Barriers to learning these priorities address</b>   | <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   | £50,974  |

### Teaching priorities for current academic year

| Aim   | Target  | Target date |
|---|---|-------------|
| <b>Recovery Curriculum crafted to ensure key gaps missed during Covid Closure are addressed where relevant.</b> |   |             |
| 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><b>Intent</b></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><b><u>Implementation</u></b></p> <p>Ensure knowledge/understanding is embedded over time and fits the curriculum intent</p> <p><b><u>Impact</u></b></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> |  |
|--|---|--|

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

| <b>Measure</b>                                | <b>Activity</b>  |
|---|--|
| 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                            | £86,026  |

## 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 eg Ed Psych assessment and support / training |
| Projected spending                            | £82,500  |

## 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 | £60,500   |

## 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.<br>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)<br>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 <sup>rd</sup> 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, pencilsetc.

Reading books for bedtime stories and reading for pleasure

Maths workbook

Class English text