






# PUPIL PREMIUM REPORT 2021/22

**RAWMARSH SANDHILL  
PRIMARY SCHOOL**

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 [rawmarshshandhill.org](http://rawmarshshandhill.org) **HEADTEACHER:** Mr M Roddison



# Rawmarsh Sandhill Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Rawmarsh Sandhill
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	M.Roddison
Pupil premium lead	M.Roddison
Governor / Trustee lead	M.Nicholson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,495
Recovery premium funding allocation this academic year	See plan
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,495

# Part A: Pupil premium strategy plan

## Statement of intent

*Pupils in Key Stage 2 have performed above National in the previous two years and were projected to do so again for the 2019-20 data set.*

*Pupil Premium pupils attained less well than their non-pupil premium peers but attained better than the pupils in the EEF family of schools comparison. There is much work to be done to ensure that the gap between their peers in school is fully closed, especially with the lockdown impact of the last 20 months and the SEMH needs this has presented.*

*Pupils are entering school with considerably lower baselines and additional SEMH needs. Children in KS1 have attainment considerably lower than National.*

*Speech and language development is a key issue for children on entry to school, and many families do not know how to access support and advice on working with their child in partnership to improve this.*

*Children need access to high-quality, personalised interventions through their Vulnerable Learner Tracker targets, delivered through suitably-trained staff in school.*

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of Speech and Language impact upon the overall ability of the children to progress. Children struggle to be able to articulate their thoughts and feelings clearly, which particularly effects their social and emotional development.
2	Low levels of tier 1 and tier 2 vocabulary used and understood impact on children's ability to progress in reading and writing. This in turn impacts on other areas of the curriculum due to difficulties with comprehension and with making connections in their learning.
3	Low phonics levels, and home support, creates a barrier for accessing reading and the wider curriculum.
4	Increased levels of SEMH needs through the lack of stable home relationships, support and lack of SEMH language talk. Parents and carers are not confident on accessing external support.

## 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
<p>To overcome barriers to learning in speech and language, to support the teaching of English and Maths.</p>	<p>The school provides an effective Wave 1,2 and 3 approach to PP.</p> <p>Ensure all children have access to high-quality SALT and phonics interventions.</p> <p>Laptop learning programmes and platforms will be available to all children who need them, and KS2 PP are able to take these home where possible to extend and reinforce learning where this may not be possible with the family unit.</p> <p>Collaborative learning strategies are developed to ensure speaking and listening patterns and routines are embedded and used by all children well (Talk partners etc)</p> <p>There are a greater number of opportunities for incidental reading provided for children.</p>
<p>To increase the rate of progress in maths, reading and writing for these children.</p>	<p>There will be a gap of no greater than 10 percentage points between pupil premium children and their peers in reading, writing, maths and phonics</p> <p>Children will make better than expected progress from their September baseline, with at least a third of children accelerating progress in each cohort.</p> <p>SALT programmes and identified children will make quicker progress in their development.</p> <p>Children's use of language in articulating learning knowledge and in discrete writing will show an increasing variety and complexity.</p> <p>The gap will be closed on lost learning and children will be back on their flightpath based on end of key stage assessments prior to lockdown over the next two years.</p>

	<p>A greater number of PP children pass the phonics screen at both Y1 and Y2 from last year. (33%+)</p>
<p>Pupils will have their social, physical and emotional needs met, including the language of emotional regulation and discussion.</p>	<p>Children will have had their needs identified by class teachers through quality SEMH, Wave 1 training and intervention and these children are increasingly regulated and active in class settings.</p> <p>Key families and individuals will be supported through LM in arranging TAFs and liaising with other agencies where needed.</p> <p>They will access a bespoke programme of intervention to meet specific needs (ELSA, Learning Mentor support, Therplay etc)</p> <p>Pupil voice shows pupils feel more able to articulate their needs and are settled and independent in class. Pupils are increasingly able to talk positively about their successes and aspirations and these are celebrated in activities catered to them.</p> <p>Children will learn how to promote and maintain a healthy lifestyle through dedicated Sports input.</p>

