

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sandbach Primary Academy
Number of pupils in school	126 (inclusive of nursery)
Proportion (%) of pupil premium eligible pupils	38.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Mrs H Scott (Aspire)
Pupil premium lead	Mrs C Caldwell
Governor / Trustee lead	Mrs K Warner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47090
Recovery premium funding allocation this academic year	£4930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52020

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Academy Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards.

Setting priorities is key to maximising the use of the PPG.

Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class.
- Raising the attainment of disadvantaged pupils to be at least in line with attainment nationally.
- Providing targeted academic support for pupils who are not achieving the expected standards or are not making expected progress.
- Addressing non-academic barriers to attainment, including attendance, well-being and behaviour.
- Ensuring that the PPG reaches the pupils who need it most.

Our implementation process:

In line with evidence about effective implementation, we believe in selecting a small number of priorities and pursuing them with diligence to give them the best chance of success.

Our academy development planning is rooted in evidence informed practice; using robust evidence alongside professional expertise to make decisions.

We engage in regular in-school monitoring and an annual Pupil Premium review with colleagues from The Aspire Educational Trust to ensure our approach is effective (adapting provision, ceasing or amending interventions that are not having the intended impact, scaling and seeking to sustain impactful practices).

In doing this, we:

Explore

- Identify a key priority that we can address.

- Systematically explore options of appropriate programmes and practices.
- Examine the fit and feasibility of these options with the school.

Prepare

- Develop a clear, logical and well-specified implementation plan (based on the LOGIC model).
- Assess the readiness of the school to deliver the plan.
- Make practical preparations.

Deliver

- Deliver the plan using a range of implementation activities.
- Reinforce initial training with follow-on support.
- Support staff and solve any problems using a flexible leadership approach.
- Drive faithful adoption (to the active ingredients) and intelligent adaption.

Sustain

- Plan for sustaining and scaling the intervention from the outset.
- Continually acknowledge, support and reward good implementation practices.
- Treat scale-up as a new implementation process.

Our tiered approach

To prioritise spending, we have used tiered approach for many years, to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching – ensuring the best possible teaching for all pupils.
2. Targeted academic support – evidence informed interventions.
3. Other wider approaches – addressing non-academic barriers to learning.

We identify priorities and approaches within each category. This focussed approach ensures the best chance of success for each intervention.

Achieving these objectives:

The range of provision for this group include and would not be inclusive of:

Quality of teaching

1. Ensure consistency of enhanced pedagogy practice within reading, writing and maths (oral language approaches including use of Word Aware, Opening Doors to Mastery English

approaches, SRSD model, reading comprehension teaching strategies, small steps to depth enhanced pedagogy curriculum in maths) through a focused staff training and development programme.

2. Professional development: training programme for all staff in implementing metacognition and self-regulated learning approaches, as well as cognitive science evidenced approaches to aid long term learning (Senior Leaders MAT working group, half termly training sessions for staff, on-going coaching and support), training programmes targeted towards development of reading, writing and mathematics, opportunities to develop knowledge and skills in oral language development and phonics. Opportunities for in house and cross school moderation throughout the academic year.

3. Support for early career teachers.

Targeted academic support

1. Structured interventions: vocabulary interventions for pupils with poor oral language and communication skills (Helicopter Stories, Word Aware, bespoke speech and language programmes); Reading interventions (BR@P, Inference, Reception Literacy Programme), bespoke phonics intervention groups, Early Birds (bespoke individualised instruction).

2. One to one or small group feedback approaches: Same Day Intervention and Teacher Conferencing.

Wider strategies

1. Expansion of Cultural Capital: enhance trips, visits and opportunities; additional sports clubs and swimming lessons.

2. Readiness to learn: individual behaviour plans created – evidence informed; alternative curriculum offer; Social and Communication Nurture Groups; use of bespoke social stories; bespoke support programmes from Cornerstones Alternative Provision.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessment indicates underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged pupils. These are evident from nursery through to KS2.
2	Assessment and observations suggest that disadvantaged pupils generally have greater difficulties with phonics. This negatively impacts their reading development.

