



Pupil premium strategy statement:

1. Summary information					
School	Sandown Primary School				
Academic Year	2018/19	Total PP budget	£270,000	Date of most recent PP Review	April 2018
Total number of pupils	546	Number of pupils eligible for PP	223 pupils 41% school	Date for next internal review of this strategy	September 2018

2. Current attainment			
Attainment for 2017/18 KS2	<i>Pupils eligible for PP (Sandown school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>All pupils Nationally</i>
% achieving National Standard in reading, writing and maths (combined)	76%	88%	64%
% achieving National Standard in reading	81%	88%	75%
% achieving National Standard in writing	86%	88%	78.1%
% achieving National Standard in maths	81%	88%	75.3%
% achieving National Standard in SPaG	81%	96%	74.3%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Maintaining Quality Wave 1 Teaching
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils. This prevents sustained high attainment for PP pupils in Key Stage 2.
C.	Disadvantaged Pupils entering Nursery and Foundation Village have poor language skills and low level speech and language
D.	Attendance rates for pupils eligible for PP are 94.7% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average.
E.	Persistent Absence for pupil eligible for PP – we recognise that there are key families with persistent absence below 95% is a barrier to their children learning and achieving
F.	Low aspiration / Helicopter Parenting – parents who over parent their children and encourage a culture of over-reliance on outside agencies for support. This fosters an ongoing cycle within some elements of our community linked to worklessness and lack of resilience
G.	Parental mental health and wellbeing / worklessness– anxiety and depression are key barriers for several parents in engaging with the school and leaving their homes daily.

4. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Teaching to be judged as at least good.	All teaching will be judged as Good or Outstanding across the school Teachers will be supported through a TRG (Teacher Research Group) approach Teachers will improve through a reflective, research based approach Rigorous monitoring carried out alongside teachers to ensure a triangulated approach. HLTAs will be deployed to cover classes, enabling staff to meet for TRG programmes.
B.	Higher rates of progress / attainment across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across
C.	Improve oral language skills for pupils eligible for PP in Reception class.	SEN pupils and those with medical needs will make good progress from their starting points
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 7% or below. Overall PP attendance improves from 94% to 97% in line with 'other' pupils.

E.	Persistent Absence for all pupils to reduce from 16% (2018) to 7% (2019)	As above.
F.	<p>PP children are healthy, happy, confident children who are ready and open to learning. They are resilient and able to regulate their emotions. PP children recognise the need to be independent and that this will secure a better future for them.</p> <p>Families who are eligible for Pupil Premium and free school meals funding recognise that they are role models for their children in terms of being citizens who make a positive contribution to our community.</p> <p>Parents actively engage in finding work and work with school to signpost them to agencies that can support them.</p> <p>Parents actively seek courses that further their own education and support their parenting to be more positive.</p>	<p>Reduced number of behaviour incidents involving PP children. They discuss strategies they use when facing conflict Children talk about their future with enthusiasm Children talk about academic targets with excitement PP pupils in every year group attain their ' Independence Trophy' - Children speak ambitiously about their future at Secondary school and demonstrate they are ' Secondary Ready' by attaining their silver jumper in year 6</p> <p>Every pupil to attain their Year Group Independence Trophy: Nursery – I am ready for school badge Year 1 – Fred Frog phonics Year 2 – Handwriting heroes Year 3 – Locker project Year 4 – Times Table Badge Year 5 – Bronze, Silver Stars Motivational Home Learning Year 6 Silver Sweatshirts 100% of Y6 PP children attend Residential trip</p> <p>Increased uptake and participation in our wide range of GRH parenting courses including maths, English, cookery, budgeting, yoga.</p> <p>Increased uptake and participation in Triple P Parenting Courses.</p>
G.	<p>All members of our school community are in tune with their own Mental Health.</p> <p>Parents and pupils know who they can approach in the school for support with any aspect of their Mental Wellbeing.</p> <p>Sandown Primary School has a designated Mental Health Champion who leads on staff training and CPD to ensure all staff recognise Mental Health needs in themselves, pupils, staff and families.</p> <p>Mental Health First Aid is a priority for all staff to be able to accurately recognise when any member of our community, but particularly our pupils, who may be struggling and to access the appropriate support for that person or be able to signpost the family to an outside agency if appropriate</p>	<p>Staff Appraisal focus on personal mental wellbeing target</p> <p>Increase in number of working parents</p> <p>Parent Champions working in school as volunteers as a step back into the workplace – Reading Champions, Maths Champions, and Gardening Champions.</p> <p>Training attended by Mental health Lead and her team (JF / LD) to be proficient in recognising mental health issues (First Aid)</p> <p>Parents, pupils and staff feel listened to regarding their mental health and have confidence that staff in school are equipped to support or sign post them</p>

