

Pupil Premium Statement 2019-2020

Samuel Barlow Primary Academy

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| NOR Census 2019 | 250 |
| Number of pupils eligible on role: | 90 = 36% |
| Total budget allocation | 112,560 |
| Nominated member of LAB | Abigail Hawkins |
| PP lead | Sarah Kahler / Claire Gledhill |

| | YEAR 6 SATS | | Year 2 SATS | | | Year 1 Phonics | | EYFS GLD | |
|----------|-------------|------|-------------|------|--|----------------|------|----------|------|
| | 2019 ALL | FSM6 | 2019 ALL | FSM6 | | 2019 ALL | FSM6 | 2019 All | FSM6 |
| | | | | | | ALL | | | |
| Reading | 46% | 35% | 75% | 55% | | 72% | 56% | 68% | 50% |
| Writing | 57% | 35% | 67% | 55% | | | | | |
| Maths | 51% | 29% | 83% | 73% | | | | | |
| Combined | 38% | 24% | 67% | | | | | | |

What is Pupil Premium funding?

The pupil premium is additional funding for publicly funded schools in England. It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. Pupil premium funding is available to:

- schools maintained by the local authority, including:
 - schools for children with special educational needs or disabilities
 - pupil referral units (PRUs), for children who can't go to a mainstream school
- [academies](#) and [free schools](#), including:
 - academies for children with special educational needs or disabilities
 - alternative provision (AP) academies, for children who can't go to a mainstream school
- voluntary-sector AP, with local authority agreement
- non-maintained special schools (NMSS), for children with special educational needs as approved by the Secretary of State for Education under [section 342 of the Education Act 1992](#)

In the 2019 to 2020 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years: (78 children)

- £1,320 for pupils in reception to year 6
- £935 for pupils in year 7 to year 11

Schools will receive £2,300 for any pupil: (3 children)

- identified in the January 2018 [school census](#) or the [alternative provision census](#) as having left local authority care as a result of:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For pupils who attract the £2,300 rate, the [virtual school head](#) of the local authority that looks after the pupil will manage the funding.

There will also be £300 additional funding for every child who has a parent that is currently employed by the Armed Services. (9 children)

| Year | N1 | N2 | R | 1 | 2 | 3 | 4 | 5 | 6 |
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| Pupil Premium | 0 0% | 3 9.09% | 8 23.53% | 14 35.0% | 10 40.0% | 12 52.17% | 11 36.67% | 6 30.0% | 7 33.33% |
| Total number of students in year group | 0 | 33 | 34 | 40 | 25 | 23 | 30 | 20 | 21 |

Strategy 2019-20

| Foundation Stage | How? | Cost | Timeline for QA / Impact |
|--|---|---------------------------------|--|
| Develop leader's knowledge of Pupil Premium funding and the needs of disadvantaged pupils at Samuel Barlow and her responsibility for this as the EY leader. | EYFS Lead to receive up to date information what strategies have the greatest impact to support PP from research. EYFS Lead to have regular team meetings and pupil progress meetings to ensure that all staff know who the PP children are and their responsibility in supporting them. | NA | Ongoing through 2019-20 |
| Additional support from teaching assistants | Additional TA support beyond ratios is allocated to both F1 and F2 to reduce group sizes for directed teaching time, increase time for interactions and boosters. Smaller groups during direct teaching times and bespoke intervention based on needs will accelerate the progress of pupils | £19,941 | Window Spring term 2 data for all PP pupils: |
| Provision enhances learning | Provision in the Early Settings ensures that all the Early Years goals are explicitly catered for and support teachers to deliver a rich and challenging curriculum leading to outcome improved outcomes. | £2,000 | |
| Development of the practice of reading in EY. | English lead to establish systems to ensure that Early Reading is taught effectively. | See above additional TA support | Spring window 2 |

