

Pupil premium strategy statement 2021 - 2024

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 | Sandy Hill Academy |
| Number of pupils in school | 407 |
| Proportion (%) of pupil premium eligible pupils | 23% (94/407 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2023/2024 |
| Date this statement was published | November 2022 (revised) December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Jack Walker |
| Pupil premium lead | Bridget Rundle |
| Governor / Trustee lead | Aspire Trust Board |

Funding overview

| Academic Year 2022-2023 | |
|--|--|
| Detail | Amount |
| Pupil premium funding allocation this academic year | £118,895 |
| Recovery premium funding allocation this academic year | £11,455 *40% contribution to tutoring £7844. Balance £3611 agreed to go towards curriculum resources |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £130,350 |

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|---|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
|---|--|

Part A: Pupil premium strategy plan

Statement of intent

At Sandy Hill Academy our aim is for all pupils to have equal opportunities to succeed. Our intent is for the teaching and learning at Sandy Hill to support all children to reach their full potential, regardless of socio-economic background. Our pupil premium strategy plan outlines how we aim to support children's communication and language development and social and emotional well-being to enable children to learn more and remember more, aspiring to achieve, determined to succeed. Furthermore, our strategy highlights how we plan for children to meet age related expectations across reading, writing and maths through a tiered approach. We focus on teaching, targeted academic support and wider strategies with an aim to support our children and the community, enriching cultural capital experiences and developing career aspirations, making learning real.

As a school we strive for all children to have enriched learning opportunities across a broad and balanced curriculum. As a result of high-quality teaching, we aim for our children to know more and remember more, altering long-term memory. We intend all pupils, irrespective of their background or the challenges they face, to make excellent progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that all pupils' attainment will be sustained and improved, with excellent progress.

Our approach will be reactive to common challenges and individual needs, informed by our assessments. The approaches we have adopted ensure children thrive in order to reach their full potential. To ensure they are effective we will:

- Ensure all children are experiencing high-quality teaching across the curriculum.
- Ensure all pupils, including pupil premium, are challenged and supported holistically within the school.

- Ensure all children are given rich opportunities to develop early language and communication skills through the use of a systematic phonics programme, identified by the DfE, alongside high quality teaching.
- Build stamina for writing. It will be planned for, discussed, developed and built upon.
- Develop mental arithmetic and recall to build mathematical confidence and in turn a deeper understanding with using and applying mathematical strategies.
- Work together with pupils and families to increase attendance and decrease persistent absence / lates.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1. | <p>Communication and Language Development</p> <p>Based on entry data, children enter the setting working below age related expectations. Ensuring children are targeted through high-quality wave one teaching, targeted interventions and speech and language therapy is key to enable all children to make progress.</p> <p>Education recovery in early years providers: spring 2022 - GOV.UK (www.gov.uk)</p> |
| 2. | <p>Reading development</p> <p>Across the school, reading is a priority, with the successful implementation of the Little Wandle DfE validated systematic synthetic phonics programme last academic year, now being further embedded. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>We aim to continually review and develop our phonics teaching, including the development of further sensory phonics resourcing for SEND provision, to ensure we are at least in line or better than national averages for the year one Phonics Screening Check.</p> |
| 3. | <p>Writing development, including stamina for writing.</p> <p>Supporting recovery as a result of school closures, including writing, and stamina for writing.</p> |

