



## Pupil Premium Strategy Statement: Sandbach School

1. Summary information					
School	Sandbach School				
Academic Year	2020/21	Total PP budget	£133,700	Date of most recent PP Review	Sept 2020
Total number of pupils	1,131	Number of pupils eligible for PP	140	Date for next internal review of this strategy	Sept 2021

2. Current attainment: 2019/20		
	<i>Pupils eligible for PP</i>	<i>School</i>
Cohort size 200. PP cohort 30		
English and Maths Grade 4+	52	76
English and Maths Grade 5+	40	62
P8 English P8 Maths	NA	NA
Progress 8 score average (from 2019/20)	NA	NA
Attainment 8 score (from 2019/20)	NA	NA

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	PP students achieving a 4+ in English and Maths is significantly lower than NPP
B.	PP students achieving a 5+ in English and Maths is lower than NPP

<b>C.</b>	PP students achieving 9-7 in English and Maths is significantly lower than NPP
<b>D.</b>	Progress of PP in English and Maths is lower than NPP (this is particularly significant in English)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Engagement in extra-curricular activities is lower than NPP (Year 7 settling in report 31% of PP students awarded 3 or 4 / NPP 8%).
<b>F.</b>	Behaviour, resilience and aspiration of PP students (Room 5 in 2019 20 academic year used by 44 boys in half term 1. PP 15 boys /PP. In particular Year 7: 6 PP / 2NPP; Year 8: 5PP/ 3NPP)
<b>G.</b>	Pupil Premium students in academic year 2019 2020 have lower attendance at the end of half term 1 than non PP. PP 91.26 NPP 95.45. Biggest differences occur in Year 7 (PP 91.48 / NPP 95.10 & Year 9 (PP 85.98 /NPP 96.47)

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase in numbers of PP students achieving 4+ in English and Maths.	Pupil Premium students achieve in line with all students nationally.
<b>B.</b>	Increase in number of PP students achieving a 5+ English and Maths	Pupil Premium students achieve in line with all students nationally.
<b>C.</b>	Increase in number of PP students achieving grades 9 – 7 in English and Maths	Pupil Premium students achieve in line with all students nationally.
<b>D.</b>	Improved progress of PP students in English and Maths	Pupil Premium student progress is in line with all students nationally.
<b>E.</b>	Improved engagement of PP students (embedded especially in the foundation years)	Pupil Premium students engage in extracurricular activities in line with non-PP.
<b>F.</b>	Improved behaviour, resilience and aspirations of PP students	Pupil Premium students internal / external exclusion data is no higher than non-PP. PP students receive additional experiences to raise aspirations and engagement.
<b>G.</b>	Increased attendance rates for pupils eligible for PP.	PP / NPP attendance gap reduced to 2%.

5. Planned expenditure					
Academic year		2020/21			
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?
A, B, C, D, F	Quality First Teaching; focus on differentiation; effective use of LIMS / SSCs; SISRA and flight path data. Effective use of SWANS and responses to SWANS. PP first strategy – seating, marking, feedback, intervention etc.	Raised engagement and attainment in all subject areas; personalised learning; effective use of in class teacher, CL and LIM actions/ strategies. Evidenced on T & L logs – specific references made to PP students (class teacher and CL level).	CPD sessions to ensure that key school foci and tracking of students are being met; work scrutiny and moderation within departments and work scrutiny with PP focus from SLT.  Learning walks, lesson observations and work scrutinies to ensure 'good' lessons are challenging students appropriately.  Evidence of teacher actions/reflections on T & L logs.	SB	On-going
A, B, C, D	Focused monitoring of PP students at assessment points (class teacher, CL, LIM, SLT).	Progress of PP students in English and Maths is lower than progress of NPP; number of PP students achieving 9-7 in E/M is lower than non pp. Increased focus on data (from teacher to CL) and actions taken as a result recorded on T & L logs.	Year 10 & 11 - PP students tracked in E/M. Considered first for intervention. CLs raise PP in meetings and make tracking of progress visible and high on the agenda in department meetings. SMT line manager discusses PP student progress at fortnightly meeting with CL.  After each Review: CL E/M meetings to identify students who need targeting in either subject.	JBC / MJS/ LK	After each Review
<b>Total budgeted cost</b>					£50,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A., B, C, D. F	<p>In Year 7, carefully consideration of students who are not secondary school ready. Transition information and early Year 7 data used to provide students with individual pathway (Courtyard) to support making progress, improving social skills and behaviour.</p> <p>Bespoke curriculum for key groups; college placements, work experience, the Lodge, the Courtyard (school inclusion centres)</p> <p>“Reading Buddies” and “Sum Buddies” enable students to develop 1/1 support and develop key literacy and numeracy skills in Year 7.</p> <p>Improved literacy / reading skills for PP students in Year 7. Use of AR scheme in Years 7 &amp; 8 (tested during Y6 transition days)</p>	<p>Early intervention and the raising of aspiration to encourage the closure of this achievement gap.</p> <p>Full curriculum does not meet needs of all pupils</p> <p>Intervention begins earlier in the curriculum to reduce gaps and address literacy and numeracy.</p> <p>PP pupils in Year 7 make rapid progress in reading. By the end of the year, all PP pupils at least meet access to the curriculum reading age of 9.6 years.</p>	<p>Additional curriculum support monitored during learning walks / observations/ work scrutiny. Zone meetings with SLT.</p> <p>Reading improvements monitored using test data from AR scheme and tracked throughout the year.</p>	SCD /LK	Fortnightly/ Half Termly

