



**Sandringham Pre-School**  
A great place to be two



**Sandringham Primary School**

### Pupil Premium Strategy 2017/18

	Number (correct as of September 2017)	Percentage of the whole school
Total number of pupils on roll	956	
Free School Meals	59	6.17%
Ever6	157	16.42%
Total number of 3 and 4 year olds receiving pupil premium	10	
Total pupil premium coming in	299,640	

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
- Social, emotional well being across school

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:

- EYFSP Good Level of Development (GLD) - PP Children were slightly lower than the rest of the cohort (GLD 73.3% compared to 76.3%)
- Y1 Phonics check- PP Children were broadly inline with the rest of the cohort. However, there were less PP children reaching the highest marks (passed by 4 marks 40%, compared to the rest of the cohort 52.1%)
- Y2 SATs- All PP children achieved the expected in Reading and Maths and 93.8% achieved the expected in Writing. This was significantly higher than the rest of the cohort. The percentage of PP children reaching greater depth was broadly in line with the rest of the cohort.
- Y6 SATs- Slightly under achieved compared to the rest of the cohort (Reading 64% compared to 70%, Writing 84.9% compared to 89%, Maths 84.9% compared to 88.1%) but achieved higher than the national average in Writing, EGPS and Maths.

**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 2017-18					
Pupil premium used for	Allocated amount	Summary of intervention/ rational	Intended outcome	Lead	Expected results, evidence and impact
LAC- 1:1 tutors	£1000	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- books	£400	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	£750	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	£28512	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	£4000	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	£87709.52	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 £100000	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	£31337.64	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.

Speech and language therapist	£13234	<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.</p> <p>The speech and language therapist runs workshops and individual sessions for parents, giving them ideas of support for their children.</p> <p>The speech and language therapist will also be working directly with the EYFS AHT to ensure that implementation of the Early Years Specific Speech and language programme.</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.</p> <p>For parents to have access to support and workshops focused on communication.</p> <p>For the attainment of reception leavers in EYFS to increase/ improve specifically in the areas of communication</p>	RN/ GMP / KBr	<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>
Attendance Support from LA	£8000	<p>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.</p>	<p>Outstanding whole school attendance so that all children are in school learning daily.</p> <p>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.</p>	SP KBr	<p>Targeted interventions for families for whom attendance and punctuality is a concern.</p>

Learning Mentor contribution	£24696.84	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:	£299640				