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| | <p>Unit to have appropriate reading resources to ensure that the system/programme is fit for purpose.</p> <p>Teaching assistants and students directed to towards EY to ensure that pupils are being read with regularly System in place to track the pupil's progress in reading through the book banded books.</p> | <p>in EY.</p> <p>£1,000 for RWI reading books & book spine books</p> | |
| Improve outcomes in writing | <p>CPD provided to develop teachers and TAs knowledge of the development of early writing.</p> <p>JPD project to focus on Early and communication – Helicopter Stories.</p> <p>Teaching assistants deployed to ensure targeted boosters for writing.</p> <p>System in place to track the pupil's progress in writing, RWI tracking, and regular teacher led interventions.</p> | <p>Provided by DALP Institute</p> | |
| The use Mastery approach to deliver the teaching of Number sense in F1 and F2 | <p>Work with maths lead to develop team's knowledge of mastery learning in EYFS.</p> <p>Lead to attend the Early Years East Midlands East Maths Hub work group.</p> | <p>See TA wage for cover for CPD</p> | |

| KS1/KS2 | How? | Cost | Timeline for QA / Impact? |
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| Develop Key Stage leader's responsibility for disadvantaged children in their key stage | <p>PP Lead keeps up-to-date information what strategies have the greatest impact to support PP from research and disseminates this info to relevant staff.</p> <p>Key stage leads to have regular team meetings (Achievement Teams) and pupil progress meetings to ensure that all staff know who the PP children are and their responsibility in supporting them.</p> | NA | |
| Improve Teaching profile to ensure that that TLA is judged as good or better through the academy's SEF. | <p>Ensure that the system of QA provides teachers with regular feedback and bespoke CPD to develop their pedagogy.</p> <p>Regular drop-ins into classrooms followed by developmental feedback happen regularly by members of the SLT.</p> <p>Teachers receive feedback and bespoke CPD based on areas for development that are highlighted by the SLT and subject leaders.</p> <p>Leaders use QA to inform program of CPD for all teaching staff.</p> | | <p>Spring 19</p> <p>Summer 19</p> |
| Reduce gap in attainment at KS2 between PP and non PP. | Use of Power Maths in Years 1-6. All textbooks and workbooks purchased as well as the membership to the website. | | <p>Year 6 end of unit assessment Aut 1:</p> <p>Year 6 2018 Maths SATs Aut 2:</p> |

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| | <p>The progress of disadvantaged children is rigorously tracked & off track pupils are identified early.</p> <p>Rigorous monitoring and QA cycle to identify strengths and areas for development in the teaching of maths</p> <p>CPD Power Maths 10.9.19</p> | | <p>Y2 2017 Maths Arithmetic Aut 2:</p> <p>Y1, Y3, Y4, Y5 Maths DALP Assessment Spring 1</p> |
| <p>Embedding mastery teaching across the academy</p> | <p>Maths lead to develop teacher knowledge and understanding through CPD for all staff alongside EAP for maths at staff meetings throughout the year and individual coaching where required.</p> <p>2 teachers - participate in the East Midlands East Maths Hub</p> <p>Launch Meeting 19th Sept 2019</p> <p>TRG 1 17th October 2019</p> <p>+ 3 support days in school</p> | <p>RAF funding</p> | <p>Y2 2018 Maths SATS Spring 1:</p> <p>Y6 Mock SATS Spring 1:</p> <p>Y2 2019 Maths SATS Spring 1:</p> <p>Y1, Y3, Y4, Y5 Maths DALP Assessment Summer 1</p> <p>KS1 SATs and TA results</p> <p>KS2 SATS results</p> |
| <p>Purchase an annual Mathletics subscription for all pupils.</p> | <p>Teachers will use Mathletics to reinforce learning and pre-teach or assess pupils' mathematical knowledge.</p> <p>Fast Maths will be consistently used across the school to support learning times tables.</p> | <p>£423</p> | <p>Year 6 end of unit assessment Aut 1:</p> <p>Year 6 2018 Maths SATs Aut 2:</p> <p>Y2 2017 Maths Arithmetic Aut 2:</p> |

