

Pupil Premium at Samuel Barlow Primary Academy

2020 - 2021



What is Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged children of all abilities perform better, and close the gap between them and their peers.

Children eligible for Pupil Premium include:

- Children who are in the care of the local authority (known as Looked after Children)
- Children adopted from care on or after 30 December 2005 or left care under
 - a Special Guardianship Order on or after 30 December 2005
 - a Residence Order on or after 14 October 1991
- Children whose family qualify for, or have qualified for in the past six years, free school meals by household income.
- Children of armed services personnel.

At our academy is determined that **all** children are given the best possible chance to achieve to the very best of their ability and to 'be the best they can be' through the highest standards of Quality First Teaching, focussed support, access to a broad, balanced, engaging and knowledge rich curriculum, curriculum enrichment and pastoral care.

We strive to reduce barriers to learning and have high expectations of all of our children. Every adult in school is aware of the need to diminish the difference.

We consider the best ways to allocate Pupil Premium money annually following rigorous data analysis, careful consideration of the needs of our children and use of the EEF Teaching and Learning Toolkit. The strategies that the academy has chosen to address the barriers to learning are designed to support **all** children to achieve academically and develop emotionally and to benefit from the opportunities provided to them.

Pupil Premium Strategy

1. Summary information						
School	Samuel Barlow Primary Academy					
Academic Year	2020	Total PP budget – Primary-aged pupil £1,345 LAC £2,345 Service families £310 3-4 yr olds £302	PP: 83 x 1345 LAC: SPP: 9 x 310 3-4 yr olds: 1 x 302 TOTAL:	£111,635 £2790 £302 £114,727	Date of most recent PP Review	Sep 2020
Total number of pupils	240	Number of pupils eligible for PP	93 39%	Date for next internal review of this strategy	Dec 2020	

2. Current attainment		
End of KS2 2019 (Number of PP children: 17 / 37)	<i>Pupils eligible for PP (SBPA)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	PP = 24% / Non PP 50%	71%
% achieving expected standard or above in reading	PP = 35% / Non PP 73%	73%
% achieving expected standard or above in writing	PP = 35% / Non PP 75%	78%
% achieving expected standard or above in maths	PP = 29% / Non PP 70%	79%
Average progress score in reading	PP = -3.7 / Non PP -1.9	0.3
Average progress score in writing	PP = -4 / Non PP -0.5	0.3
Average progress score in maths	PP = -4.7 / Non PP -0.3	0.4

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Poor communication and language skills – attainment on entry is significantly below that typically expected for age	
B.	Poor decoding / reading fluency / reading speed / reading comprehension	
C.	Low technical and specific vocabulary knowledge and understanding	
D.	Children being 'ready to learn' – Children (and families) being in a secure place socially, mentally and emotionally. Low self-esteem is also a barrier in some cases.	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
E.	Limited life experiences outside that of their immediate locality (especially cultural) and therefore lack of more general knowledge.	
F.	A lack of regular routines and parental engagement in their child's education including home reading, homework and having the correct equipment in school, e.g. PE Kit.	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Diminish the difference in attainment in reading, writing and maths between PP children (school) and children not eligible for PP children in nationally	Attainment gap between PP (school) and children not eligible for PP (national) closes
B.	Increase the progress scores for PP children in reading, writing and maths	Progress scores for PP children increase and they are closer to national
5. Review of expenditure		
Previous Academic Year	See separate document	

6. Planned expenditure

Academic year 2020-21

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. Quality of teaching for all

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? Cost?
Use PiXL and NAHT Aspire programmes to develop teachers and leaders in using data Ensure data informs planning so that all teaching is better targeted to the needs of children in order to accelerate progress (AIP objective)	Teachers analyse assessment information and data individually and collaboratively. They discuss implications, and plan highly effective teaching strategies and curriculum modifications from this. As a result, PP children make good/accelerated progress.	QFT that meets the needs of pupils will lead to improved outcomes for all pupils. Teachers who use data formatively to inform planning will ensure that teaching challenges pupils and interventions/resources are targeted at pupils to reduce the gaps in attainment by accelerating the progress of PP pupils.	TLA cycle established and embedded which includes: - DAT assessment calendar followed for statutory and summative assessments (checkpoints) - Data discussions (half termly) and PiXL core meetings (Y2 & Y6 fortnightly) all have a focus on PP pupils - PP trackers set up by RSL which include: barriers to learning, attainment, end of year targets and details of interventions and support for each pupil - Achievement Teams have a regular focus on PP pupils and key issues from whole school - PP pupils are the focus for QA activities, for example work scrutiny and pupil voice	RSL / VP	Termly – following data discussion meetings

