



## Pupil Premium Evaluation Sandy Lane Primary School

1. Summary information					
<b>School</b>	Sandy Lane Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£117,039.00	<b>Date of most recent PP Review</b>	October 2019
<b>Total number of pupils</b>	298	<b>Number of pupils eligible for PP</b>	74	<b>Date for next internal review of this strategy</b>	October 2019

Summer 2 2019		Pupil eligible for PP						Pupils not eligible for PP					
T = target O = On track		Reading		Writing		Maths		Reading		Writing		Maths	
Number of pupils		T	O	T	O	T	O	T	O	T	O	T	O
<b>Year 1</b>	<b>6</b>	91%	73%	82%	73%	82%	73%	70%	70%	70%	58%	73%	58%
<b>Year 2</b>	<b>11</b>	82%	58%	82%	50%	73%	75%	76%	79%	85%	82%	79%	82%
<b>Year 3</b>	<b>11</b>	75%	67%	83%	64%	75%	75%	85%	74%	74%	62%	88%	74%
<b>Year 4</b>	<b>15</b>	87%	67%	80%	86%	67%	73%	89%	86%	1%	71%	82%	82%
<b>Year 5</b>	<b>7</b>	57%	43%	57%	14%	71%	57%	86%	71%	82%	64%	86%	64%
<b>Year 6</b>	<b>18</b>	82%	76%	82%	71%	82%	71%	79%	68%	7%	61%	82%	64%
<b>Average Target/ outcomes Y1- 5</b>		78%	62%	77%	48%	74%	71%	81%	76%	76%	62%	82%	72%
<b>Target/ Outcomes Y6 PP</b>		82%	76%	82%	71%	82%	71%	79%	68%	61%	75%	82%	64%

DIFFERENCE for PP pupils		Reading		Writing		Maths	
T = target O = On track 2018-2019	Number of pupils						
Number of pupils		T	O	T	O	T	O
Year 1	6	21%	3%	12%	3%	9%	15%
Year 2	11	6%	-29%	-3%	-32%	-6%	-7%
Year 3	11	-10%	-7%	-9%	-2%	-13%	1%
Year 4	15	-2%	-19%	1%	15%	-15%	-9%
Year 5	7	-29%	-4%	-25%	-50%	-15%	7%
Year 6	18	-3%	8%	19%	10%	0%	7%
Average Difference for Target/ outcomes Y1- 5		-3%	-11%	-5%	-19%	-8%	1%
Average difference Target/ Outcomes Y6 PP		-3%	8%	19%	10%	0%	7%

DIFFERENCE for PP pupils	Difference for PP PUPILS						
	2017- 2018						
	Reading		Writing		Maths		
T = target O = On track							
Number of pupils	T	O	T	O	T	O	
Year 1	-3%	-9%	-3%	-28%	-20%	-18%	
Year 2	-1%	-18%	2%	6%	2%	6%	
Year 3	-15%	-19%	-24%	-29%	-17%	-23%	
Year 4	-3%	-3%	-19%	-29%	0%	0%	
Year 5	6%	19%	-9%	0%	0%	0%	
Year 6	-30%	-25%	-41%	-15%	-29%	-25%	
Average Difference for Target/ outcomes Y1- 5		-3%	-6%	-11%	-14%	-6%	-7%
Average difference Target/ Outcomes Y6 PP		-30	-25%	-41	-15%	-6	-25%

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	<p>Targets for Year 2 pupil premium children in Maths and Writing are significantly lower than non PP children to reach expected standard. The target falls to 0% for above expected standard. School leaders including governors will be monitoring this shortfall and see if this gap can be narrowed throughout the academic year of 2018-2019 through our half termly Pupil Progress Meetings.</p> <p>Y2 PP children in maths achieve better than target +2%</p> <p>Y2 PP children in Reading &amp; Writing achieve significantly under target 32% &amp; 24% under target respectively. This significant shortfall will require careful monitoring of targets and outcomes for this group of children in Y3. <b>(QE link governors to monitor)</b></p>
<b>B.</b>	<p>Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This has meant a downward trend in phonics results at the end of Year 1. School leaders have initiated a second year of Phonics training from Partner school for all staff involved in the teaching of Reading in EYFS and KS1.</p> <p>PP children have improved their Phonics acquisition achieving <b>91%</b> in Y1 phonics check an improvement of <b>27%</b> in 1 year.</p>
<b>External barriers</b>	
<b>D.</b>	Low aspirations of a small group of PP pupils.
<b>E.</b>	Attendance of a small group of pupils.

