

Pupil premium strategy statement – Sandy Hill Academy

1. Summary information					
School	Sandy Hill Academy				
Academic Year	2017/18	Total PP budget	£59,400	Date of most recent PP Review	July 2017
Total number of pupils	297	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Feb. 2018

2. Current attainment		
2017 SATs	Pupils eligible for PP (7)	Pupils not eligible for PP (29)
% 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 %
2016 SATs	Pupils eligible for PP (6)	Pupils not eligible for PP (30)
% meeting standard or above in reading, writing and maths	83 %	90 %
% meeting standard or above in reading	83 %	100 %
% meeting standard or above in writing	83 %	96.7 %
% meeting standard or above in maths	83 %	93.3 %
% attaining greater depth in reading, writing and maths	0 %	23.3 %
% attaining greater depth in reading	17 %	46.7 %
% attaining greater depth in writing	33 %	53.3 %
% attaining greater depth in maths	17 %	26.7 %

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.	High ability pupils need to maintain good progress.	
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.	High ability pupils to maintain enthusiasm for learning which should ensure good progress.	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	2017-18				
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 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.	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 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.	Observations and tracking of progress.	LB, ME, KE and MB	Half Termly
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	Observations and tracking of progress.	All Class Teachers	Half Termly
Total budgeted cost					£1,400
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).	This should give a greater focus on the progress of PP children. In staff meetings, teachers will be working with a paired teacher, and they will question the teacher on how support is given to the progress of PP children, what progress has been made, and what will happen next.	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.	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.	JW, DL	Ongoing.
Total budgeted cost					£50,000
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).	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.	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.	Meetings with EWO (Educational Welfare Officer) to focus on attendance rates and how these can be improved further.	HB and All Class Teachers	Weekly (ongoing).
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 Aspire PP Champions to develop best practice. This role will also work with the sports lead 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.	Ongoing.
Total budgeted cost					£8,000

6. Review of expenditure				
Previous Academic Year		2016 - 2017 (Budget Allocated was £45,340).		
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
Support for all children in class and through intervention groups.	Additional TA hours for classes and intervention groups.	Children are targeted for support. Intervention groups (such as Speech and Language, Fun Fit and Socially Speaking) have had a positive impact on children's enjoyment and ability to access learning. (Evident in data).	Half Termly Pupil Progress meetings to have an identified, shared focus on pupil premium children, their progress and attainment as well as next steps, breaking down targets throughout the year.	£30000
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
Targeted children to make better than expected progress.	Small group, immediate intervention.	Impact was successful as was desired (evident in data). However, we want to develop these strategies in order to maintain consistency.	We will continue with small group and immediate intervention, considering TA allocation. Alongside this we will further develop moderation and assessment systems.	£5,340
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
To ensure children have access to current and future technologies.	Set of Educational Apps and further ipads purchased.	Children enjoy using the iPads and school-funded apps such as Mathletics. They have ensured that children are enthusiastic and motivated in lessons and with homework. Success has been evident with 100 % of PP pupils attaining the expected standard in Maths, and both PP and non PP pupils showing an increase in attainment of GDS (PP 57 % and non PP 51.7 % - an increase from 17 % and 26.7 % previously)	We will continue to use iPads and Mathletics, both in class and for homework, monitoring their usage and how this impacts on the progress of the children.	£1000
Greater support for vulnerable families.	PSA.	PSA is able to positively support a range of families with their relevant needs.	PSA is shared between academies, meaning less time than previously based at Sandy Hill. Another PSA job has been advertised to support this, which will positively impact on SC (PSA) being able to spend time with pupils and families at Sandy Hill as previously has been the case.	£8000

All children to be able to access extra-curricular opportunities.	Subsidising School Visits.	All children provided with opportunities for a range of extra-curricular activities. This doesn't only include PP children, but also children from other vulnerable groups.	This has been highly successful, with a growing use of outside agencies alongside Sandy Hill staff e.g. RNLI, Go Active etc. We are now exploring further ways of developing the role of outside agencies to work closely with lead staff (JW and DL) and involving all children.	£1500
Children to have a good start to every day and ready to come into school for their learning.	Breakfast Club.	The breakfast club is used daily although numbers are inconsistent. All children that attend have a positive start to their day.	We wish to develop Sandy Hill Kids Club (including the breakfast club) and explore opportunities of greater attendance at this, including half terms where appropriate.	£500

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.sadyhill.org.uk