



## Pupil premium strategy

1. Summary information			
<b>School</b>	Amesbury CE Primary School		
<b>Academic Year</b>	2020-2021	<b>Total number of pupils</b>	332
<b>Number of pupils eligible for PP</b>	68 (20%)	<b>Total PP budget for year</b>	£92,805 (this figure represents allocated funding Apr'20-Apr'21)
<b>Total number of service pupils</b>	43 (13%)	<b>Service total</b>	£26,385 (this figure represents allocated funding Apr'20-Apr'21)

2. Attainment & Progress		
End of Key Stage 1	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (cohort.)</i>
% achieving expected standard or above in reading, writing & maths	<b>Due to COVID-19 there has been no end of year formal assessments submitted nationally.</b>	
% 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)		
<b>End of Key Stage 2</b>		
% 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)		

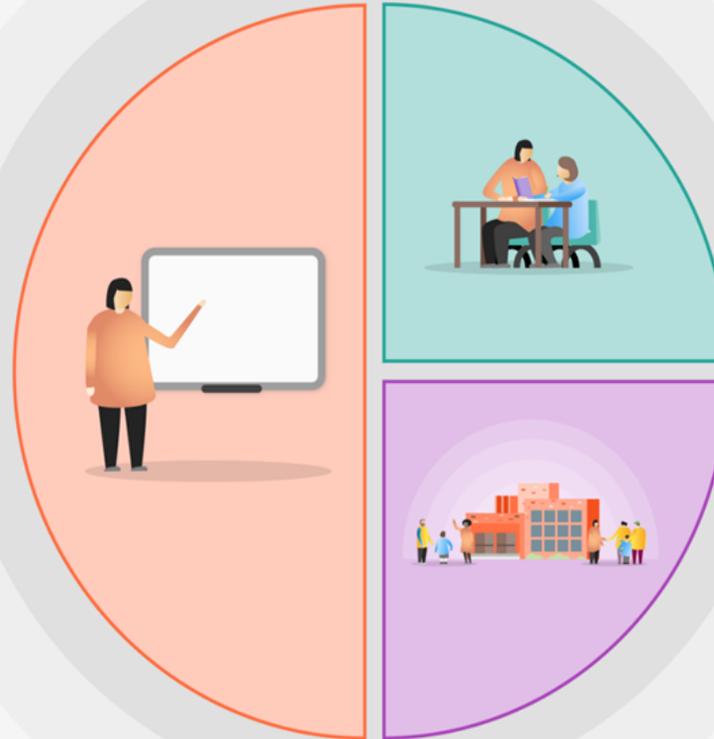
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Oracy and language skills; baseline for EYFS pupils shows that CLL average is low and a high number of speech and language concerns	
<b>B.</b>	Information sharing and parental awareness of what learning opportunities are available and ease of accessibility to these	
<b>C.</b>	SEND status: 34% of DAL are on the SEN register with a further 28% of DAL pupils receiving pastoral support for early intervention; 62% of PP pupils are receiving support for additional needs relating to SEN and mental health.	
<b>D.</b>	Ease of access, availability and tailored guidance to support home learning activities (particularly during and following the pandemic)	
<b>E.</b>	Interrelating barriers exacerbated by extended absence from school during COVID lockdown	
<b>F.</b>	Ease of access to rich quality texts and cultural activities that will enhance contextual understanding of programmes of learning (cultural capital)	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>G.</b>	Self-belief and confidence in own abilities and therefore resilience when faced with challenges in learning	
<b>H.</b>	Attendance – disadvantaged pupil attendance pre-COVID was 93.6%, lower than the national average (95%) and school average of 95.67%	
<b>I.</b>	Shallow or contextual knowledge of themes and topics referred to in school programme of study	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b> (based on 2019 data)
<b>A.</b>	Raise reading and phonic attainment for DAL learners (50%) in order to close the attainment gap between disadvantaged learners and other pupils (73.6%) within the school	Y1 phonic gap between PPG and other to be <10% Y2 July re-sit phonic check to have 80% success rate 90% of pupils to leave KS1 having met phonic threshold
<b>B.</b>	Raise writing attainment for DAL learners (KS1=27%, KS2=71%) in order to close the attainment gap between disadvantaged learners and national average	Reduce disadvantage attainment gap in writing in each key stage: KS1 to be <15%, KS2 to be <5% so that ≥70% of DAL to achieve expected standard or better by the end of KS2.
<b>C.</b>	Improve opportunities for speaking and listening across the curriculum to improve language and oracy skills, including through recitation of nursery rhymes and traditional tales.	Reduction in number of pupils requiring SALT. DAL pupils meeting the ELG for communication and language development to be in-line with national average 73.4%