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they 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 you ensure it is implemented well?	Staff lead	Implementation reviewed
<p>A. Wave 1 teaching to be secure with more than 85% of all teaching to be judged as good with Outstanding elements.</p> <p>B. Improved progress for high attaining pupils</p>	<p>Staff training on high quality feedback.</p> <p>TRG Approach across the school in Maths, Phonics, Reading and Monitoring will have a key focus on incisive feedback</p> <p>All staff to work alongside Subject Leaders and SLT for rigorous monitoring – subject leadership, book scrutiny, foundation and core subject assessments through progress and evidence in books.</p>	<p>OFSTED 2016 <i>‘The most-able pupils, including those in the early years provision, are not always challenged to reach the highest levels of attainment.’</i></p> <p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’. We want to ensure that our UKS2 teachers are competent in providing stretch and encouragement for these pupils.</p> <p>EEF - High-impact, low-cost strategies include the following strands (with links to the Teaching and Learning Toolkit evidence):</p> <p>http://bit.ly/2GqNPqX - feedback</p>	<p>An ethos of attainment for all pupils – high aspirations and expectations for all. An unerring focus on high-quality teaching</p> <p>Training and polishing using evidence of effectiveness. Weekly monitoring focus on work scrutiny / incisive feedback Peer observation of classes integral to monitoring to embed learning. Lessons from training embedded in school feedback policy.</p> <p>Evidence of feedback policy being followed by all staff across the curriculum - monitored through rigorous work scrutiny carried out by Headteacher and Deputy Head.</p>	<p>Head CL</p> <p>PP Lead KT</p>	<p>Jan 2019 March 2019 June 2019</p>

<p>C. Improved oral language skills in Reception</p>	<p>Staff training on developing oracy for all pupils in EYFS and Reception from EYFS/Reception Lead and in-house Speech and Language therapists.</p> <p>Participation in Opportunity Area Funded Project - Early Literacy Town Wide Project : Training for 1 Speech Therapist (YM) Close working with our in-house Speech and Language Assistants and Foundation Village Team</p>		<p>Course selected using evidence of effectiveness. Early Years Hub training Early Years Alliance and Hub Moderation. Peer observation of attendees' classes as part of the wider TRG approach to embed strong practice and opportunity for polishing amongst staff.</p>	<p>SENCo GH</p>	
Total budgeted cost					£58,536

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Wave 1 teaching to be secure with more than 85% of all teaching to be judged as good with Outstanding elements.</p> <p>B. Improved progress for high attaining pupils</p>	<p>A Mastery Approach in all lessons to include challenge e.g. Don Nao Jin in maths</p> <p>Greater Depth Opportunities planned effectively in all lessons to ensure high attaining pupils move swiftly onto the challenge element of the lesson.</p> <p>A school wide understanding of and focus on elements of fluency in each subject.</p> <p>Overlearning / Boosters</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective.. A Mastery Approach incorporates a ' Keep up not catch up' pedagogy ensuring all learners can access the learning and do not move on until they have mastered each element of learning.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Extra teaching time and preparation time paid for out of PP budget, (HLTA boosters)</p> <p>Impact overseen by maths subject leader (KP)</p> <p>Teaching assistant (TA) CPD.</p> <p>Engage with parents and pupils via Sandown individual Parent Consultation process with a focus on targets for school, parent and pupil.</p>	<p>CL</p>	<p>December 2018</p> <p>March 2019</p>
<p>C. Improved oral language skills in reception</p>	<p>Speech Therapist employed 2 days a week</p> <p>2 In-house full-time speech therapists employed</p> <p>Foundation Village staff competent and trained in improving oracy and</p>			<p>Pupil Premium Lead KT</p> <p>PPG Governor FN</p>	<p>December 2018</p> <p>February 2019</p> <p>July 2019</p>

