

Pupil premium strategy statement – Sandy Hill Academy

1. Summary information					
School	Sandy Hill Academy				
Academic Year	2018/19	Total PP budget	£72,480	Date of most recent PP Review	July 2018
Total number of pupils	358	Number of pupils eligible for PP	55	Date for next internal review of this strategy	Feb. 2019

2. Current attainment		
2018 SATs	<i>Pupils eligible for PP (8)</i>	<i>Pupils not eligible for PP (26)</i>
% meeting standard or above in reading, writing and maths	63 %	62 %
% meeting standard or above in reading	88 %	96 %
% meeting standard or above in writing	100 %	92 %
% meeting standard or above in maths	75 %	92 %
% attaining greater depth in reading, writing and maths	0 %	27 %
% attaining greater depth in reading	13 %	42 %
% attaining greater depth in writing	38 %	46 %
% attaining greater depth in maths	0 %	33 %
2017 SATs	<i>Pupils eligible for PP (7)</i>	<i>Pupils not eligible for PP (29)</i>
% meeting standard or above in reading, writing and maths	100 %	89.7 %
% meeting standard or above in reading	100 %	96.6 %
% meeting standard or above in writing	100 %	89.7 %
% meeting standard or above in maths	100 %	96.6 %
% attaining greater depth in reading, writing and maths	57 %	27.6 %
% attaining greater depth in reading	57 %	55.2 %
% attaining greater depth in writing	57 %	44.8 %
% attaining greater depth in maths	57 %	51.7 %

3. Barriers to future attainment		
In-school barriers		
A.	Oral language skills in Early Years are lower for pupils eligible for Pupil Premium and thus hampers progress.	
B.	PP children in reception are not yet ready to write and need physical intervention.	
C.	Pupils need to be targeted to exceed the expected progress in order for more pupils to attain at greater depth standards.	
D.	Ensure all PP children who have other identified possible barriers to learning (EAL, SEN, EBD), also have in addition to planned interventions, individualised non-academic styled support to ensure they reach their full potential.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Some low income families find it hard to find extra enrichment activities.	
F.	Maintain increasing attendance rates for all eligible PP children. This impacts on school hours and can cause them to fall behind on average, if late start to school day or days lost.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Nursery and Reception Class. Intervention Teaching Assistant (DN and KT) to carry out oral language activities to support specific and general needs, taking advice from the class teachers and Speech and Language Therapists.	Pupils eligible for PP in Reception class are able to express their needs better by the end of the year so that all pupils make good progress from their starting point.
B.	Improve physical abilities through fine and gross motor activities – e.g. Write Dance, Balanceability, Fun fit	Pupils eligible for PP are ready to use a pencil and have more fluency when writing.
C.	Pupils targeted to attain and exceed expected progress, with high impact teaching and learning, to increase number of pupils attaining greater depth standards.	High ability PP children make the same progress as high ability non PP children.
D.	Children / Parents are able to seek and utilise support where necessary.	Intervention Groups set up in school to support children in vulnerable groups.
E.	Parents occasionally provide extra opportunities for their children through children being inspired at school. School provides enrichment opportunities for all children through a variety of extra-curricular clubs and activities both on site (with teachers) and off-site (with teachers).	Equality of access for all children (when comparing PP to non PP children).
F.	Increase attendance rates for all pupil premium children.	Reduce the number of persistent absences, with a particular focus on 'Lates' amongst PP children: attendance figure to stand at 96% or above.