<b>D.</b>	Engagement of parents to be strong with support in place to enhance home learning opportunities, good attendance and other support as appropriate.	Attendance of DAL to be in line with school average for non-DAL (>95%). Strong engagement of homework/ COVID remote learning access for DAL to be evident.
<b>E.</b>	Increase support in place for pupils with additional needs so that learners with multifarious disadvantage are able to make good progress.	DAL pupils to make an average of one year progress (or better) over each academic year.
<b>F.</b>	Improve contextual knowledge of themes/topics to allow learners to fully engage with classroom learning opportunities so that outcomes are in-line with other pupils.	Pupil understanding of tier 3 vocabulary is evident in work. Outcomes in foundations subjects to be in-line with non-DAL pupils.
<b>G.</b>	Raise maths attainment for DAL learners (KS1=36%, KS2=71%) in order to close the attainment gap between disadvantaged learners and national average	Reduce disadvantage attainment gap in writing in each key stage: KS1 to be <15%, KS2 to be <5% so that ≥70% of DAL to achieve expected standard or better by the end of KS2.

# 1 Teaching

To focus on the development of 'Quality First' classroom teaching.

- Broad and engaging curriculum offer with a clear vision implemented across the school
- Focus on critical aspects that need to be taught to close attainment gaps in core subject areas, including cross-curricular approaches to consolidate these
- Key priorities for knowledge and skills and progression of these through the school identified on long term planning
- Evidence informed training and CPD delivered to all classroom staff, including development of metacognition and the science of learning to improve classroom practice
- Develop the effective use of additional adults in the class to support learning using the EEF toolkit
- Implement an effective remote learning model that includes opportunities for virtual lessons and interaction and feedback using Google Classroom as a platform for this
- Further continue work on effective marking & feedback (face to face and remotely).



# 2 Targeted academic support

To focus on timely, early intervention to address gaps before end of phase

- Targeted deployment of TAs to run specific interventions across all phases of learning
- Pre-teaching of vocabulary and concepts
- Specifically targeted maths and English interventions
- Targeted deployment of pastoral staff to support the emotional development and well-being of pupils not yet ready to learn

# 3 Wider strategies

To focus on the social, emotional, well-being and contextual needs.

- Continue to develop profile of service families within our school and community
- Continue with work started last year to strengthen the school relationship with local community and relationship with parents
- Shared language and shared high expectations for all learners across the school
- Pastoral breakfast club
- 'The Henge' safe space accessible for all during the day

## 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
Middle and senior leaders complete National Professional Qualifications with a focus on improving outcomes for disadvantaged learners. (NPQML x 5, NPQSL x 1, NPQH x 1)	Improving outcomes for all learners and closing the attainment gap for disadvantaged learners. Evidence informed CPD shared with peers and used to inform development in teaching and learning. NPQ projects to have a focus on improving outcomes for DAL through QTLA and/or coaching.	Excellent teaching practice evidence in all phases of the school. Whole school improvement projects developed to increase outcomes for DAL pupils. Improved outcomes for DAL pupils in all subjects.		<p><b>£0</b> (All NPQ's DfE funded)</p> <p><b>£2000</b> 10x supply days (approx.)</p>
Intensive evidence based CPD on science of learning and QTLA through autumn term staff meetings and INSET twilight sessions.  TA staff to attend INSET CPD.	Quality first teaching is evident in all classrooms with individualised approaches to support learners' needs. High levels of engagement in learning from all pupils, including DAL. Use of dialogic talk and questioning techniques implemented. Retrieval based learning model is evident in long, medium and short term teaching sequences.	Good or better teaching evidenced throughout the school. All staff (including classroom support staff) skilled in identifying and addressing the needs of DAL pupils. Improved outcomes for DAL pupils in all subjects.		<b>£1000</b>
Ensure effective practice is embedded in Early Years through effective leadership of an Early Years lead and retain current practitioners to prevent disruption within the year group.	Early Years practice is good. Provision in the outdoor areas allows continuous provisions for outdoor specific learning (not just indoor learning taken outside). Continuous and enhanced provision is adopted effectively to ensure that the gaps in development for prime or specific areas are appropriately addressed.	Pupils leave EYFS with a Good Level of Development (GLD) Increased number of pupils leave EYFS having met the Early Learning Goals (ELG) in all areas and in particular the prime areas of learning.		<b>£2760</b>