3	Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below age-related expectations.
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by school closures to a greater extent than for other pupils.</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to behaviour and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	Our attendance data indicates that attendance has been decreasing gradually over the past 3 years and therefore needs to be targeted. The majority of persistent absentees have been Pupil Premium.
6	The curriculum could not be fully implemented and evaluated due to Covid-19 disruption.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Significantly improved oral language. Increased opportunities in learning to develop oral language. This will be evident when triangulated with other sources of evidence.
Improved reading, writing and maths attainment and progress among disadvantaged pupils.	EYFS, KS1 and KS2 reading, maths and writing outcomes show that disadvantaged pupils meet expected standards in attainment and progress in line with national data.
Improved phonics attainment and progress among disadvantaged pupils.	Year 1 phonics screening shows that disadvantaged pupils met the expected standard in line with national data.
To achieve and sustain improved well being for all pupils, in particular disadvantaged pupils.	<p>Sustained improved levels of well being from pupils shown by:</p> <ul style="list-style-type: none"> - Pupil voice, surveys and observations. - Decrease in dis-regulated behaviours - Increase in engagement in enrichment activities. - Decrease in the number of families requiring Early Help for needs in this area.
Improve and sustain punctuality and attendance.	Sustained improvement in punctuation and attendance for disadvantaged pupils.

The cultural capital deficit will be addressed through the Sandbach Primary Academy curriculum.

Quality first teaching will deliver the entire SPA curriculum. Self –regulation and metacognition strategies with a focus on retrieval will measure what children know and what they can remember.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of DfE validated systematic synthetic phonics programme – Little Wandle Letters and Sounds, alongside continued whole school staff training on effective delivery, and rigorous monitoring	Phonics EEF guidance. Parental Engagement EEF	2 and 3
1:1 coaching for all teaching staff in targeted areas of reading, writing and mathematics.	National Centre for the Excellence in the Teaching of Mathematics research and recommendations. EEF Guidance Report on Teaching Mathematics in the early years, KS1 and KS2 and 3. EEF Guidance Report Improving Literacy in KS1 and KS2 SSRD Models for writing including IPEEL – EEF Teaching Toolkit	1, 2 and 3
Putting in to practice last year's training on Engagement with Mastering Number in EYFS and KS1 NCETM Programme as well as TRG support programme.	National Centre for the Excellence in the Teaching of Mathematics research and recommendations. EEF Guidance Report on Teaching Mathematics in the early years, KS1 and KS2 and 3.	1 and 3
Targeted CPD to improve speech and language provision across the school – EYFS 'Chatter Matters' working with Cheshire East Targeted CPD to secure understanding of how to develop oral language in all subject areas.	Oral Language Intervention EEF guidance. Trust led oral language CPD working with Voice 21	1 and 3

<p>Enhancement of core subject teaching and curriculum planning and delivery, ensuring children are meeting components of learning in every subject.</p> <p>Evaluating the impact of a knowledge rich sequential curriculum and modifying design where necessary.</p>	<p>Meta-cognition and self-regulation EEF guidance.</p> <p>Evidence and reading from the revised Ofsted Inspection Framework.</p> <p>Ofsted Reviews of History, Geography, Music, RE, Science.</p>	1 and 6
<p>Enhance PHSE and SEMH provision across the school to target key areas of need for the school and aim to improve overall behaviour and well-being – working with new Child Centred Support Officer to review behaviour management throughout school</p>	<p>Ofsted Inspection Framework focus on cultural capital deficit.</p> <p>PSHE Association</p> <p>Ofsted Review of Safeguarding and Sexual Harassment in Schools</p> <p>EEF Guidance Report on Improving Behaviour in Schools</p> <p>Special Educational Needs in Mainstream Schools (EEF)</p> <p>EEF Guidance Report Improving Social and Emotional Learning in Primary Schools</p>	4 and 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Same Day Timely Maths and English Interventions led by the class teacher or teaching assistant but planning in accordance with the lesson objective.</p>	<p>EEF Guidance Report Improving Mathematics Teaching</p> <p>EEF Guidance Report Improving Literacy in KS1 & KS2 .</p> <p>EEF Guidance Effective Use of Teaching Assistants.</p>	1 and 3
<p>Precision Teaching delivered by all support staff with identified children every day with a focus on fluency in maths, spelling and phonics.</p>	<p>EEF Teaching Toolkit – 1:1 tuition</p>	1, 2 and 3