3. Desired Outcomes 2018-2019		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of progress across school for all pupils eligible for PP to ensure their attainment is in line with 'other' pupils.	<p>Pupils eligible for PP make attainment is in line with 'other' pupils identified, across school in maths, reading and writing. Measured by teacher assessments and successful moderation practices that is established across school.</p> <p><b>In 2018-2019 the gap between pupil premium attainment and none pupil premium attainment had closed at the end of Key stage 2: In reading, writing and maths there is a positive difference 8% 10% &amp; 7% respectively at the end of Key stage 2 This equates to a closing of the Year 6 gap of 32% in Maths 25% in Writing and 33% in reading over 2018-2019.</b></p> <p><b>By the end of KS2:</b></p> <p><b>RWM for Y6 all children Sandy Lane was 51%</b></p> <p><b>RWM for National was 65%</b></p> <p><b>RWM for PP children Sandy Lane was 59%</b></p> <p><b>RWM for NPP children was 55%</b></p>

		<p>There are no national comparisons out at this point for how well the national cohort for Pupil premium children did.</p> <p>PP children at Sandy Lane outperformed NPP children by 4% and were 4% off national for RWM</p>
<b>B.</b>	For a small group of PP pupils to develop resilience and the social/ emotional and communication skills needed to allow them to become good learners.	<p>An increase in PP pupils' resilience and social and emotional development will ensure they make more progress in school bringing their attainment in line with that of 'other' pupils.</p> <p>Data will become available through RESPECT program Summer 2019</p>
<b>C.</b>	Ensure that parents of PP pupils have the tools they need to support their children at home.	<p>Parents of pupils receiving PP funding will show higher level of engagement with school. PP pupils will have more confidence in their ability to support their children at home. Parents be able to provide higher levels of support to their children at home.</p> <p>PP pupils will have the resource they need to fully engage with homework activities set to support them in their learning at home.</p> <p>See opportunities provided for PP families below</p>
<b>E.</b>	Attendance of a small group of pupils.	<p>Reduce the number of persistent absentees among pupils eligible for PP bring it in line with 'other' pupils.</p> <p>PA among pupil premium children has fallen from 32.61% to 31.58% a reduction of 1.03% or 3 children down to 12. Whilst this seems a small amount, the success here is that 7 out of 8 PP children still in school ( the rest were Y6 children) who were persistent absence are now no longer a concern.</p> <p>PP autumn term 2018 = 94.08%</p> <p>NPP autumn term 2018 = 94.97%</p> <p>PP autumn term 2019 = 94.84</p> <p>NPP autumn term 2019 = 95.94</p> <p>PP children attendance improved by 0.76%</p> <p>NPP children attendance improved by 0.97%</p>

4. 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	Intended outcome and rationale	Evaluation and next steps	Staff lead	Governor Review Date
<p>Improve the outcomes for year 1 pupil premium children in their phonics test</p> <p>£5000.00</p>	<ul style="list-style-type: none"> <li>• Purchase SLE training time for Ruth Miskin Phonics approaches across KS1/EYFS</li> <li>• Purchase the corresponding Ruth Miskin Phonics Home readers.</li> <li>• Improve parental engagement through training in the use of the Home Reader scheme for reception and Key stage 1 children.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve Phonics outcomes at end of Year 1 by consolidating training from last year and ensuring consistency across all teachers of reading in Reception /KS1</li> <li>• Y1 Phonics outcome targeted to be 80% for pupil premium children.</li> <li>• Use positive experience from Partners school of introducing Phonics Home readers and replicate at Sandy Lane Primary School.</li> <li>• All pupil premium children parents to attend Phonics meetings and training sessions.</li> <li>• Pupil premium children to be heard as priority readers in school and monitor home reading with a target of 3 times a week.</li> </ul>	<p>PP children have improved their Phonics acquisition achieving 91% in Y1 phonics check an improvement of 27% in 1 year.</p> <p>PP children exceed phonics outcome target by 11%</p> <p>Parents of pupil premium children were targeted figures for their attendance were not collected but will be part of the evidence base next year.</p> <p>Pupil premium children heard as priority readers. All heard at least once and often twice a week.</p>	CB/FN/TF	Nov 2019