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| | <p>On return to school, following Covid 19, and in line with current national trend, we have seen a reduction in children's writing attainment across the school. Children's progress and attainment, as well as stamina for writing, has been affected as a result of the pandemic.</p> <p>To support recovery, vocabulary and feedback strategies will be used to support high-quality wave one teaching and to close the gap.</p> <p>These findings are supported by national research undertaken by: DfE, Rising Stars, NFER and FFT state that the impact of COVID 19 means that that the gap is widening.</p> <p>Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)</p> |
| 4. | <p>Mathematical development, in particular mental arithmetic and recall.</p> <p>Supporting recovery as a result of school closures, including Maths, and in particular mental arithmetic.</p> <p>We have identified through our assessment last year that mental arithmetic, as identified in our PP Statement 2021-2022, was effective in raising pupil's mathematical confidence and attainment. Building on this, we aim to develop mental arithmetic further to increase the positive impact on attainment of both expected and greater depth standards, supporting recall of facts and relieving cognitive load to delve deeper into mathematical problems. Mental arithmetic will be a greater focal point of all Maths lessons and strategies will be used to support high-quality wave one teaching and to close the gap.</p> <p>These findings are supported by national research undertaken by: DfE, Rising Stars, NFER and FFT state that the impact of COVID 19 means that that the gap is widening.</p> <p>Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)</p> |
| 5. | <p>Attendance</p> <p>Our attendance data historically has been positive for pupils, including disadvantaged, however, we recognise during and since the pandemic, mirroring the national picture, our attendance has been inconsistent. Furthermore the gap between attendance figures for disadvantaged and non-disadvantaged has widened.</p> <p>Our assessments and observations indicate that lower attendance and persistent absence is negatively impacting disadvantaged pupils' progress.</p> <p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</p> |

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 |
|---|--|
| To sustain high levels of wellbeing for all pupils in our school. | <p>Sustained high levels of wellbeing from 2024/2025 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant engagement in participation in enrichment activities, from all pupils, including pupil premium. • Use of TIS approach to support children across school. |
| <p>Improved oral language skills and vocabulary.</p> <p>Children will be able to communicate verbally and non-verbally confidently.</p> <p>Children will be able to express their wants and needs in an appropriate way.</p> <p>Children will show secure understanding of language and communication and will be able to work in collaborative groups supporting each other making their thinking explicit through discussion.</p> | <p>Sustained attainment from 2024/2025 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> • children leaving EYFS will meet age-related expectations for Communication and Language. Outcomes for children across all of the curriculum will reflect high quality wave one teaching that enables pupils to develop valuable language and communication skills. • at the end of Reception, the percentage of children at the expected level for Personal, Social and Emotional Development, communicating and managing emotions well, will be in line with the national average or higher. • We have an increased focus on vocabulary interest and engagement across the curriculum, including 'Never heard the word' and 'EYFS Vocabulary triangles'. We aim for this strategy to support children to achieve in line with national averages for writing. • Assessments and observations across the whole school will indicate significantly improved oral language. This will be evident through WellComm planning and assessments, including given examples. Further evidence will be clear when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Frequent reading of all children working below the expected level will help support and underpin their learning. This will enable them to access quality wave one teaching and learning materials | <p>Sustained progress and attainment from 2024/25 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> • the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for reading. |

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| <p>more effectively and with confidence.</p> <p>Pupils will be able to apply their reading learning and strategies within and across lessons.</p> | <ul style="list-style-type: none"> the percentage of children passing the phonics screening test will be in line with national average or higher. Little Wandle Phonics data will show that children are meeting their target group at the expected time to ensure that they are keeping up with the phonics programme. data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment. |
| <p>Improved writing stamina and attainment for pupils at the end of KS2.</p> | <p>Sustained progress and attainment from 2024/25 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for writing. data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment. |
| <p>Improved maths attainment, with a particular focus on mental arithmetic, for pupils at the end of KS2.</p> | <p>Sustained progress and attainment from 2024/25 demonstrated this year and future years by:</p> <ul style="list-style-type: none"> the percentage of pupils attaining the expected and greater depth standards, will be in line with, or exceed, national averages for maths. the percentage of children's score in the Year 4 multiplication check will be in line with, or exceed, national average. KS2 mental arithmetic data will show that children are meeting their target group at the planned time to ensure that they are progressing and attaining well with mental arithmetic. data comparisons between pupil premium pupils and their non-pupil premium peers show the same progress and high attainment. |
| <p>To achieve and sustain improved attendance for all pupils.</p> | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils, and pupil groups, being no more than national averages. the percentage of all pupils who are persistently absent being below national averages, with support in place to reduce this for all pupils. attendance data comparisons between disadvantaged pupils and their non-disadvantaged peers show the same progress and high attainment. |