Total budgeted cost

£152,550
HLTA/ S&L

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D. Increased attendance rates</p> <p>E. Persistent Absence for all pupils to reduce from 16% (2018) to 8% (2019)</p>	<p>Full time Attendance Officer employed to monitor pupils and follow up rigorously on absence. First day response provision. SWAT – Sandown Welfare and Attendance Team to visit homes of persistent absentees and work daily with families through face to face approach to ensure open dialogue surrounding ways to improve.</p> <p>Work with Mental Health Team to ensure issues involving parental mental health that may be affecting pupil attendance and persistent absence are addressed and supported.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Our pupils need to form good habits early in order to understand the importance of attending and being punctual throughout their lives.</p> <p>Evidence shows more families are choosing to take holidays in school time which has a negative impact on our attendance figures.</p>	<p>Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Termly reporting to governors by Attendance Officer(KH)</p>	<p>Pupil Premium Lead KT PPG Safeguarding Governor FN</p> <p>Behaviour and Wellbeing Governor with a focus on Attendance NW</p>	<p>Jan 2019 March 2019 June 2019</p>
<p>F. PP children are independent, happy and resilient both in learning and as citizens with aspiration for their own futures.</p>	<p>Full Time PSA employed to tackle parental worklessness, whole family support – signposting to outside agencies e.g.. Homeworks Housing, DV, Triple P Parenting</p> <p>PSA role to include Mental Health support and training.</p>	<p>We know that to improve outcomes for our pupils, we need to work with the whole family within the wider community. This community deserves a 'Good' school</p> <p>OFSTED 2016: 'The headteacher is passionate about the school. He is ambitious for every child in it and the community it serves.'</p>	<p>Weekly meetings with PSA and Attendance / Welfare team</p> <p>Termly monitoring reports to governors for attendance by parents at parenting courses offered through GRH training, outside agencies e.g. school nursing and Triple P.</p>	<p>PPG Lead KT</p> <p>Head CL</p>	<p>Termly reports to Governors JF</p>

Parental mental health and wellbeing – anxiety and depression are key barriers for several parents in engaging with the school and leaving their homes daily.	Attend relevant courses to ensure qualified to recognise anxiety and mental illness in parents, pupils and staff. Participation in the Opportunity Ara Funded Project: Supporting Children and Young People in their mental health.	Mental illness is increasingly becoming a barrier to some of pupils learning and attendance. Parents who are struggling with acute anxiety or depression find it difficult to engage with some elements of school at times. Parent's feedback is positive in terms of previous family support received at times of crisis.			
Worklessness is a barrier for our families and aspiration needs to improve.	Employ an Extended Schools Leader	To ensure pupils attend school daily and on time and to support our community by offering parents wrap around quality provision. We aim to support our parents out of worklessness and to have aspiration for their own children to work and make a positive contribution. Every pupil will attend an extra curricular club.	Weekly meeting with Deputy head and 3 x annual reports for governors to show attendance of PP eligible pupils.		
Total budgeted cost					£61,294