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	When will you review implementation ?
Teachers have clear data and responsibility for tracking and improving the progress of PP children.	Use both summative and formative assessments, alongside focussed moderation to track progress of children, with all teachers being aware of data of PP children.	End of year data gives us data analysis using PP and non-PP, within the same cohort and we will monitor this alongside national figures.	Half termly pupil progress meetings. Termly monitoring days. Hub Council reporting.	HB, BR and All Teachers	Half Termly
Improved oral language skills in Reception.	Staff training to be cascaded to new staff. TA employed in Nursery for morning sessions with this focus in mind (as last year, but with new Nursery pupils)	We want to invest some of the PP money in longer term change and continue to excel our standards in the EYFS.	Observations and tracking of progress – with pupil progress from last year as they progress through EYFS and into KS1.	HB, KE and MB	Half Termly
Improved progress for high attaining pupils.	Staff training on effective ways to challenge higher attaining children Maintain tracking of HA children – and potential HA pupils. Challenge targets to be set, with	High ability children eligible for PP have previously made less progress than higher attaining non PP children, with a shift in this success having started, with an inconsistency last academic year in Y6 due to individual circumstances. Target this for consistent attainment of 'greater depth'.	Observations and tracking of progress. Intervention impact. Pupil Progress meetings	All Class Teachers	Half Termly
Total budgeted cost					£4,480
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 ?
PP children to have additional support.	Classes have additional support in the form of Teaching Assistants.	We understand from research that PP children don't always reach full potential. Teaching Assistants support PP children in lessons and through interventions.	Observations and tracking of progress. BR to track intervention groups.	HB, BR, JW, LB and All Class Teachers.	Half Termly.

An improved focus on the progress of PP children.	Pupil Premium Meetings (Within Pupil Progress). Parent Pupil Premium Progress Meetings	Staff meetings: Paired teachers, questioning how support is given to the progress of PP children, what progress has been made, and what will happen next. PP Progress Parent meetings: Progress tracked and closer intervention / impact / barriers identified – particularly targeting individual case study needs	Teachers to share evidence examples of what's working well and ideas on how to support if change is needed. Time allocated for this within staff meetings. Extra Parent – teacher meetings discuss individual barriers and overcome them	HB, BR and All Class Teachers.	Half Termly.
PP children to have wider contextual experiences.	Extra Curricular Activities and Visits planned through school but away from the classroom setting.	This should ensure that PP children have a wider array of practical life experiences which should support them with their life skills, social skills and thus learning in the classroom.	Dates set in diary for Extra-Curricular Activities and Visits, such as weekly sports events, and termly class visits to other outdoor opportunities, including the use of Go Active.	All Class Teachers, Subject Leads, HB, BR, JW, LB	Ongoing.
Total budgeted cost					£59,000
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 ?
Increased attendance rates (to 96% or above).	COB to monitor attendance rates, ensuring teachers contact parents once a child is away for 3 days or more. Meet with parents whose children are causing concern regarding attendance. Following this meeting, an action plan is written and shared.	It is difficult to improve attainment of children if they don't attend school. This is seen as a key priority for Sandy Hill Academy and its Leadership Team.	Initial class teacher contact with parent to engage and overcome any concerns. COB identify key family / pupils to support with class teachers. Meetings with EWO (Educational Welfare Officer) to focus on attendance rates and how these can be improved further.	COB and All Class Teachers	Weekly (ongoing).
Strategies to support PP children are shared and developed on a Trust Level.	PP Champion established (BR – Assistant Head of School) who will meet and work with other Aspire PP Champions to develop best practice. This role will also work with the sports and subject leads to increase participation.	Monitoring visits to other academies has highlighted a variety of approaches and examples of best practice. This is a way to share that practice and improve the academies own interventions. Also, links with other Aspire Hub Academies will be important.	Monitoring of academy systems and data tracking. Aspire wide tracking of impact.	BR. CC	Ongoing.
Total budgeted cost					£9,000

