

Pupil premium strategy review

1. Summary information			
School	Amesbury CE Primary School		
Academic Year	2019-20	Total PP budget for year	£185,012
Total number of pupils	158	Number of pupils eligible for PP	69
Total number of service pupils	85	Service total	£25,500

2. Attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
End of Key Stage 1		
% achieving expected standard or above in reading, writing & maths	Due to COVID-19 there has been no end of year formal assessments submitted nationally.	
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		
End of Key Stage 2		
% achieving expected standard or above in reading, writing & maths		
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		
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 language skills and Prior attainment	
B.	Low Parental Engagement	

C.	Attendance	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Emotional well-being	
E.	Behaviour and engagement in learning	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Close the gap between DAL and non DAL pupils through high quality teaching and learning	Progress for all pupils (including DAL) to be about zero.
B.	Reading/ phonics intervention across the school to raise reading attainment for DAL	DAL attainment in reading to be close to national
C.	Pre-teaching with teachers	High quality teaching provides rich learning opportunities that extend cultural capital of pupils.
D.	Appoint a pastoral manager who can ensure quality of education for all by improving pupil's resilience, attitude and behaviour in lessons as well as pupil's independence.	Attendance of DAL pupils will be good. Increase parental engagement. Behaviour and attitudes to learning for DAL pupils will be at least good.

5. Review of expenditure				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

CPD for middle and senior leaders to target rapid improvement teaching and learning.	-Teaching across the school will be at least 'Good' in all areas -Middle and senior leaders are able to identify and address where teaching is not meeting this standard.	-Pedagogical knowledge has improved for many staff -Targeted support plans were put in place for teachers where provision was not 'good' and improved practice was identified	-Increase opportunities for staff to share knowledge and understanding gained from CPD beyond their own working teams -ideas to be implemented into subsequent CPD (i.e. staff meetings and INSET) -allow time to review and evaluate	£1439
Introduce JIGSAW scheme of work for PSHE	-Improved understanding for staff and pupils on the emotional barriers to learning and strategies to overcome these which are then applied into core curriculum teaching	-All staff and pupils implementing JIGSAW scheme for PSHE -in some cases JIGSAW is being used an approach to overcome learning barriers (i.e. lack of resilience) in core curriculum areas	-Staff training, support and reflection on the implementation of new scheme has worked well, peer support approach to be adopted into other curriculum areas to improve quality of teaching	£1925
Improve the quality of teaching in Music to ensure that high quality teaching is allowing for high engagement and improved wider opportunities	-High quality teaching in foundation subjects -Teachers able to apply tools from this provision to improve their teaching in other areas	-curriculum not rolled out before COVID-19	-ensure staff knowledge and training is shared through CPD opportunities in staff meetings and INSET -include review and evaluation time to assess impact	£145
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Speech and language work undertaken as intervention in Year R, 1 and 2.	Close the gaps in the language barrier early so this can benefit the children as they move up through the school.	Identified pupils have received SALT in KS1, allowing for closing of the gap and improvement in communication in language specific to their needs.	Only a very small number of pupils supported with this intervention; whole class or school wide approaches to oracy (i.e. Nuffield Oracy Project) to develop this for more pupils	£3890

Additional TA to support learning and accelerate progress in identified year groups	Disadvantaged learners to make accelerated progress to lessen the attainment and progress gap between DAL and other pupils.	Disadvantaged learners have similar outcomes to other pupils in the school. Additional TA support allowed for additional reading and /or phonic intervention for groups of vulnerable learners and reading and projected phonic scores improved from the previous year.	Further develop effective use of TAs in the classroom (i.e. using EEF source materials) so that all TAs have an impact on quality teaching and learning and support accelerated progress for pupils. Ensure all TAs have clear focus for impact (i.e. directed interventions and support)	£20286
Pastoral manager targeted support for families and specific pupils	Improved attendance for DAL Increased parental engagement in school	Family Support Worker employed during terms 1 & 2 on lower banding had limited impact. Employment of a highly skilled and experienced pastoral manager to accurately target families with specific intervention, including CAF, attendance and family learning support has had a greater impact.	Status of family support worker within the senior leadership team has a positive impact on the success of the role and response from parents, including improved parental engagement. Staff also have greater confidence in this role and more likely to address issues affecting school attendance and family issues impacting learning sooner.	£39289
Interventions to target pastoral needs of pupils, including DAL with SEMH and poor learning attitudes	Counselling and ELSA support	Improved behaviour in school has led to improved behaviour and attitudes in class having a positive impact on access to learning and therefore outcomes: unable to measure accurately due to COVID.	Focus of some pastoral interventions to be more specific to ensure clear impact of learning behaviour and attitudes on pupil outcomes. In particular use of Forest School.	£30,000
	The Bridge (nurture provision)			£37,000
	Forest School			£6000
Targeted booster interventions for pupils in Year 2 and Year 6 to provide accelerated progress to end of Key Stage expectations	Year 2 Phonics Year 6 SATS booster	No end of year formal assessments due to COVID, but class teacher assessment and projected grades show an increase on phonic outcomes from the previous year and for Year 6 reading.	Ensure Y6 SATs booster is carefully aligned with the learning in class and Y6 teachers to have more of an input on this so class teacher contextual knowledge can help to target specific needs and improve outcomes.	£2625
iii. Other approaches/Wider Opportunities				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

Provide pupils with further opportunities to increase their cultural capital in relation to historical and heritage understanding.	WW2 Workshop (as part of Remembrance Day) School trips to local historical/heritage sites (Old Sarum, Highclere Castle, Stonehenge)	Pupils have improved contextual understanding of their learning focus. Learning outside the classroom opportunities develop pupil autonomy in learning and focus when they return to the class. Increase in cultural capital.	Timing of curriculum enhancement activities, such as school trips and immersion activities to be timed to compliment the learning process rather than demarcate or interrupt the flow of learning journey.	£1068
Provide pupils with further opportunities to increase their cultural capital in relation to The Arts (including theatre, visual art, music and general interest)	Young Voices Macbeth (Cancelled) High quality musical instruments in school Travelling theatre company KS1 Christmas Craft Day	Due to COVID some events in the Spring Term were necessarily cancelled. Pupils engagement in music has improved thanks to quality instruments. Travelling theatre complimented World Book Day English focus for pupils and provided a theatre type experience to enhance cultural capital.	Ensure cultural capital enhancement activities are linked closely to the needs of the pupils and provide opportunities to relate to their learning and outcomes. Also to link to curriculum vision.	£956.25
Provide pupils with further opportunities to increase their cultural capital in relation to Science, Engineering, Technology and Mathematics (STEM)	Jonathans Jungle Roadshow (Y2) Science Day	Year 2 pupil writing following Jungle Roadshow showed improved understanding of vocabulary and evidence of improved writing outcomes. Science day raised profile of science in the school and pupil engagement in this subject, COVID lockdown shortly after so yet to see if pupil outcomes and long-term engagement in science have improved as a result.	Continue to promote enhancement activities and wider opportunities that have a proven impact on pupil outcomes. Ensure that such activities are clearly linked to learning so that attainment improves for learners.	£116
6. Total Expenditure 2019-2020				£144739.25