<p>Institute training Walkthrus</p>	<p>All education staff are knowledgeable about the cognitive science of learning. This is clear within practice across the primaries.</p> <p>All staff share a common language about how effective learning and teaching is described in terms of key behaviours and outcomes.</p>	<p>Some staff know of the basics of the cognitive science of learning but this is not always clear in practice and it is not a consistent approach across school.</p> <p>There is a well-defined agreement and understanding of effective learning and teaching which are reviewed and discussed regularly.</p>	<ul style="list-style-type: none"> - Lead for teaching and learning to plan CPD for Primary staff - JPD/IRIS to be used as a vehicle for action research based on the CPD. - Twilight time allocated for meetings. 	<p>Teaching and Learning lead/VP</p>	<p>Summer term through JPD QA</p> <p>Cost: £150</p>
<p>Improve the quality of the teaching of reading to ensure there is a clear and consistent approach to the teaching of RWI in EY & KS1 so ALL pupils make good or better progress, particularly those who are disadvantaged (AIP objective)</p>	<p>The improved quality of the teaching of reading will ensure children's attainment at the end of each key stage is close to national averages and a greater proportion of children will make expected progress in each key stage, particularly those who are disadvantaged, and reduce the attainment gap.</p>	<p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p> <p><u>2020 Reading KS1</u> 30% PP EXS + 75% Non PP EXS+ 45% gap</p> <p><u>2019 Reading KS1</u> 55% PP EXS + 92% Non PP EXS + 37% gap</p>	<ul style="list-style-type: none"> - Evidence of a clear and consistent approach to the teaching of RWI in EY & KS1 - Achievement Teams have a regular reading and PP focus - RWI lead will have regular leadership time for monitoring - English lead and RWI lead will track PP pupils and at all stages reading attainment assessed and gaps addressed quickly and effectively for all pupils. - Ensure reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. 	<p>English lead RWI lead</p>	<p>Review termly</p> <p>RWI Cost: £2000</p> <p>Decodable books Cost: £1000</p>

