

## Pupil Premium Strategy Statement for Sandy Hill Academy

1. Summary information					
<b>School</b>	Sandy Hill Academy				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£95,735	<b>Date of most recent PP Review</b>	Sept 20
<b>Total number of pupils</b>	367	<b>Number of pupils eligible for PP</b>	69 (from Jan. 2019 census) 85 (Sept. 2021)	<b>Date for next internal review of this strategy</b>	Feb 21 May 21 July 21

2. Current attainment – Data below is the most recent - due to Covid statutory assessments did not take place in Summer 2020		
<b>Data 2018-2019 (this is the most recent data)</b>	Pupils eligible for PP (11 = 31% of cohort)	All Pupils (36 in 2019 cohort)
<b>% achieving required attainment for reading, writing and maths KS2</b>	82%	92%
<b>% attainment EXS+ in reading</b>	82%	96%
<b>% attainment EXS+ in writing</b>	82%	96%
<b>% attainment EXS+ in maths</b>	82%	96%
<b>% achieving GDS in reading, writing and math KS2</b>	0%	36%
<b>% attainment greater depth in reading</b>	18%	64%
<b>% attainment greater depth in writing</b>	18%	60%
<b>% attainment greater depth in maths</b>	0%	48%
3. Barriers to future attainment (for pupils eligible for PP)		

In-school barriers	
A.	Significant time off school/learning for many children, which has affected learning/confidence (Due to COVID)
B.	Ensure all PP children who have other identified possible barriers to learning (SEN, SEMH, attachment needs), also have in addition to planned interventions, individualised support to ensure they reach their full potential
C.	High attaining pupils need to continue to maintain and accelerate good progress to ensure more PP children continue to reach GDS
External barriers	
D.	Location with limited broader experiences – high level of learning needs, low aspirations & expectations – extra enrichment activities and raising of aspirations
E.	The high level of learning needs & low aspirations & expectations from stakeholders

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Close the in-school gap between PP and non-PP attainment in all areas of the curriculum, including both EXS and GDS attainment.	<p>Attainment data.</p> <p>Gaps reduced from previous year &amp; PP children make accelerated progress.</p> <p>Pupils show improved speaking &amp; listening skills in class, reflected in their academic progress.</p>
B.	<p>Increase pupils' enthusiasm and engagement in learning, particularly following Covid disruption to routines, through implementation of Oracy Curriculum and adapted NELI programme.</p> <p>Extend explicit choices of study themes to engage and extend interest through topic/curriculum review by all pupils, led by subject leaders across the school.</p>	<p>PP attainment at GDS, their interest and achievement will improve at every phase and diminish the disadvantage gap.</p> <p>Children will engage with learning more effectively &amp; make accelerated progress academically across the whole curriculum.</p>

<b>C.</b>	Ensure all PP children’s emotional needs have been supported through targeted interventions – work towards becoming a Trauma Informed School & apply TIS approach consistently.	<p>Parents/carers know how to access both emotional and financial support.</p> <p>Parent opinion will show that staff are approachable, and parents feel they are well supported.</p> <p>Enthusiasm for school / learning is enhanced.</p> <p>Children able to access learning &amp; achieve success through becoming more emotionally stable.</p>
<b>D.</b>	Children have a greater ability to understand their learning and develop metacognition skills to become independent and successful in their learning	More children (PP & not PP) have a greater understanding of how to learn best.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2020-2021</b>				
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Teachers have clear data and responsibility for tracking and improving the progress of PP children	*Continued development of pupil tracking system, training for staff and improved data sharing, including PP characteristics within class cohorts, school and national comparators.	<p>*Giving teachers opportunities to monitor the progress of their PP children and take action as well as track impact of actions taken.</p> <p>*Use of regular standardised assessments, alongside teacher assessment, will allow teachers to</p>	<p>*Pupil progress meetings - termly</p> <p>*Monitoring days</p> <p>*Hub council reporting</p> <p>*PP Provision matrix review</p> <p>*Staff meeting review of PP trends and provision</p> <p>All to include a focus on PP pupils.</p>	Head of School PP Champion SENDCO Key Stage Leads	Termly