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: **£70, 350**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Continuous Professional Development to improve high quality first wave teaching and support from all staff. Fund ongoing teacher training release time/overtime for support staff | <p>The evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> | All |
| <p>Training and purchase of vocabulary resources.</p> <p>Reviewing curriculum to ensure that it is vocabulary rich.</p> <p>Using the EEF's oral language interventions to support the school's curriculum.</p> | <p><i>"By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families."</i> (The National Association for the Education of Young Children, NAEYC, 2014)</p> <p>Waldfoegel and Washford identified in 2010, a 27% word gap between disadvantaged and non-disadvantaged.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF toolkit +6months</p> | 1, 2, 3 |
| Embedding dialogic activities across the school curriculum, particularly from the foundations in EYFS. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 2, 3 |

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| We will purchase resources and fund ongoing teacher training and release time. | | |
| <p>Purchase additional resources to enrich DfE validated Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils.</p> <p>We will purchase phonics decodable reading books, linked to new phonics scheme, resources and fund ongoing teacher training and release time for all staff.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><i>‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.’</i> (Education, Endowment Fund, EEF, 2018)</p> | 3 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school, in particular mental arithmetic strategies, and to access Maths Hub resources and CPD.</p> <p>Embed and enrich consistent approach to mental arithmetic teaching developed last academic year e.g. counting stick, times tables songs/raps etc.</p> <p>Following release of updated WRM Calculation Policy, update our school policy and plan CPDL around this for all staff with clear reasoning and rationale for methods adopted, ensuring consistent approach.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> | 4 |
| Improve the quality of social and emotional (SEL) learning. | There is extensive evidence associating childhood social and emotional skills with improved | 5 |

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| SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£30,000**

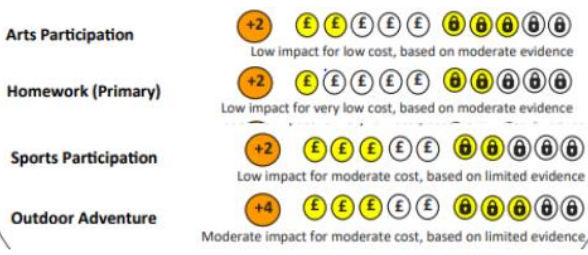
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Where appropriate, 1:1, 1:2 and small focus groups to discuss their next steps in learning, make links to previous learning and promote independence. Focused teaching groups within the day are used where appropriate. 1:1 used meticulously for phonics and early reading catch up | Research (EEF) evidence high quality one to one support that is purposeful and focused has a high impact on raising attainment (+5 months). See EEF COVID-19 Documents. EEF Feedback guidance report 2021 EEF toolkit: feedback +8 months | All |
| Teaching of phonics through a systematic phonics program: Little Wandle (LW) Pupil assessment will take place termly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support. The program is overseen by a Phonics Lead who supports staff daily in the delivery as necessary. Regular phonic assessment enables pupils | <i>'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.'</i> (EEF 2018) LW is a proven approach and in school evidence of the program has identified that the program is highly effective, any extra intervention needed is a continuation of the LW program. In addition, continual monitoring also enables pupils to be identified immediately, LW teachers can ask for an assessment to be conducted at any point if they feel a child has progressed or dipped. Furthermore, LW trained | 2 |

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| and staff are supported as required. In addition, regular CPDL is delivered with updates to the teaching and delivery of the program. | class TAs' can deliver 'keep up' intervention in class as necessary. | |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with LW training programme and schools. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 2 |
| Use of Master of the Curriculum in Nursery and Numbersense (Rec and KS1) as well as KS2 mental arithmetic strategies focus teaching to improve rapid recall of facts and accelerate progress. | Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics. Improving Mathematics in Key Stages 2 and 3 EEF educationendowmentfoundation.org.uk | 4 |