<p>Develop the existing English curriculum alongside teachers so that it meets the needs of our pupils and all teachers become expert teachers of reading (with a focus on Y2 – Y6)</p>	<p>The improved quality of the teaching of reading ensures children’s attainment at the end of each key stage is close to national average</p>	<p>Although the reading spine has provided a foundation for what to teach, some teachers need more support to translate the long term planning to their classroom and pupils’ needs. Some teachers also need support to make effective supporting text choices when developing pupils’ breadth of knowledge. SBPA (Trust) Deep Dive, February 2020</p>	<ul style="list-style-type: none"> - Evidence of a clear and consistent approach to the teaching of reading in Y2 – Y6 which reflects the age and stage of the pupils - Achievement Teams have a regular reading and PP focus - English lead will track PP pupils and at all stages reading attainment assessed and gaps addressed quickly and effectively for all pupils. - English lead to work alongside teachers on the implementation of the English curriculum using best practice strategies - English curriculum specialist to lead OU Reading for Pleasure Teachers Reading Group with a focus on disadvantaged pupils and lowest readers – teachers to attend twilight sessions each half term 	<p>English curriculum specialist</p>	<p>Termly – data discussion meetings</p>
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<p>Develop the reading pathway further to ensure that teachers use the very clear intervention pathway for each stage of reading: decoding, fluency, reading speed, comprehension, where children do not make expected progress through QFT</p>	<p>At all stages throughout the reading pathway, and with a focus on the lowest 20%, reading attainment is assessed, monitored and gaps addressed quickly, effectively and consistently for all pupils following the agreed intervention pathway.</p>	<p>A lack of consistency in approach to supporting struggling readers and no thorough tracking and regular monitoring has meant that teaching approaches and interventions (even where they have been strong) have had little impact.</p> <p>A consistent, clear and research-based whole-academy approach to supporting readers will ensure that all teaching staff are trained to deliver effective interventions at each stage: decoding, word fluency, reading speed, comprehension.</p> <p>2020 Reading KS2 33% PP EXS + 86% Non PP EXS + 53% gap</p> <p>2019 Reading KS2 35% PP EXS + 60% Non PP EXS + 25% gap</p>	<ul style="list-style-type: none"> - English curriculum specialist to establish and embed an additional reading pathway to support the lowest readers at each stage. - Teachers and teaching assistants are all trained to deliver these simple and effective interventions so they can happen regularly without being over-reliant upon individual members of staff - Everyone takes a responsibility for reading – pupils, families, teaching and support staff and recognise the importance - English lead supports staff to identify the correct interventions at data discussion meetings and ensures that this is monitored and impact evaluated - Achievement Teams have a regular reading and PP focus to share the most effective strategies - PiXL Core Team meetings (data discussions) have a PP focus and a focus on the lowest percentage of readers 	<p>English lead</p>	<p>Review termly</p> <p>Cost: PiXL membership £3240</p>
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<p>Establish and effective approach to the use of the Power Maths scheme of work with supplementary resources and approaches</p>	<p>Deepen understanding of mastery concepts in Mathematics Accelerated learning and progress in mathematics conversion of PIXL key marginal children</p>	<p>Data has shown that maths continues to be an area of concern for school it is still not at national standards</p> <p>Use of Power Maths in Years 1-6. All textbooks and workbooks purchased as well as the membership to the website.</p> <p><u>2020 Maths KS1</u> 50% PP EXS+ 75% Non PP EXS+ 25% gap</p> <p><u>2019 Maths KS1</u> 73% PP EXS+ 92% Non PP EXS+ 19% gap</p> <p><u>2020 Maths KS2</u> 44% PP EXS+ 86% PP EXS+ 42% gap</p> <p><u>2019 Maths KS2</u> 29% PP EXS+ 70% Non PP EXS+ 41% gap</p>	<ul style="list-style-type: none"> - Establish consistent approach to the teaching of maths, based on best practice - QA – learning walks / deep dives / pupil surveys - Pupil progress meetings discussing PP children and support - Achievement teams with a regular focus on PP pupils - Core team meetings for Year 6 with a PP focus - Rigorous monitoring and QA cycle to identify strengths and areas for development in the teaching of maths - Teachers will use Mathletics to reinforce learning and pre-teach or assess pupils' mathematical knowledge. 	<p>Maths lead and curriculum specialist</p>	<p>Reviewed termly</p> <p>Power Maths £2000</p> <p>Mathletics £1000</p>
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<p>SEND B-SQUARED</p> <p><u>SEN register autumn 2020</u> 40 /257 16% 25/40 PP 63%</p>	<p>To measure, track and show clear academic progress of children in receipt of Pupil Premium with SEND.</p>	<p>B Squared is a systematic tracking, assessment and reporting process. Multiple inclusive frameworks allow the tracking of mainstream pupils from birth to aged 25 and as such includes functional skills, life skills and employability skills alongside academic progress. Teachers will use data formatively to inform planning that will ensure that teaching challenges pupils and interventions/resources are specifically targeted at pupils, in order to show that good or better progress is made.</p>	<p>DAT Assessment calendar.</p> <p>Evidence of clear and consistent approach to the teaching of children in receipt of PP and with SEND</p> <p>Identified pupils will be working towards targets identified through use of B Squared assessments.</p> <p>Pupil Progress interviews (teachers & pupils</p>	<p>Inclusion Lead</p>	<p>Half termly</p> <p>Cost: £1200</p>
<p>Sensory equipment</p>	<p>To track and show progress in communication and self-regulation skills of identified PP children with SEND</p>	<p>The SENCO alongside class teachers will identify children with sensory seeking needs, using specific sensory audits. Following these, strategies will be developed for interventions using the Routes to Learning assessment booklet. Sensory equipment will be purchased accordingly.</p>	<p>Following the Route Maps in the Routes to Learning assessment booklet.</p>	<p>Inclusion Lead</p>	<p>Half termly</p> <p>Cost: £500</p>
<p>Total budgeted cost</p>					<p>£11,090</p>

ii. 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?
<p>Early Years teaching assistant support F1 – x2 F2 – x2</p> <p>To support the implementation of NELI and 'Word Aware' strategies</p>	<p>Targeted pupils will make accelerated progress.</p>	<p>Targeted interventions informed by teacher's data analysis. 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.</p>	<ul style="list-style-type: none"> - Data discussion meetings with a PP focus - EXATT system used - Achievement team meetings with a PP progress - Tracking and monitoring of PP pupils 	<p>EY lead AP</p>	<p>Termly</p> <p>Cost: £25,000 Phonics support ELKLAN trained support</p>
<p>KS1 support staff Yr 1 – x 1.5 Yr2 – x 1.5</p> <p>To focus upon reading interventions decided in data discussion meetings</p>	<p>Pupils identified as vulnerable B1s/A1s will make accelerated progress.</p> <p>B2 pupils will receive the support they need to make good progress</p>	<p>We need a sharp focus on ensuring that ALL of our younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, to give them the foundations for future learning.</p> <p>Additional TA support is allocated to KS1 classes 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.</p>	<ul style="list-style-type: none"> - Data discussion meetings with a PP focus - PiXL combined tracker used - Achievement team meetings with a PP progress - Tracking and monitoring of PP pupils - QA of reading - Reading timetables in place to show all reading taught during the week – 1:1, group, whole class 	<p>KS1 teachers AP</p>	<p>Termly</p> <p>Cost: £20,000 Phonics support Reading support</p>

