



**SANDHURST**  
— PRIMARY SCHOOL —

**Aim High and Be Happy**

**Sandhurst Primary School Pupil Premium Strategy Statement 2018/2019**

1. Summary Information					
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£31 680	<b>Date of most recent PP review</b>	July 2018
<b>Total number of pupils</b>	Year R – 6: 144	<b>Number of pupils eligible for PP</b>	20 (+ 1 service child) 15% of school cohort.	<b>Date for next internal review of</b>	July 2019

2. Barriers to future attainment for pupils eligible for PP funding	
A	Cognition and interaction difficulties, and Social, emotional and behavioural difficulties which have a detrimental effect on academic progress
B	Behaviour for learning difficulties causing gaps between the achievement of pupil premium pupils and that of other pupils
C	Attendance: Pupil premium attendance is marginally lower than that of non-pupil premium children

3. Desired outcomes	
A	That the child comes to school feeling happy, safe and confident. They develop a passion for learning and become reflective, independent life- long learners.
B	That children with low starting points at the beginning of school and within each year, make accelerated progress to bring them to the level at which they should be working. Also those higher achieving pupils eligible for PP funding continue to make good progress from their starting points.
C	Increased attendance rates for pupils eligible for PP funding.

4. Planned Expenditure				
• Targeted support				
Desired outcome	Chosen action / approach	What is the evidence and rational for this approach?	How will you ensure it is implemented well?	When will you review implementation?
B. Improved progress in reading, writing and maths	<p>Small group tuition in English and maths</p> <p>Read Write Inc. Phonics Programme</p> <p>Pupil Premium conferencing/ booster teaching</p>	<p>Small group interventions with highly qualified staff have been shown to be highly effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. Proven success with this approach over last academic year</p>	<p>TAs 3 hours a week x 35 weeks x 5 classes x 2 Impact overseen by PP lead and SENCo</p> <p>CPD for Read Write Inc. leaders/ intervention leads SENCo attends HUB meetings and disseminates training.</p> <p>Supply booked ahead of term to ensure CTs have the time booked especially for PPC.</p>	<p>Reviewed termly. Pupil groups adjusted according to data and progress.</p>
5. Planned Expenditure				
• Quality Teaching for all				
Desired outcome	Chosen action/ approach	What is the evidence and rational for this approach?	How will you ensure it is implemented well?	When will you review implementation?
B. Improved progress in reading, writing and maths	Pupil Premium Conferencing	As a result of PPC, teachers will implement, plan, timetable specific strategies/ interventions/ incentives to support pupils (including read and discover scheme).	<p>Pupil progress meetings with SLT Termly monitoring of PPC meeting records Termly Governor monitoring</p>	Annually

	Ensure that teachers provide work that is suitably challenging, particularly for the most able. (Pupil Premium books to feature twice in the weekly deep mark cycle)	Some PP pupils make less progress than other pupils. We want to ensure all pupils make good progress. In particular we want high attaining PP pupils in EYFS and KS1 to continue to achieve high attainment and no simply meet expected standards	Use Staff Development Meetings to deliver training on providing challenge in lessons. Senior Leadership Team monitors throughout the year, observing lessons, looking at plans, books and talking to pupils. Challenge for all pupils is also discussed during Pupil Progress Meetings with the class teacher.	Annually
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6. Planned Expenditure				
• Other Approaches				
Desired outcome	Chosen action / approach	What is the evidence and rational for this approach?	How will you ensure it is implemented well?	When will you review implementation?
B. Improved progress in reading, writing and maths	Pupils have wider world experiences through: <ul style="list-style-type: none"> <li>• Forest School</li> <li>• Educational Visits</li> <li>• Residential Trips.</li> <li>• Curriculum workshops &amp; minibuses</li> <li>• After School Clubs</li> </ul>	Providing opportunities for pupils beyond the school gives pupils rich inspirational experiences. They also allow pupils to work as part of a team and to develop leadership skills.	Feedback and work produced demonstrates the impact on pupils.	Annually

	£8000			
	SPAG Homework books Year 2-6 Maths Homework books Year 1-6 £1500	Compliments lessons taught in school	Impact overseen by KS leaders and assistant head.	Termly
A. Pupils come to school feeling happy, safe and confident.	Pupils to have a healthy start to the day and are ready to learn. Breakfast club: £1000	Breakfast clubs are known to enable pupils to start the day in a healthy and calm manner.	Breakfast club is staffed by experienced members of staff who work in other capacities within the school. Monitored by the Headteacher.	Annually
	Support for pupils with social, emotional and behaviour difficulties. • Gardening and nurture opportunities with 1:1 TA £1000 • £2000 towards the cost of play therapy sessions • £2000 towards the cost of the EP	The EEF Toolkit suggests targeted support for identified pupils can be effective	Identify pupils who will benefit from support during pupil progress meetings  SENCo to organise and liaise with play therapist  Educational Psychologist 6 hours per year.	Termly
C. Increased attendance rates for pupils eligible for PP funding.	Headteacher to work with parents and pupils to raise attendance using rewards system. (Termly bounce for 100% attendance)		Attendance Team meetings with Headteacher to review attendance and ensure school processes work smoothly	Termly