6. Review of expenditure				
Previous Academic Year		2017 - 2018 (Budget Allocated was £59,400).		
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
Teachers have clear data and responsibility for tracking and improving the progress of PP children.	Use both summative and formative assessments, alongside focussed moderation to track progress of children, with all teachers being aware of data of PP children.	End of year data gave us past information on progress but new curriculum and assessment procedures meant that our in year tracking of PP children's progress compared to cohort figure overviews as opposed to now using PP and non-PP, within the same cohort and national figures.	Much more accurate discussion, monitoring and targeting of both attainment and progress of pupil premium pupils, comparing attainment within cohort of PP and non-PP, as opposed to PP and cohort overview as before. Use of Target Tracker training to discuss and show this has also proved effective. This academic year onwards, we will be ensuring data compares PP, Non-PP and National PP data.	£500
Improved oral language skills in Reception.	Staff training on high quality feedback. TA employed in Nursery for morning sessions with this focus in mind.	We want to invest some of the PP money in longer term change and continue to excel our standards in the EYFS.	Ongoing. Investment in training of practitioners has started to show positive impact, but will need to be monitored across the EYFS and into KS1. Oral language skills training will continue to be cascaded to new staff and implemented. This has also included Makaton training, which is now being developed across the whole academy and parent community.	£900
Improved progress for high attaining pupils.	Staff training on effective ways to challenge higher attaining children (Mastery in Maths, course feedback in English). Greater tracking of HA children.	High ability children eligible for PP have previously made less progress than higher attaining non PP children, with a shift in this success having started towards last academic year, but not consistently. CPD has focused on ways to 'stretch' these children with the aim that they will not just 'meet the expected standard' but will 'work at greater depth'.	CPD effective in the targetting system, with good use of pupil progress meetings to monitor attainment alongside this. Need for and use of case studies recognised, particularly with 2017/18 Year 6 cohort, noting where GDS attainment for PP pupils was not as targeted, but individual circumstances were exceptional in certain cases. Academy staff analyse data together, identifying need to highlight PP GDS attainment in Y6 as an inconsistent one-off.	£0
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
PP children to have additional support.	Classes have additional support in the form of Teaching Assistants.	All PP Pupils had effective intervention programmes or additional support within targeted class sessions.	Continue with this approach. Data and 'Have your say' questionnaires show positive impact. Need to identify on individual basis when prime focus time is from PP meetings.	£40,000
An improved focus on the progress of PP children.	Pupil Premium Meetings (Within Pupil Progress).	High impact with PP pupils attainment and progress monitored, work scrutinised and pupil conferencing undertaken.	Continue to have PP as a focus for all monitoring – both within academy, hub and trust; learning walks, etc. ensuring plateauing highlighted and targeted immediately as well as enhanced	£2,000

PP children to have wider contextual experiences.	Extra Curricular Activities and Visits planned through school	All PP pupil experienced a minimum of 3 additional off-site activities with subject leads now ensuring PP are a focus for all extra	Subject leads continue to have PP focus for additional opportunities, activities and excursions. Teachers monitor and ensure PP pupils all gain wider contextual experiences – SLT	£8,000
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
Increased attendance rates (to 96% or above).	HB to monitor attendance rates, ensuring teachers contact parents once a child is away for 3 days or more. Meet with parents whose children are causing concern regarding attendance. Following this meeting, an action plan is written and shared.	Pupil premium pupils, as well as whole school attendance, increased. Only one exceptional case which has involved close home-school links with support to secondary school, with target of a steady increase in attendance.	Attendance procedures to remain as previous academic year, but more in-depth analysis of groups of pupils within attendance to take place now on a half-termly basis. New attendance lead (COB) taking over from HB so will need support and time to ensure smooth transition of new role.	£7,400
Strategies to support PP children are shared and developed on a Trust Level.	PP Champion is appointed (BR – Assistant Head of School) who will meet and work with other	Monitoring impact formats and target setting etc. shared across hub with PP Champions, leading to shared improved expectations and a greater focus for PP pupils.	Continue with networking of PP Champions across hub and trust. Link with SENDCOs this academic year will support a focus for us to build individual case study monitoring, to improve and enhance PP outcomes for all.	£600

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.sandyhill.org.uk