



SAMLESBURY

Church of England School

Pupil Premium Grant – Detailed Allocation of Funding 2020-2021

Summary Information					
Academic Year	2020-21	Total PP budget	£11725	Date of most recent PP review	April 2020
Total number of pupils	72	Number of pupils eligible for PP	8	Date of next internal review of this strategy	December 2020
<p>The school is in a rural location, just outside of the urban heart of Preston city with an intake from a wide area as well as the local Samesbury area. Pupil premium funding is used to support pupils who have met the 'disadvantaged pupil' eligibility criteria now or in the past 6 years with the intention of narrowing the gap between disadvantaged pupils and those who are not. Maintaining a sustained ratio of teaching assistants across school class enables effective intervention for phonics, reading, writing and mathematics. Improving access to high tech resources, subsidising visits in and out of school including residential visits and providing resources for small nurture groups have all impacted positively on pupil attainment and achievement.</p>					
<p>Data analysis:</p> <ul style="list-style-type: none"> • Due to Covid 19: No end of year data for tracking/impact - all internal data based on march 2020 TA assessment • Many intended interventions were postponed. • Baseline assessment to take place in September 2020 to establish current levels for all children. • Resources deployed to support vulnerable children during lockdown. Staff delivered enhanced levels of supervision, tracking and teaching opportunities wherever possible (both online and via paper packs). • PP children were monitored at an additional level during lockdown and received increased contact from school. • Vulnerable children were given school places at partner schools 					
Current Attainment PP pupils					
	2017/18 (7 PPG)	2018/19 (6 PPG)	2019/20 (6 PP) <i>(all based on TA from March 2020 due to Covid)</i>		
% achieving ARE / ARE+ in reading	57	66	83		
% achieving ARE / ARE+ in writing	73	66	83		
% achieving ARE /ARE+ in maths	73	66	83		
% making expected progress in reading	57	50	100		
% making more than expected progress in reading	28	33	50		
% making expected progress in writing	73	50	83		

% making more than expected progress in writing	14	33	17
% making expected progress in maths	73	66	100
% making more than expected progress in maths	14	33	33

Identified Barriers to Learning
<ul style="list-style-type: none"> • Low expectations, motivation, ambition, low self esteem • Financial barriers to accessing additional opportunities • Gaps in learning/development from the early years focus on speech and language and reading • Ensuring the highest quality teaching and use of personalisation within a small school context. • Attendance and punctuality
Priority One - Quality of teaching for all
Development of Teaching- Quality First Teaching (QFT) means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing all children progress. Where a barrier to learning is identified or a potential SEND has been identified, the approach to teaching and learning becomes increasingly personalised and additional intervention out in place to ensure gaps in learning are filled. (leads into Priority 2)
Priority Two - Targeted support
Targeted Academic Support- accelerate progress, enabling all children including those identified in vulnerable groups one of which is PPG securely meet or exceed year group Age Related Expectations (ARE).
Priority Three - 3. Other approaches
Wider Strategies- all children in receipt of PPG funding to feel socially confident, form and maintain quality relationships with their peers and adults and experience extra-curricular activities along with peers

<i>The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies</i>					
1 - Quality of teaching for all					
Actions	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Quality first teaching based on effective assessment and feedback from the class teacher identifies, targets and supports the progress of PP pupils especially PP / SEND - resulting in better outcomes for all inc GD PP children</p> <p>In the moment intervention in class from CTs and TAs to support PP pupils</p>	<p>PP children are at ARE or are achieving their individual targets if SEND Standards continue to be high and are maintained.</p> <p>Good progress of PP pupils who are</p>	<p>Whole school ethos – SIP priority.</p> <p>School data</p> <p>Improved attitude to perseverance</p>	<p>Monitoring and regular tracking of progress.</p> <p>Learning Walk with a focus on the engagement of PPG children.</p> <p>Ensure high quality CPD is in place for teachers/TAs. Time</p>	<p>HT</p> <p>AHTs</p> <p>All staff</p>	<p>Half termly pupil progress meetings</p>