<p>Pupils who are eligible for pupil premium will attain and progress in line with their NNP peers in Reading Writing &amp; Maths.</p> <p><b>HLTA FT UKS2 £25,528</b>  <b>HLTA PT KS1 £12,724</b>  <b>HLTA PT KS2 £12,724</b>  <b>Additional LSA support across all phases £6000</b></p>	<ul style="list-style-type: none"> <li>Small Group and individual support to be provided across all Year groups through the use of HLTA's and LSA's.</li> </ul>	<ul style="list-style-type: none"> <li>All Pupil premium children make at least 4.00 points progress in Reading Writing &amp; Maths.</li> <li>RWM combined at end of Key Stage 2 is at least National average for 2018-2019.</li> <li>Pupil Premium children in Year 2 &amp; 6 meet their target</li> <li>Difference between pupil premium children and non-pupil premium children outcomes is no more than -5% across all subjects by the end of 2018-2019.</li> </ul>	<p><b>PP children make:</b>  <b>3.96 points reading</b>  <b>4.26 points writing</b>  <b>4.07 points maths</b></p> <p><b>PP target for KS1 re-ading and writing missed by a long way- refer to QE link governor meeting. Outcomes for pupil premium children at the end of Year 6 were between 6-11% off targets set at the beginning of the year.</b></p> <p><b>Outcomes for pupil premium children at the end of Year 6 were between 6-11% off targets set at the beginning of the year.</b></p>	EHT/DHT	Nov 2019
<p>Improve access to a wider and enriched curriculum for our Pupil Premium Children</p> <p><b>£4000.00</b></p>	<ul style="list-style-type: none"> <li>Provide Creative Curriculum Grant to support the development and setting up of the 'Big Idea' over 2018-2019</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Premium access and work standards within the big idea are at least as good as non-pupil premium children ( as seen by SLT work scrutiny)</li> <li>Pupil Premium children interviews and CC learning walks demonstrate that : <ol style="list-style-type: none"> <li>Pupils are enjoying The 'Big Idea'</li> <li>PP pupils are making good progress and contributing well in lessons.</li> <li>PP pupils aspirations are being raised by exposure to ideas about what types of careers may be accessed using subjects with 'The Big Idea,'</li> </ol> </li> </ul>	<p>The Big Idea drives the children's learning in CC and Science and this evident in all three classes. Learning has a purpose. Evidence from books suggest children are engaged in the structures in place for CC and science. Science is consistently taught across the phase on a weekly basis and The Big Idea is being used.</p> <p>Use of key vocabulary in CC and science is evident and this is coming through in the children's explanations and conclusions. Children are working collaboratively regularly to share ideas and develop speaking and listening skills and understanding.</p> <p><b>Evidence taken from CC monitoting January 2019.</b></p> <p><b>Next steps – seek out Pupil Premium specific views in 19-20</b></p>	CD/FN/JC/ Govs	Nov 2019

	<b>Total budgeted cost</b> £65976.00
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ii. Targeted support					
Desired outcome	Chosen action/approach	Intended outcomes and rational	Evaluation and next Steps	Staff lead	Governor Review date
<p>Improve outcomes at the end of Key stage 1 &amp; 2 in Reading Writing &amp; Maths</p> <p>£4000.00</p>	<ul style="list-style-type: none"> <li>Provide boosting session accessible to pupil premium children across Y2 &amp; Y6</li> <li>Teachers to provide lunchtime booster clubs so that all children (including those that catch the bus / pupils whose parents will not engage with boosting process) can access boosting provision</li> </ul>	<ul style="list-style-type: none"> <li>100% uptake for Pupil Premium children for required booster classes.</li> <li>All Pupil premium children make at least 4.00 points progress in Reading Writing &amp; Maths.</li> <li>RWM combined at end of Key Stage 2 is at least National average for 2018-2019.</li> </ul>	<p>All pupil premium children offered boosting support- not universally accepted.</p> <p><b>PP children make:</b>  <b>3.94 points reading</b>  <b>4.26 points writing</b>  <b>4.07 points maths</b></p> <p><b>RWM for Y6 all children was 51%</b>  <b>RWM for national was 65%</b>  <b>RWM for PP children was 59%</b>  <b>RWM for NPP children was 55%</b></p>	CD/FN	Nov 2019
<p>Improve outcomes of pupil premium children in Reading by providing staffing to hear them read (Priority Readers) twice a week.</p> <p>£1000.00</p>	<ul style="list-style-type: none"> <li>Recruit volunteers from the community and train them using schools Reading record skills format.</li> <li>Use schools Literacy Leader to provide training for all teachers of reading in school on how to use the questioning tools.</li> </ul>	<ul style="list-style-type: none"> <li>School has sufficient staff deployed so that all priority readers are heard twice per week.</li> <li>All priority Readers make at least 4.0 points progress across the school year.</li> <li>Priority readers in year 2 &amp; 6 achieve their reading target of 89% &amp; 83% respectively.</li> </ul>	<p><b>New KPI for PP children reading included in the 19/20 SDP.</b></p> <p><b>Outcomes for pupil premium children at the end of Year 6 were between 6-11% off targets set at the beginning of the year.</b></p>	JC/GOVS/FN	Nov 2019
<p>Improve oral language skills for Year 1 Pupil premium pupils who have been identified as needing intervention at the end of the Foundation Stage.</p> <p>£1000.00</p>	<ul style="list-style-type: none"> <li>Fund the continuation of the 20:20 program, targeting pupil premium children with low levels of oracy and language coming up from reception.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Premium children who require oracy /language support are placed on the 20:20 program</li> </ul>	<p><b>20:20 reading program to time consuming against the expected.</b></p> <p><b>Priority readers/book clubs and book buddies now taken over as more effective use of time.</b></p>	FN / LJ	Nov 2019
<b>Total budgeted cost</b>					<b>£6000.00</b>



