



### **Pupil Premium Strategy 2016/17**

	Number (correct as of October 2016)	Percentage of the whole school
Total number of pupils on roll	996	
Free School Meals	107	10.74%
Ever6	284	28.51%
Total number of 3 and 4 year olds receiving pupil premium	7	
Total pupil premium coming in	£369,600	

For children with qualify for pupil premium the main barriers are:

- Access to a wide variety of quality SMSC experiences outside of school
- Reading
- Speech, language and communication
- Social, emotional and academic starting points in EYFS

Our parents whose children qualify for pupil premium require support in the following areas, this has a knock on effect for the children:

- Parenting skills- behaviour, routine, attendance, punctuality
- Housing- stability/ access to quality housing where children can feel safe, play, learn and sleep
- Education around health

Data headlines from year 2015/16:

- EYFS- PP Children reached higher scores than the rest of the cohort in all areas apart from Reading (82.0% compared to 77.8%) and writing was broadly inline with the rest of the cohort (77.9% compared to 77.8%).
- Y1 Phonics check- PP Children exceeded the overall percentage of passes compared to the rest of the cohort. However, there were less children PP reaching the highest marks (passed by 6 marks 38.7%, compared to 11.1%)
- Y2 SATs- A greater number of PP reached expected than the cohort but less reached greater depth in reading, writing and maths.
- Y6 SATs- Reading- Slightly under achieved compared to the rest of the cohort (Reading 71% compared to 68.6%, Writing 92.9% compared to 90.2%, Maths 88% compared to 86.3%) but achieved higher than the national average.

**We are also aware that a high number of children who attend school do not qualify for Pupil Premium/ Free School Meals due to not having recourse to public fund and parents do not work, making the highly vulnerable and therefore often also requiring unfunded support.**

Measuring the impact of pupil premium funding

- Pupil Progress- class teacher, SLT meeting where by individual progress/ attainment of children is discussed/ challenged- Years P,N,1,3,5 three per year, Years R,2,6 four times a year.
- Learning ladders- assessment shared with parents at least termly
- INCAS- reading and maths ages, shared with parents annually
- National assessment points- EYFS, Phonic, Key Stage One and Key Stage Two

April 2016-17					
Pupil premium used for	Allocated amount	Summary of intervention/ rational	Intended outcome	Lead	Expected results, evidence and impact
LAC- 1:1 tutors	£800	For the LAC children to have a 1:1 tutoring session weekly in school focusing on the areas that the class teacher identified as areas of need. These session also aimed to provide the children opportunities to develop their confidence and resilience skills.	For all of the children to be fully engaged in learning in class and meet or exceed the attainment expectations for their age group and to make at least the expected progress.	BW	Looked after children to have specific time with a teacher to work on classroom academic targets/ challenges. Pupil progress data, learning ladders and INCAS data.
LAC- technology	£100	It was identified that technology was a motivator for the LAC children so they were given access to education apps in school and at home. The children were also able to access their google drives and continue work started at school or work prepared by the class teachers.	To build up links between home and school. To give the children access to technology outside of school. To promote homework and engagement in learning at home.	BW	By supplying out LAC children with a chromebook they will be able to continue work that they have begun at school at home, excess educational internet sites at home but be tracked for internet safety and also be able to do homework. Technology is also very motivating. Pupil progress data,

					learning ladders and INCAS data.
LAC- Activity breaks, holiday enrichment clubs and afterschool sports clubs	£1600	For the LAC children to experience holidays with other children in a caring and supportive environment. For the children the opportunities to make new positive relationships with adults and children in a range of settings. For the children to try new exciting and challenging activities such as rock climbing and sailing. For the children to have access to sports clubs and structured activities outside of school such as fencing and cricket club.	To build confidence, resilience, social skills and to experience a range of experiences not normally on offer to them.  To build confidence, resilience, social skills and to experience a range of experiences not normally on offer to them. To promote a healthy, active lifestyle and to have a sense of belonging to the school community	EB/ ZV	Children get broad and rich experiences both in and out of school. Children are not confined to London but experience the countryside or seaside. They get to take part in sporting clubs which help develop good healthy habits but also a sense of sportsmanship and competition aside from the normal school PE curriculum. Impact will be measured for individuals and groups through self-evaluations
School Home Support Practitioner	£28500	A staff member with the specific role of supporting families and children who face a variety of challenges and require early help/ support	For parents, children and staff to be able to refer families and individual children for support in a range of areas which reduce or remove barrier to learning	JD	The school home practitioner works with both children and parents and can be referred by school staff or by child/ parent self-referral. She is able to support/ sign post with a range of needs including housing, finance, self-esteem, friendships, behaviour, parenting skills and parent involvement.
Year Six Debden residential	£1000	In year six the Debden residential visit is also paid for using the pupil premium money.	To promote a healthy, active lifestyle and to have a sense of belonging to the school community	Y6 YGL	Children spend between 3 and 4 nights camping in the countryside. They develop independence