	successfully supported by good or better Teaching.		is given for high quality feedback.		
<p>Ensure consistency in the teaching of maths- particularly reasoning and problem solving across school and GD pupils</p> <p>Develop teachers understanding to ensure more children gain greater depth in maths through focused differentiation in maths lessons and additional problem solving to deepen thinking and discussion.</p> <p>Staff training to look at mastery and fluency/reasoning and problem solving.</p>	<p>All class teachers and teaching assistants have the right knowledge to be able to support learning in lesson and to close gaps which have emerged from during the school closures and ensuing disruption over the year.</p> <p>GD pupils will make maintain a greater depth of learning</p>	<p>TA and summative assessment data</p> <p>SIP priority</p> <p>Base line assessments on return in September</p>	<p>Review as part of pupil progress meetings</p> <p>Review in staff meetings</p> <p>Book monitoring and pupil discussions</p> <p>NFER tests will also be used so that accurate scaled scores can be used to track progress and attainment</p> <p>Book monitoring from last term and subject leader evidence.</p>	<p>HT</p> <p>AHTs</p> <p>All staff</p>	<p>Half termly pupil progress meetings</p>
<p>Purchase NFER assessment materials (KS2) so that summative assessment is accurate and works in hand with teacher assessment.</p>	<p>To provide an accurate analysis to go with teacher assessment to feed into intervention and support group</p>	<p>Comparable data across KS2 was not robust enough.</p>	<p>Termly discussion of results as part of pupil progress meetings</p>	<p>HT</p> <p>All staff</p>	<p>Half termly pupil progress meetings</p>
<p>Additional use of learning platforms (Tapestry/SATs Companion/Purple Mash) to enable greater use of support learning from home for all children</p> <p>Extend use of Tapestry across all infant classes to provide more effective home school partnership</p>	<p>Greater understanding at home of key areas or learning to support school</p>	<p>The frequency of interactions with parents sharing childrens progress and next steps wasn't as effective as it could be.</p> <p>Data shows that where the home school relationship is stronger more effective learning is the outcome.</p>	<p>Termly discussion of results as part of pupil progress meetings</p>	<p>HT</p> <p>Infant</p> <p>CT</p> <p>Infant</p> <p>TAs</p> <p>SEND</p> <p>lead</p>	<p>Half termly pupil progress meetings</p>
<p>Phonics and spelling teaching and additional phonics for individuals and small groups, particularly in Y2 (Y1 catch up), Y3 (Y2 catch up) and Year 1 entrants who missed a term of phonics in Reception.</p> <p>Phonics and spelling lessons will be timetabled and taught regularly.</p> <p>Effective use of feedback sheets will enable the team to make adjustments and target the needs of both PP and non PP pupils.</p>	<p>Gaps will be closed and all children will be back on track to pass the phonics screening in line or above with national averages</p> <p>By summer 2020 to back on track in phonics and spelling for all PP pupils.</p>	<p>Knowledge of pupil attainment before the pandemic and baseline assessments from the September 2020</p> <p>Pupil progress meeting notes and staff discussions</p>	<p>Monitoring through professions staff discussions, book monitoring, effective feedback sheets produced and shared with pupils</p>	<p>HT</p> <p>LQ</p> <p>All staff</p>	<p>Half termly pupil progress meetings</p>