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

Budgeted cost: **£30,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Cultural Capital</p> <p>Whole staff training on cultural capital with the aim of creating opportunities for all children to experience a wide range of activities.</p> <p>To provide an aspirational curriculum which goes beyond the national curriculum and ensures</p> | <p><i>"The essential knowledge that children need to be educated citizens."</i> (Ofsted EY Inspection Handbook).</p> <p><i>"Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education."</i> (DfE, Early Years Inspection Handbook)</p> | 5 |

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| <p>that all children know more and remember more.</p> <p>A broad and balanced curriculum has been mapped and will be delivered to ensure that children's learning enables for them to revisit and build upon previously taught knowledge skills in a progressive manner.</p> <p>All children will be provided with equal opportunities to engage in new experiences and enriching activities to support teaching.</p> <p>This will include visits, visiting experts and enrichments to teaching.</p> | <p>The EEF evaluates the effectiveness of different approaches linked to cultural capital:</p>  <p>Arts Participation +2 £ £ £ £ £ £ £ £ £ £ Low impact for low cost, based on moderate evidence</p> <p>Homework (Primary) +2 £ £ £ £ £ £ £ £ £ £ Low impact for very low cost, based on moderate evidence</p> <p>Sports Participation +2 £ £ £ £ £ £ £ £ £ £ Low impact for moderate cost, based on limited evidence</p> <p>Outdoor Adventure +4 £ £ £ £ £ £ £ £ £ £ Moderate impact for moderate cost, based on limited evidence</p> | |
| <p>Attendance</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>5</p> |
| <p>Social and Emotional Support</p> <p>Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners).</p> <p>Pupils will have individual plans in place to support their learning.</p> <p>Whole class provision maps will be in place to</p> | <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year. (EEF 2020)</p> <p>TIS is recognised as an effective approach supporting emotional resilience.</p> <p>Sutton Trust: Behaviour Interventions +3 months</p> <p>Sutton Trust: Social and emotional learning +4 months</p> | <p>2, 3, 4</p> |

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| <p>outline support for all children's social and emotional development.</p> <p>Educational Psychologist, RB, and TIS trained staff will help support pupils and staff individually, as required, to ensure that individual pupil need is met.</p> <p>Pupils will have access to resources and specialised activities to enable them to access quality wave one teaching.</p> | | |
| <p>Parent support advisor provides and facilitates a range of services to support families.</p> <p>Using a variety of ways to communicate with parents to close the 'gap' between parents and the school. This is a multi-media approach using texts, letters, book creator newsletters, social media and information videos to inform parents about what is happening in school.</p> | <p>The Sutton Trust / Education Endowment Foundation's Teaching and Learning Toolkit finds that parental involvement is consistently associated with pupils' success at school.</p> <p>There has been strong evidence on the importance of the home learning environment in determining educational and social outcomes.</p> <p>Sutton Trust: Parental engagement +3 months</p> <p>Students aspirations, expectations and school achievement</p> <p>Engaging with parents and staff to raise aspirations for all pupils</p> <p>SPACE Training</p> | 5 |

Total budgeted cost: £130,350

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.

| Academic Year 2021-2022 | |
|---|----------|
| Detail | Amount |
| Pupil premium funding allocation this academic year | £109,460 |
| Recovery premium funding allocation this academic year | £11,020 |
| 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 | £120,480 |

Desired Outcomes from 2021-2022:

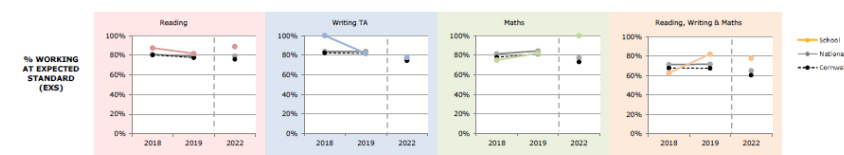
- To close the in-school gap between PP and non-PP attainment in all areas of the curriculum, including both EXS and GDS attainment, sustaining high levels of wellbeing for all pupils in our school.
- School data suggests a trend that those pupils lower down in the school (and who therefore have missed a higher % of their schooling) have been impacted the most.
- Our internal assessments during 2021/2022 suggest that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first part of the year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised and we are continuing to work on this.