<p>LKS2 support staff Yr3 – x1 Yr4 – x1</p> <p>To focus upon reading interventions decided in data discussion meetings</p>	<p>Pupils identified as vulnerable B1s/A1s will make accelerated progress.</p> <p>B2 pupils will receive the support they need to make good progress</p>	<p>To enable a targeted approach to teaching reading to ensure ALL pupils are equipped with the phonic strategies needed to tackle unfamiliar words.</p> <p>Additional TA support is allocated to LKS2 classes 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.</p>	<ul style="list-style-type: none"> - Data discussion meetings with a PP focus - PiXL combined tracker used - Achievement team meetings with a PP progress - Tracking and monitoring of PP pupils - QA of reading - Reading timetables in place to show all reading taught during the week – 1:1, group, whole class - Monitor targeted interventions informed by teacher's data analysis. 	<p>LKS2 teachers AP</p>	<p>Termly Cost: £20,000 Reading support Catch up support</p>
<p>UKS2 support staff Yr5 – x2 Yr6 – No TA</p> <p>To focus upon reading interventions decided in data discussion meetings</p>	<p>Pupils identified as vulnerable B1s/A1s will make accelerated progress.</p> <p>B2 pupils will receive the support they need to make good progress</p>	<p>Targeted interventions informed by teacher's data analysis.</p> <p>Additional TA support is allocated to UKS2 classes 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.</p>	<ul style="list-style-type: none"> - Data discussion meetings with a PP focus - PiXL combined tracker used - Achievement team meetings with a PP progress - Tracking and monitoring of PP pupils - QA of reading - Reading timetables in place to show all reading taught during the week – 1:1, group, whole class - Monitor targeted interventions informed by teacher's data analysis. - Attainment data is close to targets set for the end of year data. 	<p>UKS2 teachers AP</p>	<p>Termly Cost: £15,000 Reading support Catch up support</p>
Total budgeted cost					£80,000

iii. 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?
PDBA lead/Family support worker to support vulnerable pupils and families	Vulnerable pupils, those requiring CHIN support, EHAFs, TAF, CP gain the specialist support required to keep them safe,	18 PP pupils currently receiving support on levels 1/2/3/4 pathway to provision (16.10.2020) This promotes their well-being and in school learning.	Pupils will be safe. Vulnerable families will receive the support required to ensure the well-being and outcomes for the child improve.	Family Support Worker	Termly Cost: £20,000
Attendance Improve the attendance of PP pupils	Targets for 2020 PP attendance will be in line with national or above 95.6%				Termly
Enrichment – cultural capital Funding for pupils to access residential and trips and visits into schools by outside providers.	To ensure that pupils receive financial support for residential and trips and visits into schools by outside providers.	The trips policy states that pupils are entitled to a % of support towards the cost of school trips etc. Children have limited life experiences	Action taken in line with trip policy. Tracking of take up of PP children in enrichment and additional opportunities offer		Termly £2000 This will depend upon Covid 19 guidelines in the Trust and updated accordingly when needed.
Empower parents to support their child's learning -Use of Dojo - Parent Portal on EExAT -Parents as Partners transition programme	Parents feel empowered to support their child's learning. Parents understand what their child is learning and how they can support them with this.	Parental engagement is consistently associated with pupils' success at school. Currently, there is a general lack of parent support with learning at home	Tracking of number of PP parents engaging Parent feedback	Family Support Worker	Termly

Poverty Proofing To include: -removing the financial barriers to learning	Financial barriers to the school day are removed	Children have limited experiences due to financial barriers. Removing these barriers can improve outcomes in attendance and attainment	Action plan in place to monitor the process of poverty proofing in response to Covid19	RT and HC	Termly £1000
Total budgeted cost					£23,000
TOTAL:					114,090
7. Additional detail					