	<p>*Use of PIRA, PUMA and GAPS Assessments to give standardised scores.</p> <p>*New pupil premium provision matrix monitoring both actions and impact.</p>	identify trends in learning & make early and specific / targeted interventions.			
*Teachers have a greater understanding of teaching a wide and challenging vocabulary, communication skills and how to engage children.	*Training & continuing professional development / links with English Mastery Hub (Aspire) and The Cornwall Oracy Project.	*Evidence shows that this will improve children's engagement and performance.	As above	Head of School PP Champion English Oracy Lead English Lead SENDCO Key Stage Leads	Ongoing
All pupils access quality first teaching – including introducing the teaching of metacognition.	*Continuing professional development / training for all staff.	*Quality first teaching is proven to have the most impact on the most disadvantaged children (EEF).	<p>*Lesson observations</p> <p>*Work scrutinies</p> <p>*Pupil progress meetings</p> <p>*Pupil Conferencing - Have Your</p> <p>*Say Questionnaires</p> <p>*Learning walks</p> <p>*Staff training and ongoing, reflective CPD</p> <p>All to include a focus on PP pupils</p>	Head of School SENDCO Key Stage Leads Teachers All Staff	Termly
<b>Total budgeted cost</b>					£40,000
<b>ii. Targeted support</b>					

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP children who are not making required progress (both at EXS and GDS attainment) are identified and the gaps in their learning are identified & retaught.	*Deployment of teaching time, TA and HLTA time	*Accurate information from tracking will allow for more effective intervention, immediate feedback & quick catch-up. *EEF research has proven that purposeful, focused, high quality 1:1 support has a high impact on raising attainment.	*Monitoring by Head of School, SENDCO and Key Stage Leads *PP provision matrix *Pupil tracking data *Aspire monitoring visits	Head of School PP Champion Key Stage Leads SENDCO	Half termly Entry & exit assessments to ensure progress made
All PP and non-PP children are given the skills to help them with their learning.	*Training for SENDCO and Head of School in metacognition and then this being cascaded to teachers.	*Have Your Say questionnaire suggests that some PP not making expected progress and would benefit with the teaching of Metacognition to help with their learning and also to articulate this.	*Training for SENDCO, Key Stage Leads and Head of School. *Staff Meetings to cascade information to teachers and all staff.	Head of School SENDCO Key Stage Leads All staff	Termly
PP pupils with additional SEMH needs will feel more secure and able to learn.	*All staff to use the Trauma Informed Schools approach Training	*TIS approaches show that feeling 'safe' and having emotional needs met for pupils with any interruptions in their early development / following a change or trauma is a foundation to being prepared to learn.	* Pupil / Teacher / Parent feedback *All staff to gauge wellbeing of identified pupils and feedback to relevant staff. *Work with Julie Harmieson & other Aspire schools, undertaking and following TIS audit.	SENDCO Head of School Key Stage Leads Named staff for specific pupils TIS trained staff All staff	Termly
<b>Total budgeted cost</b>					£35,000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Meeting the emotional needs of PP pupils, to effectively support high levels of engagement with learning and a positive impact on outcomes	<p>*Whole school targeted TIS intervention.</p> <p>*Sensory / Lunchtime Nurture group enhanced playtime offer to include low sensory offer to support emotional wellbeing and engagement with learning for identified pupils.</p>	<p>*TIS is recognised as an effective tool supporting emotional resilience &amp; as such has been adopted by our MAT for the benefit of our children.</p> <p>*Outdoor learning &amp; social/emotional interventions have noted impact on wellbeing &amp; engagement.</p>	<p>*Ensure all pupils needing emotional support are identified through whole school screening.</p> <p>*Gather feedback from children, parents &amp; staff. Adjust provision accordingly.</p> <p>*Staff trained in TIS</p> <p>*TIS Action Plan developed</p>	SENDCO Key Stage Leads All staff	Mid-Year
Strategies to support PP children are shared and developed on a Trust level.	*PP Champion has been attending training and is meeting and working with other Aspire PP Champions to develop best practice.	<p>*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 SHAs own interventions.</p> <p>*EEF Research and CPD training has an evidence-based practice.</p>	<p>*Weekly welfare meetings.</p> <p>*Monitoring of academy systems and data tracking.</p> <p>*Aspire wide tracking of impact.</p>	PP Champion SENDCO PSA	Ongoing
Raise aspirations & expectations of children and their families	*Regular visits by adults to explore careers.	*Making children (and families) aware of the local opportunities, and of those further away, to build and develop future aspirations.	*Children & families benefit from careers talks, visits and awareness of other educational settings.	*PP Champion *SENDCO *Key Stage Leads.	Mid-Year

	*Visits from FE Colleges & local employers.  *Enrolled with Primary Futures for 2019-2020, continuing for 2020-21.				
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**Total budgeted cost** £20,735

### 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2019-20 (£90,620 allocated)</b>
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#### 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)
Teachers have clear data and responsibility for tracking and improving the progress of PP children.	*Continued development of new pupil tracking system, training for staff and improved data sharing  *Use of PIRA, PUMA and GAPS Assessments to give standardised scores  *Introduction of PP provision matrix	*We want to continue & develop these strategies in order to maintain consistency & embed this model of working.  *Introduction of PP provision matrix this academic year to identify and support in greater detail the impact of interventions to evaluate as part of pupil progress reviews.	*We will continue with small group and rapid intervention.  *TA allocation to children in vulnerable groups will be continued.  *Vocabulary is of great importance to enhance progress and children's ability to learn – develop this further with Cornwall Oracy Project.  *Continue with extra reading sessions for PP children.  *Continue with extra focus when children are using precision teaching methods to learn key skills in Reading, Writing and Maths.  *PP children, and all children, will benefit from Metacognition skills.