Expected Standard - Disadvantaged

LA and National comparators are for non-disadvantaged pupils

| Year | Pupils | Reading | | | Writing (TA) | | | Maths | | | Reading, Writing & Maths | | |
|------|--------|---------|------------|-------------|--------------|--------|------------|-------------|-----------|--------|--------------------------|-------------|-----------|
| | | School | LA (other) | Nat (other) | Pupil Dif | School | LA (other) | Nat (other) | Pupil Dif | School | LA (other) | Nat (other) | Pupil Dif |
| 2018 | 8 | 87.5% | 80.4% | 80.8% | 0 | 100.0% | 82.3% | 83.8% | 1 | 75.0% | 77.8% | 81.3% | 0 |
| 2019 | 11 | 81.8% | 77.6% | 78.8% | 0 | 81.8% | 81.7% | 83.9% | 0 | 81.8% | 81.0% | 84.2% | 0 |
| 2022 | 9 | 88.9% | 75.0% | 79.2% | 0 | 77.8% | 74.5% | 75.1% | 0 | 100.0% | 73.1% | 77.3% | 2 |

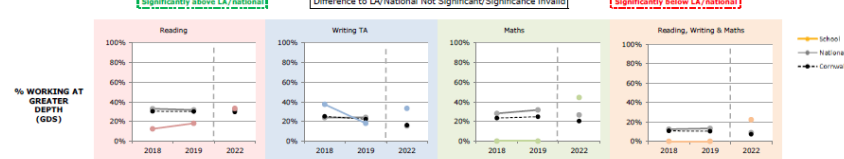
We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic.



Greater Depth - Disadvantaged

| Year | Pupils | Reading | | | Writing (TA) | | | Maths | | | Reading, Writing & Maths | | |
|------|--------|---------|------------|-------------|--------------|--------|------------|-------------|-----------|--------|--------------------------|-------------|-----------|
| | | School | LA (other) | Nat (other) | Pupil Dif | School | LA (other) | Nat (other) | Pupil Dif | School | LA (other) | Nat (other) | Pupil Dif |
| 2018 | 8 | 12.5% | 30.4% | 33.0% | -1 | 37.5% | 25.2% | 23.9% | 1 | 0.0% | 23.5% | 28.2% | -2 |
| 2019 | 11 | 18.2% | 30.2% | 31.8% | -1 | 18.2% | 22.4% | 24.2% | 0 | 0.0% | 24.9% | 31.8% | -3 |
| 2022 | 9 | 33.3% | 29.8% | 31.8% | 0 | 33.3% | 16.3% | 15.5% | 1 | 44.4% | 20.4% | 26.7% | 1 |

We have not provided any three year averages, as 2022 results are not comparable with previous years due to the impact of the Covid-19 pandemic.



2021/22 data should be used with caution and as an insight into school performance alongside other sources of information due to the uneven impact of the pandemic on pupils and schools. The DfE strongly discourages conclusions based on direct comparisons with performance data from earlier years. You should also use caution when comparing a school's performance with national or local authority averages, or with other schools.

Highlighted comparisons are a guide and take cohort size into account. Data shows as 'Not significantly above or below LA/National average' unless the difference between the school and the average is relatively large (statistically significant). If the cohort size is too small and/or the national average is close to 0% or 100% (or no national average exists), any significance tests become invalid. Significance is indicated for values outside the 95% confidence interval. No highlighting is applied to charts. The Pupil Dif figure is the equivalent number of whole pupils below or above the national average. 2022 national data is provisional and sourced from DfE SPR. National data includes State Funded schools only. Please see the Key Stage 2 area of Coresstats for more analysis, including pupil lists.