Continue to develop early careers teachers through development, training and support.	Practice of early career teachers is good. Areas for development are identified quickly and addressed to ensure minimal impact on pupils' learning.	Pupils in classes taught by early career teachers have outcomes similar to those in other classes within the same year group.		<b>£1,728</b>	
Develop the effective use of additional adults in the class to support learning using the EEF toolkit	Support staff are deployed effectively in order to allow good progress of DAL pupils and to diminish the difference between DAL and other pupils of the same age and stage.	Outcomes for DAL pupils are comparable to peers. The gap between DAL and other learners decreases.		<b>£0</b>	
Implement an effective remote learning model that includes opportunities for virtual lessons and interaction and feedback using Google Classroom as a platform for this	Instances of lockdown or prolonged absence from school due to exceptional circumstances do not have a detrimental impact on learning. Remote learning practices are good and enable pupils to embed, consolidate and learn new concepts effectively.	In the event of a nationwide lockdown or other exceptional circumstance causing prolonged absence from school, pupils progress trajectory is unaffected and predicted outcomes are not affected.		<b>£2576</b> (WAP upgrade lease)	<b>£4901</b>
			<b>£2145</b> (Bugcluck)		
			<b>£180</b> Numbots/TTRS		
Further continue work on effective marking & feedback (face to face and remotely) to ensure that misconceptions and errors in learning are addressed in a timely way.	Marking and feedback is used as an effectively tool to accurately and efficiently address errors and misconceptions in pupil learning. All staff are using the marking and feedback policy so that all learners, including the most disadvantaged, are able to make accelerated progress.	DAL pupils all make good or accelerated progress so that the gap between DAL outcomes and national other is decreased.		<b>£0</b>	

High quality rich texts used to support teaching of reading and writing throughout the school, including use of literacy shed as well as hard copies of books.	All year groups have access to high quality texts to support the teaching of reading and writing at an age appropriate level. Texts carefully chosen to promote high quality writing and promote excellent vocabulary.	DAL pupil outcomes in writing to improve DAL pupil outcomes in reading and writing are in-line with peers.		<b>£3000</b>	
Ensure concrete resources are available to facilitate quality first teaching across the curriculum.	Learners have ready access to high quality teaching and learning resources that will enhance learning opportunities, including books, musical instruments and artefacts to inform and inspire written work.	DAL pupil outcomes in all subjects improve. DAL pupil outcomes are in-line with peers. DAL writing outcomes improve.		<b>£650</b> (music)	<b>£5720</b>
				<b>£570</b> (Learning Resources)	
				<b>£2000</b> (edu. Resources)	
				<b>£2500</b> (Activ)	
<b>Total estimated spending: Quality of Teaching for All</b>				<b>£18,209</b>	

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Adopt the Nuffield Early Language Intervention (NELI) to address the speech and language needs of specific Early Years pupils.	EYFS practitioners confident and highly skilled in delivering NELI to appropriate pupils so that language development is good. Opportunities to enhance and enrich language development and identified and utilised effectively within continuous provision in EYFS.	EYFS outcomes in Communication and Language Development areas, specifically the speaking ELG, are met and accelerated progress is made towards achieving these.		<b>£0</b> (DfE funded)