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Additional Teacher This enables our Disadvantaged Pupils to be taught by a qualified teacher in smaller sized classes.</p>	<p>In order to support our pupils in smaller sized classes, we employ a teacher on a part-time basis.</p>	<p>Smaller class size resulted in SEN pupils including those eligible for PP were taught in a smaller class during each morning by a qualified teacher. Smaller class sizes for all pupils were positively impacted by this additional teacher.</p> <ul style="list-style-type: none"> ✓ Reading and Writing, in particular is showing good progress. ✓ The DP reading for fluency programme is so far having a positive impact on Year 3 and 4. 	<p>From September 2017 the following classes were identified: Years 3 & 4 Reading and Year 6 Maths</p> <table border="1" data-bbox="1312 172 1872 839"> <thead> <tr> <th>Subject</th> <th>Year Group</th> <th>Term 1 @ AT</th> <th>Term 2 @ AT</th> <th>Term 3 @ AT</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3</td> <td>55%</td> <td>63%</td> <td>68%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>3</td> <td>48%</td> <td>57%</td> <td>65%</td> <td>17%</td> </tr> <tr> <td>Maths</td> <td>3</td> <td>52%</td> <td>63%</td> <td>67%</td> <td>15%</td> </tr> <tr> <td>Reading</td> <td>4</td> <td>63%</td> <td>70%</td> <td>78%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>4</td> <td>53%</td> <td>57%</td> <td>65%</td> <td>12%</td> </tr> <tr> <td>Maths</td> <td>4</td> <td>63%</td> <td>70%</td> <td>78%</td> <td>15%</td> </tr> <tr> <td>Reading</td> <td>5</td> <td>60%</td> <td>68%</td> <td>72%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>5</td> <td>50%</td> <td>59%</td> <td>63%</td> <td>13%</td> </tr> <tr> <td>Maths</td> <td>5</td> <td>55%</td> <td>62%</td> <td>67%</td> <td>12%</td> </tr> </tbody> </table>	Subject	Year Group	Term 1 @ AT	Term 2 @ AT	Term 3 @ AT	Progress	Reading	3	55%	63%	68%	13%	Writing	3	48%	57%	65%	17%	Maths	3	52%	63%	67%	15%	Reading	4	63%	70%	78%	15%	Writing	4	53%	57%	65%	12%	Maths	4	63%	70%	78%	15%	Reading	5	60%	68%	72%	12%	Writing	5	50%	59%	63%	13%	Maths	5	55%	62%	67%	12%	<p>£32,460</p>
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<p>Monitoring and Subject Leader Support</p>	<p>In order to ensure consistent improvements in Quality First Teaching, teachers meet with SLT members every week to focus on subject knowledge, effective and incisive feedback and curriculum requirements.</p>	<p>Staff report that working alongside SLT and Subject Leaders for English and Maths is the most powerful way to improve elements of their practise.</p> <p>Quality of teaching and learning – 80% teaching and learning judged as good or better.</p>	<table border="1" data-bbox="1317 100 1899 183"> <thead> <tr> <th>Subject</th> <th>Percentage of pupils achieving the expected standard: school</th> <th>Average scaled score: school</th> </tr> </thead> <tbody> <tr> <td>English grammar, punctuation and spelling</td> <td>87%</td> <td>108</td> </tr> <tr> <td>English reading</td> <td>84%</td> <td>106</td> </tr> <tr> <td>Mathematics</td> <td>85%</td> <td>106</td> </tr> </tbody> </table> <p>See Monitoring reports in file re Quality of teaching overview evidence.</p>	Subject	Percentage of pupils achieving the expected standard: school	Average scaled score: school	English grammar, punctuation and spelling	87%	108	English reading	84%	106	Mathematics	85%	106	<p>£5,850</p>
Subject	Percentage of pupils achieving the expected standard: school	Average scaled score: school														
English grammar, punctuation and spelling	87%	108														
English reading	84%	106														
Mathematics	85%	106														

<p>HLTA Overlearning</p>	<p>HLTAs are employed across the school to deliver overlearning. This ensures our pupils receive high quality additional support to close the gap.</p>	<ul style="list-style-type: none"> ✓ HLTA booster groups for Arithmetic overlearning for Year 6 is showing an impact. ✓ Year 6 milestone for Disadvantaged Pupils 59% ✓ Term 4 - Achieved 78% showing significant attainment. ✓ Gap between non DP and DP is now only -2% showing that this gap has closed significantly from 21% in September. <p>HLTA Reading Booster group Milestone 76% - Achieved 78% Exceeded by 2% 10% increase in attainment since Term 1 The gap has closed by 5%</p>	<p>HLTA employment next year will focus on overlearning and facilitating the TRG projects across the school – phonics, monitoring, mastery approach to maths and reading.</p> <p>End of KS2 results – Maths – 85% Reading – 84%</p>	<p>£5,000</p>
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<p>To support Y3/Y4 DP reading to close the gap for pupils eligible for PP</p>	<p>Lower KS2 Reading Support delivered 2 x afternoons weekly by a qualified ECR teacher.</p> <p>Purchase of 10 x 6 book sets (Barrington Stoke dyslexic friendly books)</p>	<p>16 PP eligible pupils worked in small groups with a focus on word work, phonics and fluency.</p>	<table border="1" data-bbox="1317 100 1848 220"> <tr> <td>Year 3</td> <td>65%</td> <td>65%</td> <td>10%</td> </tr> <tr> <td>Year 4</td> <td>87%</td> <td>73%</td> <td>24%</td> </tr> <tr> <td>Year 5</td> <td>74%</td> <td>70%</td> <td>14%</td> </tr> </table> <p>This table shows the progress of PP pupils in Reading from term 1 to Term 6</p>	Year 3	65%	65%	10%	Year 4	87%	73%	24%	Year 5	74%	70%	14%	<p>£12,850</p>
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<p>Greater Depth Enrichment</p>	<p>Opportunities for our more able Disadvantaged Pupils to achieve Greater Depth in their learning. In order to ensure they are presented with challenging tasks and following smart stepped targets, we employed a teacher from September 2017 to work specifically on developing Greater Depth in writing.</p>	<p>End of Ks2 Writing result: 88% - all 86% DP 8% Greater Depth</p>	<p>Our consistent mastery approach in all subjects ensures that we consider opportunities for More Able pupils. We will not continue with an additional teacher next year as every teacher, HLTAs and some TAs will be included in our TRG projects that ensure depth and breadth in teaching and learning.</p>	<p>£34,515</p>												