<p>Improved oral language skills in Reception</p>	<p>*Training &amp; continuing professional development, adapting use of NELI to suit SHA pupil needs.</p> <p>*Staff meetings and ongoing CPD further developing this alongside the introduction of The Cornwall Oracy Project.</p>		<p>*Expectations have risen for all children, PP and non-PP as well as SEND, with an increased awareness of pupil characteristics and analysing strategies to support cohorts, groups and individuals.</p> <p>*Teachers are much more confident in their subject lead role and curriculum CPD, with a focus on attainment and progress of PP, SEN and all pupils. This now needs to be developed and embedded across the school.</p>
<p>Improved progress for high attaining pupils.</p>	<p>*Continuing professional development and training for all staff.</p>	<p>*Continue this academic year in the absence of national data and comparators from July 2020.</p>	<p>*EEF Guide to the Pupil Premium:  'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'  This will be an ongoing focus.</p> <p>*Target for 2020-2021: PP children who are not making required progress (both at EXS and GDS attainment) are identified and the gaps in their learning are identified &amp; retaught.</p>

**ii. Targeted support**



<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
PP children to have additional support.	*Deployment of teaching time, TA and HLTA time	*Small group, rapid interventions, with trained support staff implemented.	*Impact was successful - evident in contextual and statistical data – even though PP is statistically insignificant & SEND children who are also PP can influence data.  *We want to continue & develop these strategies in order to maintain consistency & embed this model of working. Introduction of PP provision matrix will support and develop this further.
An improved focus on the progress of PP children	*All pupil review meetings, including SEND review meetings, have a PP focus, identifying any barriers and enhancing progress.	*All KS2 PP children have represented SHA in sport.  *All PP pupils have held a position of responsibility either in their classroom or around the school.  *All PP children had enriching experiences throughout the year.	* We are now exploring further ways of developing the role of outside agencies to work closely with lead staff, involving all children. Contact Primary Futures to set up mentoring for 2019-2020. (These meetings usually happen but didn't due to Covid – possibility for this year that we could organise through Teams)  *Confidence & self-esteem developed (Pupil Voice)

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Increased attendance rates (to 96% or above).	*Attendance Lead monitoring attendance rates and working closely with Education Welfare Officer and Head of School to write and follow action plans after half termly attendance review.	<p>*Successful – lower persistent absence and increase in attendance for individual pupils. (See individual pupil attendance data).</p> <p>*Attendance concerns addressed earlier, emotional impacts on learning addressed, parents using school as an access to early interventions.</p> <p>*Thrive to TIS approach and use of parent support had early noticeable impact on all children in SHA.</p>	<p>*Attendance Lead and Head of School to continue with Education Welfare Officer half termly meetings, writing and following action plans, involving class teachers.</p> <p>*PSA, SENDCO and TIS approach supporting with increased attendance.</p> <p>*Aspire wide Attendance Policy implemented from September 2019 &amp; EWO appointed.</p> <p>*SHA is part of Operation Encompass to make sure that school has immediate information about domestic abuse incidents that may have an impact on our children.</p>
Strategies to support PP children are shared and developed on a Trust level	<p>*PP Champion established in role and is meeting and working with other Aspire PP Champions to develop best practice.</p> <p>*This role will also work with the P.E. subject lead to increase participation.</p>	<p>*Monitoring visits to other academies have highlighted a variety of approaches and examples of best practice. This is a way to share that practice and improve the academy's own interventions. Also links with other Aspire Hub academies will be important.</p> <p>*PP Champion and SENDCO have attended EEF training on Pupil Premium – staff training disseminated from this.</p> <p>Strategies to support PP children continue to be effective – see data</p>	<p>*PP Champion in role and is having a continued impact in her role. This will continue as she has regular training &amp; development to gather further examples of best practice &amp; develops her role of monitoring the PP children's development.</p> <p>*P.E. Lead and EYFS Lead are further developing the role to focus on Fun Fit, Write Dance, Born to Move and positive role modelling in regular, timetabled sessions.</p> <p>*Next step – develop This Girl Can, Sports Crew sessions &amp; metacognition – focus on PP children + all others to raise standards for all.</p>