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?
A, B, C, D, E, F	<p>Regular meetings with key students (Year 7 and 8 with SSC, Year 9 with LIM) to ensure that boys are prepared, ready to learn and have weekly priorities identified. (Students identified from settling in report and Review data).</p> <p>Year 7 &amp; 8 PP students increased aspirations and engagement following a programme of visits to a variety of different employers: Manchester City, Manchester Airport, Sonofi to broaden horizons and future career aspirations.</p>	<p>Pupils are taught good habits in the early Foundation and Curriculum stages of their education. Year 9 PP students are supported with their organisational skills and prioritising of homework.</p> <p>Year 7 &amp; 8 PP students increase aspirations and expand their ideas about possible career choices open to them. Engagement in extra curricular activities help to inspire students and build positive learning environments in lessons.</p>	Review data to include analysis of homework, A2L and commendations to monitor barriers to learning and engagement. Daily A2L figures monitored by LIM/SSC to ensure any issues are addressed early.	LK	After review
A, B, C, D, E	<p>Year 11 Easter School /May half term revision and Period 6 targeted intervention.</p> <p>1/1 Mentoring sessions for PP students who are underachieving following each review.</p> <p>Individual meetings with member of SLT following each Review for all students.</p>	<p>Rational based on previous cohort procedures and benefits to some students. Grouping and targeting of PP students to be reviewed and include greater stretch and challenge rather than achieving a basic pass. PP underperforming / disengaged students to be targeted.</p> <p>Discussions ongoing with Year 11 LIM about Easter School Revision – too early? Focus change to May??</p>	Review grades monitored for progress. Review 3 grade improvement compared to actual result.	MJS	Every ½ term

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?
A, B, C, D, E	Year 9 – 11 Science PP licences to access My GCSE Science and Tassomai. PP mentoring plan by science specialists.	A new proposal to support students this year. The programs produce monitoring, progress and diagnostic reports for each student and enable close tracking of students.	Detailed plans in place. Tracking closely by project leader from science. Impact tracked closely at each Review over the next year.	SC/ DS	£1568 (licences) + staff mentoring
A.B.C.D.E	Interview students to identify and address specific COVID associated barriers to progress.	Evidence indicates PP students face bigger challenges switching to a blended learning model of learning	Feedback to LG and specific support plans implemented where appropriate.	SCD/ MJS / LIMs	Every ½ term
	Deploy School ICT resources to support blended learning model for selected students.	Financial constraints limit access students have to online lessons.	LIMs and SSC monitoring engagement in blended learning model.		Every ½ term
<b>Total budgeted cost</b>					£50,000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
G.	<p>SSCs track, support and intervene with students' attendance.</p> <p>Breakfast club / nurture group run by SSC in Year 7/8. PREP club run by LIM in Year 9.</p> <p>Increased engagement with parents so that there is a good understanding of the link between attendance and progress and achievement.</p> <p>Targeted support and increased incentives will be used to encourage good attendance</p> <p>Attendance figures for PP compared to NPP published every 2 weeks and intervention taken.</p> <p>SSCs ensure PP students receive FSM if applicable</p>	<p>Pupil premium pupils' attendance is lower than non-pupil premium students. Materials (food tech, kit, uniform, etc) purchased for students to help support attendance across all subjects.</p> <p>Ensuring students receive full entitlement increase likely hood of positive engagement in school.</p>	<p>Early intervention with parents and students when student attendance begins to slip or arrive late.</p> <p>Tutors, attendance manager, LIM/SSC to assertively monitor students who fall below expectations with regard to attendance and punctuality. Focus on attendance is clear across the school at all levels.</p> <p>Record of deliveries maintained</p>	<p>PB</p> <p>JBC / LIMs</p>	<p>Daily, Weekly, Termly</p>
<b>Total budgeted cost</b>					£33,700

**6. Review of expenditure: Due to current circumstances the impact of the strategies employed will be reviewed at the end of the 2020 / 2021 financial year (March 2021)**