## 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: £ 37,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced staffing to ensure that SFA and phonics groupings in Ks1 are tightly matched to PP children. (Wave 2)</p> <p><b>£15,000</b></p>	<p>Low starting points EYFS (GLD 2019 67%) Phonics screening results (2019 63%, 2020 52%,) and KS1 (Reading 2019 60%, Writing 2019 52%) highlight the need for quality teaching through a structured approach.</p> <p>Gap to success requires accelerated, small group approach.</p> <p>The skills taught in SFA map to the guidance provided by EEF on Early Literacy and Improving Literacy documents. They are also supportive of the SSP approach to early reading and phonics.</p>	1,2 and 3
<p>All staff (teachers and TAs) to receive 10 hours CPD re approach to teaching writing and phonics in-line with SFA approach and specific development for PP children. (Wave 1)</p> <p><b>£5,000</b></p>	<p>A large proportion of our children have low levels of vocabulary and understanding. With all staff receiving training re: the importance of language collection and modelling and a shared approach to the teaching of writing, staff can support children more effectively.</p> <p>SFA is a proven model and new, updated model introduced Jan 2022 with equivalent training. Training is bespoke and cascades well to all levels, which increases impact for discrete teaching groups.</p>	1,2 and 3
<p>Chromebooks provided for all children in Ks2, including to take home for reinforcement work. (Wave 2)</p> <p><b>£xxxxx</b></p> <p>Online learning subscriptions to be provided for all children for maths and English as specific to need. (Wave 1,2)</p> <p><b>£2,200</b></p>	<p>EEF evidence suggests that there is a positive impact on learning through technology. Simply having the technology in place is not enough.</p> <p>The programmes need to be used in a structured way and integrated into the school systems and procedures.</p>	2

<p>Teachers/TAs revisit and set additional work on Chromebooks for children to take into account their increased access and provide personalised programmes and input. (Wave 1)</p> <p>Seating plans take into account the needs of PP children in ensuring the right peers and accessibility to the key adults at all times.</p>	<p>Dynamic response to feedback (via Chromebook platforms) allow for misconceptions to be addressed daily, which is considered the most effective type of feedback.</p> <p>Dynamic marking is key to success and seating plans and peer support are instrumental in adding value to this.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children in EYFS to be screened in speech and language through NELLI and interventions and SALT experiences implemented (Wave 3)</p> <p>£12,000</p>	<p>Almost all disadvantaged pupils have been identified as requiring additional speech and language interventions. This screening needs to be accurate and timely with recommendations made by a professional SALT.</p> <p>Discrete tutoring around SALT, including early letter recognition and formation will enable children to access early phonics more successfully.</p> <p>Children arrive with very poor vocabulary and are not well-supported at home.</p> <p>NELLI training and delivery by supply TA.</p>	<p>1 and 3</p>
<p>Facilitate smaller groups in maths sessions and time limited interventions, particularly for Y5/6 PP children. (Wave 3)</p> <p>£5,000</p>	<p>Low starting points in maths (KS1 2017 63%, 2018 79%, 2019 49%) highlight the need for increased fluency and recall of key arithmetic and times table facts.</p> <p>Content gaps from lockdowns heightened in mathematics concepts</p>	<p>1</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support SEMH needs identified through supporting staff and deliver ELSA and similar interventions. (Wave 1,2,3)</p> <p><b>£22,000 LM</b></p>	<p>70% of disadvantaged pupils have been identified as requiring additional SEMH support. This support is at a wave 2 or wave 3 level and covers a range of needs including attachment, bereavement and building positive self-esteem and work around identity.</p> <p>Shared practice and pedagogy with staff to implement at Wave 1 level and build capacity and experience.</p>	<p>4</p>
<p>To facilitate early mental health intervention by providing support for children and families with specific issues (Wave 3)</p> <p>Work with the With me in Mind team to identify children and families who need bespoke support and workshops from this service. (Wave 1,2 and 3)</p> <p>Increased awareness and celebration of PP children's successes and parity in Dojo and other school rewards and awards. (Wave 1)</p> <p>PP Pupil survey of aspirations and strengths, leading to PP only visits and experiences 3 x a year for each phase (Wave 2)</p> <p><b>£1,000</b></p>	<p>70% of disadvantaged pupils have been identified as requiring additional SEMH support.</p> <p>Fortnightly meetings are held with the 'With me in Mind' mental health support team to identify pupils needing specialist.</p> <p>WMIM workshops for all PP children and all children over year (Anxiety, transition)</p> <p>Support and allows access and signposting to wide range of support, including arranging and supporting TAF meetings and other professionals meetings as an experienced point of contact.</p> <p>Sensory needs identified through pilot project for Sensory classrooms and through reflection room work.</p> <p>Continuity of provision for parental feedback and support through LM in Term 1, given SEND, AHT and HT new to role.</p> <p>Children learn and engage best when their interests and strengths are placed in their learning and they have the opportunity to shape this.</p> <p>Outdoor education opportunities allow children to learn and explore in an area where academic and formal learning may not meet their needs and provides them with a sense of pride and accomplishment.</p>	<p>4</p>



<p>POPS Outdoor education to develop team building and problem solving for all PP children over 3 x workshops (Wave 2)</p> <p><b>£500</b></p> <p>Health and fitness sessions for all PP children, including how to stay mentally and physically healthy and ensure they are active appropriately. 3 x sessions per half-term. (Wave 2)</p> <p><b>£1,500</b></p>		
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**Total budgeted cost: £79,200**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*