- During the academic year, all staff again have pupil premium as a focus with clear provision matrices identifying individual barriers, actions and impact for 2022-23. Staff will be actively enriching curriculum opportunities for all children, and continuing CPD to increase both progress and attainment across the curriculum, aiming to diminish any gaps that have developed between PP and non-PP attainment (particularly at greater depth standard, GDS), as detailed in this plan.
- Increase pupils' enthusiasm and engagement in learning, particularly following Covid disruption to routines, through implementation of a vocabulary rich curriculum and adapted NELI programme.
- Language and Communication intervention was delivered in Nursery and Reception Classes. We have used the NELI programme and progress is evident for children. We will continue to monitor the impact of the program ensuring start and end data. Data assessments and observations indicate there was a higher need for specialist speech and language referrals last academic year. Moving from NELI to WellComm this academic year, we envisage a key benefit of this programme being that it is for 6 months to 6 years, supporting both Nursery and Reception pupils, as well as being able to access earlier aged SALT strategies with a clear programme of support, intervention and assessments, supporting intervention for all children, even when awaiting specialist SALT therapy provision, in line with The SEN Code of Practice (DFE 2014) noting that it is essential that schools are responding to children who are showing signs of emerging difficulties and to act early.
- The earlier starting age proves beneficial to all pupils but particularly, disadvantaged, it enables pupils who may not necessarily have the chance to access a quality learning provision, do so. In addition, it is also positive in creating early home school links to help

create and build upon positive home school relations. We will continue to promote the Nursery provision to increase the numbers of pupils and disadvantaged pupils starting at the setting.

- Staff in both Reception and Nursery have received the WellComm training. As this will be the first full academic year using this programme, we will implement the program, measuring its effectiveness.
- Vocabulary rich wider curriculum opportunities CPD has been delivered to all teaching staff to support successful implementation, and will be a focus in this plan. During the next academic year, monitoring will continue with further training for staff.
- Ensure all PP children's emotional needs have been supported through targeted interventions – work towards becoming a Trauma Informed School & apply TIS approach consistently.
- Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted following COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.
- Social and emotional impact that the pandemic has had on some children has become more evident, particularly with regards to socialising. Ongoing, motional assessments have been used to support planning for children's social and emotional needs in class, including as a whole class, small groups and individuals, as appropriate.
- Attendance gaps are larger than in previous years, which is why attendance is a focus of our current plan. That said, attendance is higher than the parallel points last academic year. With effective individual / small group intervention as appropriate, alongside clear support for all, the targeted attendance support for pupils and families is starting to show a positive impact. We will measure the whole school effectiveness of this further this academic year.
- Parents' evening take-up with phone consultations was positive with engagement either in line, or better than, last academic year which has supported home – school links and further strengthened parental engagement and relations. This has helped school and families work together to support mentally healthy cultures both at home and school, using the TIS approach. Due to the disrupted and inconsistent times, we have not yet become an accredited Trauma Informed School and will look to develop this, however, will continue to use TIS practices to support children and families with trained staff in school and build upon this.
- In last year's (April 2021) parent questionnaire 86% (125/145) of parents agreed that the school strongly supports their child's wider personal development, with 12% unsure who we have actively sought to work further with. Parent feedback:

"The school are very supportive of my child's personal circumstances. They offer extra emotional support whenever my child requires it."

"Having only started reception in September I can already see how happy my child is and how much he has already learnt and developed. The staff all seem really friendly and happy to help with any problems or queries we have socially, emotionally and academically."

"The school has always been very reassuring and understanding with my family. My child is confident and happy to go into school. Any questions or worries I have had the teacher has always got back, discussed and reassured me."

"I would highly recommend this school for children personally and academically."