Appointment of a Child Centred Support officer to provide SEMH support for identified groups and individuals – focus inclusion	EEF – Social and Emotional Aspects of Learning	4 and 5
SEMH ELSA Enhanced Provision and Programme of Interventions Emotional Literacy Support Programme	EEF Guidance Report on Improving Behaviour in Schools Special Educational Needs in Mainstream Schools (EEF) EEF Guidance Report Improving Social and Emotional Learning in Primary Schools	4 and 5
ARE focused English and maths interventions in KS2.	EEF Guidance Report Improving Literacy in KS2 SSRD Models for writing including IPEEL – EEF Teaching Toolkit EEF Guidance Report Improving Mathematics Teaching	1 and 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a Child Centred Support officer to provide SEMH support for identified groups and individuals – focus inclusion	EEF – Social and Emotional Aspects of Learning	4 and 5
Whole staff regular updates on positive behaviour management, trauma informed schools and supporting SEMH needs.	EEF Guidance Report Improving Behaviour. PHSE Association. Trauma Informed Schools guidance.	4
Improve overall school attendance through a structured and targeted approach and the appointment of the Child Centred Support Officer	DfE Improving School Attendance.	5
Increase numbers of children engaging in wider enrichment	EEF Guidance Report Improving Behaviour.	4

opportunities both within and out of school hours.	Ofsted Inspection Framework focus on cultural capital deficit.	
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Total budgeted cost: £50,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Area	Aims	Outcome
<p>Teaching</p>	<p>Enhance the progress and attainment in Writing, Reading and Mathematics.</p> <p>Phonics - % of disadvantaged pupils reaching the required standard in PSC in line with national at the end of Year 1.</p> <p>Enhance the self-regulated independent learning behaviours of pupils.</p>	<p>We continue to work to close gaps for our PP children to national. Looking at key measures:</p> <p>EYFS data: Number of pupils 14 Number of PP Pupils :4 Reading: Whole class: 71% Pupil Premium: 50% Writing: Whole class: 71% Pupil Premium: 50% Maths: Whole class: 86% Pupil Premium: 50%</p> <p>Due to the small number of PP children in the cohort this is not statistically significant. The two PP children who did not achieve ELG received targeted intervention 1:1 or in a small group. They also accessed phonics and reading keep up intervention. Individualised SEND strategies were implemented where appropriate. External services also supported individual children based on their personal circumstances at the time. Both children did make progress however they did not quite meet the age-related expectations. Further intervention and support is planned for the next academic year.</p> <p>Key Stage 1 data: Number of pupils 14 Number of PP Pupils :3 Reading: Whole class: 36% Pupil Premium: 0% Writing: Whole class: 29% Pupil Premium: 0% Maths: Whole class: 36% Pupil Premium: 0%</p> <p>Due to the small number of PP children in the cohort this is not statistically significant. The three PP children who did not achieve expected received targeted intervention 1:1 or in a small group. They also accessed phonics and reading keep up intervention. Individualised SEND strategies were implemented where appropriate – an EHCP needs assessment was submitted successfully for one child. Two of the children made progress however</p>

		<p>did not meet the age-related expectation by a small margin – targeted support will continue in the next academic year. One child has significant SEND need across all areas of the SEND spectrum and has a bespoke learning plan to ensure further progress.</p> <p>Key Stage 2 data: Number of pupils 16 Number of PP Pupils :4 Reading: Whole class: 63% Pupil Premium: 25% Writing: Whole class: 50% Pupil Premium: 0% Maths: Whole class: 63% Pupil Premium: 25%</p> <p>The four PP children who did not achieve expected received targeted intervention 1:1 or in a small group. Individualised SEND strategies were implemented where appropriate to two children with significant SEND and pastoral needs. External services also supported individual children based on their personal circumstances at the time. Two of the four children made good progress and were only marginally below age related expectations at the time of the Key Stage 2 assessments. The cohort was taught on a 1:16 basis for the entire school year and made accelerated progress as a result.</p> <p>Self-regulation and meta-cognition training commenced – this is an on-going target for the school this year.</p>
<p>Targeted support</p>	<p>Ensure that academic interventions are given at point of need.</p> <p>Enhance the range of speech and language interventions on offer</p>	<p>Many targeted approaches were implemented – targeted support plans for all children with additional needs are in place and running regularly. Pupil Premium children were prioritised for a range of intervention in the classrooms. School faced some challenge in this area as a result of pupil and staff absences.</p> <p>Speech and language enhanced offer resumed in the Spring term with more regular speech and language visits. Staff were given further opportunity for speech and language training to enhance provision.</p>
<p>Wider Strategies</p>	<p>Enhance the self-regulated independent learning behaviours of pupils and future success behaviours.</p>	<p>Self-regulation and meta-cognition training commenced but will continue to be a key priority in</p>

	Improve the cultural capital of disadvantaged learners.	the next academic year as we further develop and enhance the curriculum.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None applicable.	