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Speech Therapy Pupils can speak clearly and confidently using full sentences.</p> <p>Pupils improved speech has a direct positive impact in their written work across the curriculum.</p>	<p>We invest in this heavily, particularly in Early Years as we know that early Intervention is the key to success.</p> <p>Pupils that cannot speak clearly and confidently using full sentences have ongoing difficulties in all areas of learning. We employ 2 Speech and Language TAs and have NHS input from a qualified Speech Therapist for 2 days a week.</p> <p>Newly appointed SaLT assistant. – February 2018.</p>	<p>Reception July 2018 Speech sound assessment- 19% of reception children highlighted with speech difficulty. Language link assessment- 9% of reception children highlighted as needing language support. 50% of the language caseload highlighted as severe. 50% of the children highlighted with speech difficulty are pupil premium. 62.5% of children highlighted as needing language support are pupil premium. March 2018 Speech sound assessment- 14.5% of reception children highlighted with speech difficulty. Language link assessment- 18% of reception children highlighted as needing language support. 8% of the language caseload highlighted as severe. 67% of the children highlighted with speech difficulty are pupil premium. 46% of children highlighted as needing language support are pupil premium. October 2017 Speech sound assessment- 20% of reception children highlighted with speech difficulty. Language link assessment- 19% of reception children highlighted as needing language support. 10% of the language caseload highlighted as severe. 47% of the children highlighted with speech difficulty are pupil premium. 44% of children highlighted as needing language support are pupil premium. Year 1 July 2018 Speech sound assessment- 8% of reception children highlighted with speech difficulty. Language link assessment- 6.5% of reception children highlighted as needing language support. 50% of the language caseload highlighted as severe. 40% of the children highlighted with speech difficulty are pupil premium.</p>	<p>We invest in this heavily, particularly in Early Years as we know that early Intervention is the key to success. Pupils that cannot speak clearly and confidently using full sentences have ongoing difficulties in all areas of learning.</p> <p>We will continue to fund Speech and Language assistants next year as we fundamentally believe that this early intervention is vital to our young learner’s future attainment.</p>	£41,500

		<p>50% of children highlighted as needing language support are pupil premium. March 2018 Speech sound assessment- 15% of year 1 children highlighted with speech difficulty. Language link assessment- 11.5% of year 1 children highlighted as needing language support. 6.5% of the language caseload highlighted as severe. 13% of the children highlighted with speech difficulty are pupil premium. 57% of children highlighted as needing language support are pupil premium. October 2017 Speech sound assessment- 20% of reception children highlighted with speech difficulty. Language link assessment- 19% of reception children highlighted as needing language support. 10% of the language caseload highlighted as severe. 47% of the children highlighted with speech difficulty are pupil premium. 44% of children highlighted as needing language support are pupil premium.</p> <p>Year 2 July 2018 2 children require speech support, none of which are pupil premium. 1 child requires language support, they are not severe or pupil premium March 2018 2 children require speech support, 1 of which is pupil premium. 2 children require language support, 1 of which is pupil premium. October 2017 3 children require speech support, 1 of which is pupil premium. 2 children require language support, 1 of which is pupil premium.</p> <p>Year 3 July 2018 1 child requires speech support and they are pupil premium. 1 child requires language support, they are severe and pupil premium. March 2018</p>		
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Nurture Class	Deployment of 2 trained Nurture Specialist TAs to facilitate a Nurture Class for EYFS pupils.	<p>Staff have been deployed within the classroom to work with SEN/DP/other Vulnerable pupils in Reception, Year 1.</p> <p>Individual and small group support and intervention has been run within the classroom.</p> <p>8 pupils were supported in class this year. (Staff absence due to illness)</p>	Sandown Seagulls Nurture Provision will continue next year. Early Intervention for pupils with SMEH needs, SEN and complex behavioural needs is key to their future ability to make progress and attain.	£21,454

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Residential Trips and School Visits	Subsidise school trips and wider opportunities e.g. Living History Days	<p>We believe in the educational value in trips and outings to bring the curriculum alive. All of our pupils experience these wider opportunities across the year and in every year group.</p> <p>‘ Going to Blacklands Farm was amazing. I tried lots of activities I had never done before.’</p> <p>‘ It was a bit scary going away for the first time but I did lots of fun things I have never done with my family before.’</p>	Next year we will subsidise school trips again to ensure the widest participation of all pupils possible.	£4000