- Additional support was provided to vulnerable pupils during school closures and return to school last academic year where times may have been uncertain and inconsistent. Frequent reading of all children working below the expected level will help support and underpin their learning.
- Little Wandle phonics DfE validated phonics programme was introduced and implemented last academic year, with 83% of Year 1 pupils attaining the phonics screening check pass mark or above. This includes the phonics teaching, guided reading and keep up interventions which we will embed further this academic year.
- Whilst attaining higher than national figures by the end of Year 2 for pupils, both disadvantaged and non-disadvantaged groups, we recognise there is a gap in attainment of these groups and continue to strive to diminish this:

Phonics 2022: Year 1 & Year 2 Analysis
Sandy Hill Academy (DfE: 2448)

corestats

This analysis shows the percentage of pupils achieving the expected standard and the percentage of pupils below the expected standard in the Phonics Check, by the end of Year 2, in 2022. This analysis combines data from the DfE's Autumn 2021 Year 2 Phonics Screening Check and the 2022 Year 2 Re-Check. 2021/22 data should be used with caution and as an insight into school performance alongside other sources of information due to the uneven impact of the pandemic on pupils and schools. The DfE strongly discourage conclusions based on direct comparisons with performance data from earlier years. You should also use caution when comparing a school's performance with national or local authority averages, or with other schools. NCER indicative figures will be used for the National % Achieved until DfE data is available. Please use caution as they may vary from official DfE data.

| Phonics: By the end of Year 2 (Cumulative) | | | | | | | Phonics: By the end of Year 2 (Cumulative) - Disadvantaged | | | | | | |
|--|-------------|----------------------------|-------------------|---------------------|--------------------------|---------------------------------|--|-------------|----------------------------|-------------------|---------------------|--------------------------|---------------------------------|
| | Pupil Total | Expected Standard Achieved | School % Achieved | Cornwall % Achieved | NCER National % Achieved | Pupil Diff. School vs. Cornwall | | Pupil Total | Expected Standard Achieved | School % Achieved | Cornwall % Achieved | NCER National % Achieved | Pupil Diff. School vs. Cornwall |
| All | 60 | 57 | 95% | 90% | 87% | 3 | Dis. | 15 | 13 | 87% | 81% | 78% | 0 |
| Girls | 24 | 24 | 100% | 92% | 90% | 1 | Non-Dis. | 45 | 44 | 98% | 93% | 90% | 2 |
| Boys | 36 | 33 | 92% | 88% | 85% | 1 | | | | | | | |

- **Lowest 20% readers** continue to be a priority in every classroom for additional daily reading, with all staff knowing who these pupils are in their classroom and supporting, as appropriate. Some children continue to be targeted for twice daily reading.
- Improved writing stamina and attainment for pupils at the end of KS2.
- Whole staff CPD delivered (INSET September 2020). Improvements made but progress has been impacted by the inconsistent times, recognised nationally, from the outset of Autumn term 2021.
- Staff training and professional discussion through staff meetings on promoting independence in the classroom alongside the importance of effective modelling and

strategy building, using and signposting key resources to support with this (Ongoing termly CPD)

- Coaching groups re-established with all teaching staff being coached with strategies developing stamina for writing across the school, in the first instance following directed CPD from English Lead.
- During the next academic year staff training and curriculum enrichment will include aspirations with career links to engage and encourage children to want to become independent and successful in their learning, with staff CPD supporting and developing this further to maximise pupil outcomes and opportunities.
- Further CPD and pupil voice, alongside work scrutiny, will support effective CPD, monitoring and further development to build writing stamina, an area recognised that will benefit from further focus.
- Improved maths attainment, with a particular focus on mental arithmetic, for pupils at the end of KS2.
- End of KS2 data shows a positive impact from the additional mental arithmetic focus, this is mirrored in internal data across the school for children attaining the expected standard.