					and social skills which support them with the transition to secondary school. This is often the very first time children have spent time away from their parents.
Specialist teachers	£100684	Specialist teachers- Art and Design, Spanish, Music, PE, Drama, English and Maths. The specialist teachers deliver an exciting PPA curriculum as well as running activities and projects outside of the PPA timetable.	For all of the children to have access to a rich curriculum daily and for children in years 4 and 6 to have access to smaller ENGLISH and Maths lessons and for targeted support to be provided for those children who are challenged but also for quick graspers to be challenged and have high aspirations.	GG/SSA	Children will have high quality, cultural and creative PPA lessons delivered by specialist teachers. They enrich our curriculum and broaden experiences.
EYFS nursery nurses	Contribution of £70000	The starting points of many of our children who begin nursery and reception are low and therefore they need to make better than expected progress in order to catch up and exceed the national attainment.	Rigorous tracking of pupils and quality learning experiences leads to accelerated progress in the early years.	KBr	Children are tracked and monitored rigorously. Teachers nursery nurses and TAs provide high quality daily experiences for all children. Gaps are diminished.
Sports coach contribution	£35000	Sports coaches provide daily lunchtime activities in the playgrounds. Sports coaches support for class teachers when delivering PE lessons.	For children at lunch times to have positive role models and to promote teamwork, social skills, positive attitudes towards each other and healthy living habits. For children to have access to a broad PE curriculum which continues to be outstanding.	HV	PE is of high regard at Sandringham and PP funding is put towards Premier Sport Coaches who support/ lead curricular lessons, lead lunchtime sporting activities and also run clubs to supplement the NC. Children are also targeted for lunch time behaviour and coaches are role models.

<p>Interventions TAs X4 up until September 2016 and then TAs are allocated to year groups across KS2, focusing on identified and monitored vulnerable readers.</p>	<p>£66900</p>	<p>A small but significant number of children require intervention across school for English, Maths, Speech and Language, social skills or specific programmes such as OT or physio.</p>	<p>For all children to make at least national attainment and progress levels regardless of background. For parents to be involved and understand interventions and be provided workshops or individual sessions so that they can support their children support at home.</p>	<p>DHT/ SB</p>	<p>From April- July 2016 an intervention TA will continue to be allocated to all KS2 year groups to provide group and individual academic intervention. From September 2016 the need for such interventions will hopefully reduced and year group TAs will be used to focus on identified vulnerable readers, provide classroom support and target learning where required.</p>
<p>Speech and language therapist</p>	<p>£8366</p>	<p>A significant number of our children have speech and language challenges and despite referrals to outside agencies they do not always access these services. Having a speech and language therapist in school means we can directly target children and provide workshops and support for parents. We are also able to provide early support and overcome small concerns before they become significant and impact on learning. The speech and language therapist runs workshops and individual sessions for parents, giving them ideas of support for their children. The speech and language therapist will also be working directly with the EYFS AHT to ensure that implementation of</p>	<p>For all of our children to be confident when speaking and have good listening skills. This we know will then have a positive impact on the learning in other areas. For parents to have access to support and workshops focused on communication. For the attainment of reception leavers in EYFS to increase/ improve specifically in the areas of communication</p>	<p>RN/ GMP / KBr</p>	<p>Early speech and language needs to be identified and interventions provided. Parent workshops and individual parent sessions will take place. Chatter box sessions being run in EYFS Staff training on box clever Teacher support in the classroom Targeted interventions</p>

		the Early Years Specific Speech and language programme.			
Attendance Support from LA	£8000	We have an attendance officer as part of our admin team who leads in this area. We buy in the support of the LA to help us with attendance and punctuality meetings, lead when fines are given for poor attendance and speak to parents at welcoming meetings.	Outstanding whole school attendance so that all children are in school learning daily.  For the parents of children in the EYFS years groups to have an understanding that attendance is really important right from the beginning for both developing respect for attendance and punctuality as well as the learning that takes place daily.	SP KBr	Targeted interventions for families for whom attendance and punctuality is a concern.
Learning Mentor contribution	£48650	Our learning mentor support both children and families on a range of issues. They provide early help and support to some of our most vulnerable families.	For all of our children to feel and be safe, happy and secure in school daily and to be active learners. For the learning mentors to be reactive and proactive in dealing with parenting and individual child issues which could have an impact of learning as well as general well-being.	BW	Children are targeted and supported. Early help and support is provided. Relationships build and maintained with parents. See LA Early Help Audit. Sandringham is a LA Champion School for Early Help Support
Total spend:	£369,600				