<p>EFT – Education Futures Trust ensure our pupils receive a broad and balanced curriculum which inspires them to learn.</p>	<p>Through our work with EFT, we participate in an aspirational Ambassadors Project across the EIP.</p>	<p>Quotes from pupils in Year 5</p> <p>‘These trips have taught me so much about the different careers available to me as well as the path I need to follow to reach my goal of owning my own company.’</p> <p>"I've learnt to respect all the people behind the scenes of different businesses and know how hard each team member works."</p>	<p>Sandown will continue to participate in this EFT Business Ambassadors programme next year.</p> <p>Both Ambassadors said they would have liked to do more assemblies in regards to their outings as well as holding a small presentation day in the form of a job fair for the Year 5 and Year 6 pupils.</p>	<p>Education Futures Trust £2,500</p>
<p>Extended Schools Ensure our wrap around care is of a high quality and accessible to all.</p> <p>Breakfast Club</p>	<p>Employment of Extended Schools leader to oversee Sunset Club and after school clubs provision</p> <p>Fund pupils eligible for PP to attend Breakfast Club to ensure they have good attendance and eat breakfast.</p>	<p>We employ a member of staff to ensure our wrap around care offers quality provision for our most vulnerable pupils. This also has an impact on attendance and building relationships with families.</p> <p>Only 15 pupils out of 129 who are eligible for PP (12%) in KS2 did not attend a club this year. These pupils have been directly targeted to sign up for a club next year.</p> <p>9 families supported this year (13 pupils)</p>	<p>We will continue to employ the Extended Schools Leader and ensure High Quality provision during all wrap around care facilities.</p> <p>Extended Schools Leader will work in close connection with our PE Specialist teacher to ensure every pupil in the school, with a focus on those eligible for Pupil Premium, attend a club every year.</p> <p>Additional lunchtime clubs to be offered to ensure pupils who cannot get home after an after school club still have opportunity to attend and participate.</p>	<p>£17,555</p> <p>£500</p>

<p>Triple A Co-Ordinator / Welfare TA</p> <p>Increased attendance (97%) Decreased persistent absence (10%) Improved parenting and parental engagement in GRH training or Triple P</p>	<p>Employment of Triple A co-ordinator to: address attendance issues and keep daily attendance records for pupils with persistent absence engage parents in Triple P parenting courses Liase closely with class teachers to ensure pupils with SMEH needs are supported to enable them to achieve in all areas.</p>	<p>Having identified the potential barriers to attainment for our pupils as being linked to attendance, persistent absence of key pupils and limited aspiration amongst our local community, we dedicated a team to drive these areas forward. Daily attendance is monitored and followed up using our rigorous systems. Parents are encouraged to become involved and engaged in all aspects of their child's life in school and we strive to improve outcomes for our families as well as the attainment of our pupils.</p> <p>July 2018 Persistent Absence reduced from 12.5% to 10.6% during term 6 following a dedicated drive by the appointed attendance officer.</p>	<p>Having appointed an Attendance Officer to deal explicitly with attendance and persistent absence as this continues to be our biggest barrier for several families, we will adjust the Welfare role to a PSA (Parent Support Adviser) with a focus on Safeguarding Support and Mental Health First Aid - supporting parents and pupils with mental health issues, signposting to outside agencies for support with anxiety and domestic issues, liasing with school nursing team when necessary.</p>	<p>£34,582</p>
<p>Reading Widely and More Often</p>	<p>Library Upgrade – refurbish and restock the school library with a wide range of high quality texts.</p> <p>Purchase new reading books</p>	<p>Every pupil in the school visits and uses the school library weekly to select and read books.</p> <p>Pupils develop a lifelong love of reading and there is now a wide variety of quality texts in our school. Every class spent £22 on new books for their class reading corner.</p> <p>Term 6 – 15 PP pupils from year 1 and year 2 attended the grand Opening of Hastings Town Library.</p> 	<p>We will continue to spend any additional PP funding to ensure our school library is continually updated to include a wide range of genres by a range of authors.</p> <p>Sandown School continues to be the hub for Hastings Storytelling Week – November 2018 (theme East Sussex.)</p> <p>East Sussex Childrens Book Award – 12 PP pupils attended this event at the de La Warr</p>	<p>£12,605</p> <p>£9,403</p>