



Sandringham Primary School & Sandringham Pre-School

A great place to be two



Pupil Premium Strategy 2021 - 2022

	Number	Percentage of the whole school (PP)
Total number of pupils on roll (not including Daycare as this is a PVI)	979	14%
Free School Meals	194	6.64%
Ever6	135	13.79%
Total number of 3 and 4 year olds receiving pupil premium	15	0.81%
Total pupil premium coming in	£21252.00	
Total number of children identified as no recourse to public funds across school	27	

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

- Access to a wide variety of quality experiences outside of school- Cultural Capital
- 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

Data headlines 2019

Due to the Covid-19 Pandemic, there have been no statutory assessments taking place in the summer of 2020 and 2021. The 2019 data remains the most current statutory data.

- Y1 Phonics check- PP Children were above the rest of the cohort (100% compared to 88.2%) and the number of PP children reaching the highest marks was also higher than the rest of the cohort (passed by 4 marks 75%, compared to the rest of the cohort 69.7%)
- Y2 SATs -. The percentage of PP children reaching expected and greater depth was above the rest of the cohort.
- Y6 SATs- Slightly under-achieved compared to the rest of the cohort but outcomes for PP have improved since 2018 (Reading 69% compared to 77%, Writing 82% compared to 84%, Mathematics 85% compared to 88%) but achievement was broadly in line with the national average.
- In December 2020 the Year 2 children completed a phonics check - PP Children were above the rest of the cohort (90% compared to 80%). The number of children reaching the highest marks was broadly in line with the rest of the cohort.

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 funds and parents not working, making them highly vulnerable and therefore often also requiring unfunded support.

Measuring the impact of pupil premium funding

- Pupil Progress- class teacher, SLT meeting whereby 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.
- Teacher Assessment - reading, writing and mathematics shared with parents annually (Summer Term)
- National assessment points- EYFS, Phonic, Key Stage One and Key Stage Two

April 2021/22					
Pupil premium used for	Allocated amount	Summary of intervention/ rational	Intended outcome	Lead	Expected results, evidence and impact
Year Six Debden residential	£1,000.00	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. Cultural capital is excellent.
Specialist teachers	£23,613.00	Specialist teachers- Art and Design, Spanish, Music, PE, Drama, English, Animation and Maths. The specialist teachers deliver an exciting PPA curriculum as well as running activities and projects outside of the PPA timetable which provides children with opportunities, such as taking part in exhibitions and performances, they may otherwise not have access to. In years 5 and 6 the English and maths lessons benefit from an additional teacher	For all of the children to have access to a rich curriculum daily which can enhance and support the learning that takes place within the classroom. 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.	SSA/ MS/ MK	Children will have high quality, cultural and creative PPA lessons delivered by specialist teachers. They enrich our curriculum and broaden experiences. Cultural capital is excellent. All pupil premium children make at least the expected levels in all areas at the end of key stage tests.

		daily- these are specialist teachers.			
EYFS nursery nurses	£51,320.00	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. It is important to have fully qualified Nursery nurses who understand the EYFS curriculum and child development.	High quality and consistent assessment of pupils leads to quality teaching and learning experiences to ensure accelerated progress in the early years.	KBr/TR	Nursery nurses have responsibility for key children. They make strong relationships with families to ensure provision is tailored to our children. Teachers and nursery nurses provide high quality daily experiences for all children. Gaps are diminished.
Sports coach contribution	£25,000.00	Sports coaches provide daily lunchtime activities in the playgrounds. Sports coaches support 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 lead lunchtime sporting activities, run clubs for both Key Stages, weekend football and holiday events to supplement the NC. Children are also targeted for lunchtime behaviour and coaches are role models. Cultural capital is excellent.
Speech and language therapist	£15,000.00	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	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	RN	Early speech and language needs to be identified and interventions provided. Parent workshops and individual parent sessions will take place. Chatterbox sessions being run in EYFS Staff training on box clever Teacher support in the classroom Targeted interventions

		<p>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 the implementation of the Early Years Specific Speech and language programme.</p>			
Attendance Support from LA	£8,000.00	<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 year 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 becoming settled in their setting and being present for the learning that takes place daily.</p>	SP/ TR/ KBr	<p>Targeted interventions for families for whom attendance and punctuality is a concern. The school attendance is <96%</p>
Learning Mentor contribution	£56,009.00	<p>Our learning mentors support both children and families on a range of issues. They provide early help and support to some of our most vulnerable families.</p>	<p>For all of our children to feel and be safe, happy and secure in school daily and to be active learners.</p> <p>For the learning mentors to be reactive and proactive in dealing with parenting and individual child issues which could have an impact on learning as well as general well-being.</p>	ER	<p>Children are targeted and supported. Early help and support is provided. Relationships built and maintained with parents. The well-being of children is high.</p>
School lunches	£32,078.00	School lunch provided	<p>For children who receive a pupil premium receive a daily healthy, balanced hot meal.</p>	FE	<p>General wellbeing and health of children</p>
Phonic/ reading support	£500.00	<p>A high quality phonic/ reading menu available for children.</p> <p>Phonic intervention TAs.</p>	<p>Children develop a secure phonic understanding which leads to becoming a fluent reader and a young person who enjoys reading</p>	RL/ KS	<p>Nursery: Children leave nursery with established listening skills and basic phonics awareness.</p> <p>Reception: The vast majority of children leave reception on set two sounds.</p> <p>Year One: All pupil premium children achieve their phonics</p>

					Year two and above- children secure their set three phonic sounds and become fluent readers
Total spend:	£21252.00				