iii. Other approaches					
Desired outcome	Chosen action/approach	Intended outcomes and rational	Evaluation and next steps	Staff lead	Governor Review date
<p>Improve Reading and the love of reading across all pupils but specifically targeting Pupil premium Pupils. £3000</p>	<ul style="list-style-type: none"> <li>Audit home reading books across KS1 &amp; KS2.</li> <li>Remove books of an unacceptable standard and level of interest for our children. Replace with new books.</li> </ul>	<ul style="list-style-type: none"> <li>New books are in [place across school by end of autumn 2018.</li> <li>Priority readers ( who have two reading sessions a week engage with more books as seen on their Home school record)</li> <li>Monitored by Reading leader/ Phase leaders and DHT</li> </ul>	<p><b>Intended outcomes completed.</b></p>	<p>Phase Leaders /DHT/EHT</p>	<p><b>Nov 2019</b></p>
<p>Improve Maths Outcomes across school and in particular Pupil Premium children at the end of Key Stage 2. £3000.00</p>	<ul style="list-style-type: none"> <li>Provide the Workbooks for year 1-4 – continuing on from last year's introduction</li> <li>Introduce Inspire Maths into year 5. Provide Textbooks /apparatus/ workbooks and inspire training for year 5 staff.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Premium children make same progress and attainment as Non pupil premium children across school.</li> <li>KS1 and KS2 maths outcomes for pupil premium children are at least national average.</li> </ul>	<p>PP Progress in maths = <b>4.07 points maths</b> NPP progress in maths = <b>3.91 point maths</b></p>	<p>MH/DP</p>	<p><b>Nov 2019</b></p>
<p>Improved attendance and levels of Persistent absence for pupil premium children</p> <p>Target Pupil Premium children with social and emotional needs so that they can make successful friendship, improve self-esteem and ultimately academic outcomes. £33394.00 £1000.00</p>	<ul style="list-style-type: none"> <li>Continue to Fund Inclusion Leader through Pupil Premium Grant.</li> <li>Use Inclusion leader time to improve attendance for PP Pupils</li> <li>Use Inclusion Leader time to improve social and emotional condition of our pupil premium children.</li> <li>CPOMS will be funded by pupil .premium grant</li> </ul>	<ul style="list-style-type: none"> <li>PP children will have same attendance as NPP children.</li> <li>All pupil attendance above national average.</li> <li>Persistent absence brought down for pupil premium children to close to or matching school average of 9.6%</li> <li>All pupil premium children have direct access to Inclusion leader as their allotted mentor throughout the year.</li> <li>Pupil premium children will be monitored by Inclusion leader on CPOMS.</li> </ul>	<p>PP autumn term 2018 = <b>94.08%</b> NPP autumn term 2018 = <b>94.97%</b></p> <p>PP autumn term 2019 = <b>94.84</b> NPP autumn term 2019 = <b>95.94</b></p> <p>PP children attendance improved by <b>0.76%</b> NPP children attendance improved by <b>0.97%</b></p>	<p>LW/FN/EHT</p>	<p><b>Nov 2019</b></p>

Pupil Premium Children will be provided with uniform assistance <b>£2500</b>	<ul style="list-style-type: none"> <li>All PP families given a voucher toward school uniform.</li> </ul>	<ul style="list-style-type: none"> <li>All voucher taken up by December 2018</li> </ul>	All voucher offered X % taken up. Data difficult to follow through from Uniform shop.	DB	<b>Nov 19</b>
Pupil premium children to be targeted for extracurricular activities during holidays and weekends <b>£2000.00</b>	<ul style="list-style-type: none"> <li>School Transport be made available for PP children and their families to go on excursions to places of local interest,</li> </ul>	<ul style="list-style-type: none"> <li>PP children have been able to go on at least 2 visits throughout the year.</li> <li>PP children can talk about experiences alongside NPP children when in Pupil interview situation.</li> <li>Oracy levels are perceived to be raised by Class teacher</li> <li>Self-esteem perceived to have been raised by teacher, parents etc. Monitor by pupil interview (before and after)</li> </ul>	<p>PP children have access to at least 2 tips this year.</p> <p>Softer data will be provided in Summer term through RESPECT data and analysis.</p> <p>Data not yet collected move to 19/20 target.</p> <p>As above – summer evaluation.</p>		
<b>Total budgeted cost</b>					<b>£44894.00</b>
<b>Total PP Budget</b>					<b>£117,039.00</b>