Staff training to deliver quality teaching and for action 2 in intervention groups Bounce Back Phonics.					
For PP children in KS1 to develop literacy, including oral language and communication strategies will be developed so that vocabulary, spelling and writing outcomes are improved.	PP pupils making better progress in CLL, reading so that this in turn impacts on writing.	School data September baseline on return to school	Review as part of pupil progress meetings Review in staff meetings Book monitoring and pupil discussions	HT Infant CT Infant TAs SEND lead	
				Total Budget	£
2 - Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children are supported to 'catch up' and fill gaps caused by the Coronavirus outbreak using both Individual and paired interventions take place to close gaps in reading, and maths either through TA support in class time or tutoring delivered by Samesbury staff who know the children well.	To ensure all PP pupils make good progress through the year and close gaps. All PP children will make at least expected progress with the aim to attain the expected standard.	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	Pupil Progress meetings Additional support from Y5/6 class teacher (weekly class clinic club) Monitoring cycle – lesson observations, learning walks, work scrutiny and pupil interviews. Purchase of high-quality teaching resources. Whole staff training. Support and training for teaching assistants.	Class Teachers Teaching Assistants HT LQ - SEND	Half termly pupil progress meetings
Additional hours for TA to implement and support catch up for PP pupils Children identified as being 'More Able disadvantaged' will make better than sufficient progress and will exceed ARE in Reading and/or Writing and/or Maths			Purchase books to engage and promote a love of reading. Pupil Interviews with a focus on reading. Additional 1:1 reading for PP pupils.	HT AHT	Half termly pupil progress meetings
Training for staff to ensure TAs are confident in how to move 'in the moment learning' on for KS1 PP children	To engage the interest of pupils and develop their own learning to learn skills to accelerate their progression	Through targeted support		HT AHT Infant CT	Half termly pupil progress meetings
Additional hours for an external Teacher to teach French to release the HT to carry out				HT	Half termly pupil progress meetings

interventions/one to one targeted support regularly during the week					
To further develop the teaching of reading across KS2 - Whole school ethos – SIP priority.	To ensure all PP pupils make good progress through the year and close gaps. All PP children will make at least expected progress with the aim to attain the expected standard.	Whole school ethos – SIP priority. Reading data.		HT AHT Eng Lead	Half termly pupil progress meetings
				Total Budget	£
3. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teachers are supported and given the time to assess pupils' wellbeing and learning needs so starting points are accurate and support more targeted and effective. <ul style="list-style-type: none"> Develop the resilience of the PPG pupils to enable them to cope with daily life Develop a belief in the PPG children that they can do what they want to All PPG children will have the same opportunities as non-PPG children in school 	Pupils are able to talk about strategies for learning Growth in self-esteem observed pupil attitude, engagement and self - confidence through monitoring cycle of all pupil group	Children who feel secure, safe and more confident alongside their peers are more open to learning and achieve better and make more progress.	Monitor well-being.	HT AHT All staff	Half termly pupil progress meetings Half termly pupil progress meetings
Reward systems (for individual pupils if needed), praise assemblies, inspirational visitors (when possible are invited to school e.g. Paralympian, reward events, TTRS badges, Stars of the Week, HT Awards, Team Points, friendship nurture groups etc..)	PPG pupils demonstrate good mental health and emotional well-being				
Subsidise additional enriching experiences/wider opportunities/school visits for pupils who are eligible for the Pupil Premium Grant so children gain wider experiences and opportunities for awe and wonder. Provide financial support (refer to charging policy) for PP children so that they can access all wider enrichment opportunities.	PP children will access wider opportunities such as music lessons/support to participate in residential visits/class trips/breakfast or afterschool club places. Increased confidence and life experience will	A residential visit (Y3/4/5/6) helps to increase confidence, team work and resilience. Participation for Y3/4/5/6 pupils Sing Together to develop confidence, build aspirations through performance	Pupil questionnaires, discussions Pupil progress meetings Where feasible, pupils will attend additional visits	HT Staff	Half termly pupil progress meetings

	transfer into other areas of learning. Develops confidence and self-esteem which impacts general confidence to all of school activities. To ensure PP pupils do not suffer any disadvantage.				
Attendance for PP children remains in line with non PP children. Strengthen relationships with families and provide individual pupil targets/rewards where necessary.	The attendance of PP pupils is over 96% over the year.	Attendance figures	Review of attendance weekly	HT bursar	Half termly pupil progress meetings
Contingency Fund To meet the needs of pupils as they arise. Regular monitoring of effectiveness of interventions may indicate additional funding to CPD or resources. To provide extended hours care to support the family if the need arises.	To address the needs of PP children as they arise so that they have the same opportunities as those who aren't PP		To be identified as a response to half termly monitoring.		As required
				Total Cost	£
				Total	£11725