Interim KS2 Data

Key Stage 2 2022 - Attainment & Progress Summary
Sandy Hill Academy (DfE: 2448)

corestats

Caution: Small Cohort/s (<11)

| Maths Test | | School | | | Comparator | | | Gap between School & Comparator | |
|---------------|---------------|--------|-----------------------|----------------------|------------|-----------------------|----------------------|---------------------------------|------------------------|
| | | Cohort | % 'Expected Standard' | Average Scaled Score | Cohort | % 'Expected Standard' | Average Scaled Score | Average Scaled Score | Pupil Difference (EXS) |
| | All pupils | 36 | 88.9% | 104.9 | DfE | 71.4% | 103.8 | 1.1 | 6 |
| Gender | Girls | 21 | 85.7% | 104.7 | DfE | 70.5% | 103.3 | 1.4 | 3 |
| | Boys | 15 | 93.3% | 105.2 | DfE | 72.2% | 104.3 | 0.9 | 3 |
| Disadvantaged | Disadvantaged | 9 | 100.0% | 106.4 | DfE | 56.3% | 100.8 | 5.6 | 3 |
| | Other | 27 | 85.2% | 104.4 | DfE | 77.8% | 105.0 | -0.6 | 1 |

Note: KS1 Cohort: 60 pupils. KS2 Cohort: 36 pupils – This is whilst we build up to 2 form entry, with 60 pupils across all cohorts in September 2023. (Data taken from Corestats.)

| Maths | | 2018 | 2019 | 2022 |
|-------|------|------|------|------|
| KS1 | EXS+ | 75% | 76% | 72% |
| | GDS | 19% | 22% | 12% |
| KS2 | EXS+ | 88% | 92% | 89% |
| | GDS | 24% | 33% | 22% |

- KS1 data reflects this positive trend also for pupils attaining the expected standard, however, we will be continuing to build upon this next academic year to further recall and deepen strategies to develop deeper understanding and recall with greater depth

attainment also across year groups.

Indicative Data,
September 2022

2022 Key Stage 1 Teacher Assessments – Attainment Summary
Sandy Hill Academy (DfE: 2448)

corestats

Cautious: Small Cohort/s (<11)

| | | School | | | Comparator | | | Gap between School & Comparator | |
|---------------|---------------|--------|---------------------|-----------------|------------|---------------------|-----------------|---------------------------------|------------------------|
| Maths | | Cohort | % Expected Standard | % Greater Depth | Cohort | % Expected Standard | % Greater Depth | Pupil Difference (EXS) | Pupil Difference (GDS) |
| Gender | All pupils | 60 | 71.7% | 11.7% | NCER | 67.7% | 15.1% | 2 | -2 |
| | Girls | 24 | 62.5% | 4.2% | NCER | 67.2% | 12.4% | -1 | -1 |
| | Boys | 36 | 77.8% | 16.7% | NCER | 68.1% | 17.6% | 3 | 0 |
| Disadvantaged | Disadvantaged | 15 | 26.7% | 0.0% | NCER | 52.0% | 6.8% | -3 | -1 |
| | Other | 45 | 86.7% | 15.6% | NCER | 72.5% | 17.6% | 6 | 0 |

- To achieve improved attendance for all pupils.
- As evidenced in our 2 parent surveys last academic year, alongside parent feedback, we sustain positive relations with parents and support our most vulnerable families. This will continue to be achieved by ensuring open communication with parents and through the support of Parent Support Advisor, Safeguarding and Welfare Team and Pastoral Lead.
- Meetings with parents take place if their child's attendance is below the level deemed acceptable, which is broadly: 85% (Autumn term), 90% (Spring Term), 92% (Summer term). Expectations for future attendance has been shared during these meetings. This procedure had to be interrupted during Covid and remained challenging for many during inconsistent times nationally with wider school openings.
- This academic year, revisiting and sharing our Trust Attendance Policy, and working together this resumes fully, following the reintroduction in Spring and Summer term last academic year. Attendance will be a focus, as detailed in this plan.