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| | | | <p>Y1, Y3, Y4, Y5 Maths DALP Assessment Spring 1</p> <p>Y2 2018 Maths SATS Spring 1:</p> <p>Y6 Mock SATS Spring 1:</p> <p>Y2 2019 Maths SATS Spring 1:</p> <p>Y1, Y3, Y4, Y5 Maths DALP Assessment Summer 1</p> <p>KS1 SATs and TA results</p> <p>KS2 SATS results</p> |
| Thirdspace maths | 1 term of 11 PP students to receive individual tuition from 3 rd Space Learning. | £4,865 | Year 6 Spring 1 Assessment |
| Increase progress in reading of PP pupils | <p>Specialist TA deployed in KS1 to improve outcomes in reading.</p> <p>Tracking for impact of intervention will take place each term.</p> <p>Tracking progress of disadvantaged children in order to identify off track pupils early.</p> <p>Subject lead to ensure that systems for the teaching of Early Reading in EYFS and KS1/LKS2 are</p> | £23,937 | <p>Reading/EAL interventions are now tracked termly.</p> <p>The impact of interventions inform next steps.</p> |

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| | rigorous and track the progress of pupils through the book banded system. | | |
| Reduce gap in attainment in Reading and Writing outcomes in KS1 outcomes | <p>There is a balance between high quality first teaching & gap filling intervention to support all children to achieve academically & develop emotionally.</p> <p>TA to deliver English and Maths support/interventions in the autumn term/spring term.</p> <p>Additional qualified teacher target pupils during core teaching.</p> | <p>£15,708</p> <p>£10,000</p> | |
| Reduce gap in attainment in Reading in KS2 outcomes | <p>Continued bespoke CPD to embed Reciprocal Reading as a strategy for the explicit reading of comprehension skills across the school.</p> <p>TA support for Year 6 full time to provide interventions and work with target pupils. TA to deliver reading interventions (Reciprocal Reading) 3x weekly for target pupils.</p> <p>Attainment data is close to targets set for the end of year data.</p> | £21,237 | <p>Spring data capture</p> <p>Summer data capture</p> |
| Reduce gap in attainment in Writing in KS2 outcomes | English lead to provide CPD for writing: handwriting; spelling strategy in place; CPD for the use of Steps to Success and ITAF statements used | | |

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| | <p>in each Year to ensure all teachers know the expectations for each year group and targets are shared with pupils.</p> <p>TA support for Year 6 full time to provide interventions and work with target pupils.</p> <p>Regular pupil progress meetings to ensure that attainment data is close to targets set for the end of year data.</p> <p>Flip charts and stands for each teacher to ensure pupils receive regular modelled writing.</p> | £1,000 | |
| Reduce gap in attainment in Reading in Year 1 outcomes | <p>There is a balance between high quality first teaching & gap filling intervention to support all children to achieve academically & develop emotionally</p> <p>The progress of disadvantaged children is rigorously tracked & off track pupils are identified early</p> <p>Attainment data will show that more pupils are working at ARE at the end of each data analysis (each half term). Progress of the targeted pupils will be accelerated.</p> | | Autumn 2 window ARE data |
| Reduce gap in attainment in Reading outcomes in Y4 | <p>There is a balance between high quality first teaching & gap filling intervention to support all children to achieve academically & develop emotionally</p> <p>The progress of disadvantaged children is rigorously tracked & off track pupils are identified</p> | £16,814 | Spring 2 attainment data |

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| | <p>early</p> <p>Attainment data will show that more pupils are working at ARE at the end of each data analysis (each half term). Progress of the targeted pupils will be accelerated.</p> | | |
| <p>Reduce gap in attainment in Reading outcomes in Y3</p> | <p>There is a balance between high quality first teaching & gap filling intervention to support all children to achieve academically & develop emotionally.</p> <p>The progress of disadvantaged children is rigorously tracked & off track pupils are identified early</p> <p>Attainment data will show that more pupils are working at ARE at the end of each data analysis (each half term). Progress of the targeted pupils will be accelerated.</p> | | <p>Spring 2 attainment data</p> |

The Pupil Premium plan in 2019-20 is reviewed and adapted as part of the termly cycle of QA by the Senior Leadership Team.

October 2019