Targeted additional early reading and phonic intervention in KS1 so that pupils leave Year 2 with early reading skills needed to succeed later in life.	Pupils requiring additional intervention are identified and this intervention is provided promptly. Use of frequent, high impact reading and phonic interventions are used, informed by the Ramsbury Hub phonic audit and recommendations.	Outcomes for the phonic screening check and Year 2 reading SATS are close to National. DAL pupils achieve broadly in line with their peers.		<b>£10,056</b>
Additional TAs in both KS2 phases to address the learning gaps of specific pupils through small group and one to one interventions in maths and English.	High impact interventions are identified for specific pupils so that recall, consolidation and repetition of key learning concepts take place regularly. Class teachers are skilled in identifying the appropriate interventions needed to enhance and accelerate learning.	DAL pupils make accelerated progress so that their outcomes are in-line with peers in reading, writing and maths. Outcomes to meet or exceed National outcomes for DAL pupils.		<b>£12,805</b>
				<b>£16,533</b>
Training for all staff on pre-teaching of vocabulary and concepts and other effective interventions to be implemented by class TA or teacher to address specific areas of knowledge and understanding led by	English and maths leads triangulate evidence on the effectiveness of interventions on pupil outcomes and deliver staff training and support to ensure that concepts are being embedded effectively across the school. Teaching staff are highly skilled in identifying key classroom strategies and additional interventions to accelerate progress of DAL pupils.	DAL pupil outcomes in reading, writing and maths are closer to National. DAL pupils make good progress in reading, writing and maths within years and across phases/key stage of learning.	<b>£3060</b> Maths	<b>£6120</b>
			<b>£3060</b> English	
Pastoral intervention for specific individuals to also address behaviour and attitudes to learning as well as self-efficacy and resilience when faced with learning challenges. Interventions include ELSA and counselling.	Pupils who have low self-efficacy and therefore low confidence towards learning are supported to develop this. Service children are provided with pastoral support to help them during times of parental posting and to support pupils recently or soon to be mobile to transition to/from new educational setting. ELSA and or counselling provided for DAL and service pupils as appropriate.	Behaviour and attitudes of DAL and service pupils are good. Exclusion rates of DAL and service pupils decreases. Percentage of learning time spent within the classroom, rather than in a pastoral setting within school, increases.		<b>£12,657</b>
				<b>£21,756</b>

<b>Total estimated spending: Targeted Support</b>	<b>£76,390</b>
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<b>iii. Other approaches/Wider Opportunities</b>
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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
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<p>Further develop profile of service families within our school and community through increased liaison with Army welfare team, armed forces events and awareness-raising of SEMH impact for Service pupils in school community.</p>	<p>Emotional well-being of pupils from service families is supported, particularly through periods of parental absence due to distance posting, so that their academic attainment and enjoyment of school is not affected. Service families know how and who to seek support from in the school.</p>	<p>Increased engagement from Army welfare teams to support the needs of service families in the community. Decrease in the percentage of school leavers (not including end of KS2) from service families.</p>		<p><b>£3564</b></p>
<p>Further develop parent-school relationships and profile of school with wider community so that parental engagement remains high and additional support for DAL families can be quickly and effectively deployed when needed.</p>	<p>Attendance of DAL pupils is good. Reduction in number of DAL pupils excluded, broken weeks and persistent absence. Parents are provided with information and workshop advice on how to support their children with learning at home (this includes both school based support as well as sign-posting to FACL resources).</p>	<p>Parent feedback is strong and shows good parent/school relationships. DAL families are well represented in attendance at support meetings, workshops or other activities led by the pastoral manager (or other members of staff)</p>		<p><b>£21,456</b></p>
<p>Continue to develop the consistent language and shared high expectations for all learners across the school, including through the successful implementation of the school behaviour policy, so that behaviour and attitudes to learning are good.</p>	<p>Behaviour and attitudes are consistently good throughout the school. Exclusion numbers reduce and in particular exclusions of DAL pupils. Evidence of good learning and behaviour throughout the school (not just absence of negative behaviours).</p>			<p><b>£0</b></p>
<p>Pastoral breakfast club to promote good attendance, including reduced occasions of late attendance, into school for some DAL learners.</p>	<p>Pupils that attend pastoral breakfast club have good attendance. Pastoral needs (i.e. emotional/time to talk) are addressed before pupils enter the classroom to allow successful transition into the school day.</p>			<p><b>£200</b></p>

<p>Deployment of pastoral staff to support the wider social, emotional and behavioural needs of learners so that behaviour and attitudes are good and DAL are consistently ready to learn and access their learning confidently.</p>	<p>Pastoral (emotional and behavioural) needs of pupils are identified and addressed quickly so that these have minimal impact on learning outcomes. The Henge is used a safe learning space where pupils can go when they are not ready to learn in the main classroom setting. Pupils supported on a one-to-one or small group basis to address specific needs arising.</p>			<p><b>£18,800</b></p>
<p>Provide wider opportunities to secure contextual and background knowledge to support learning, including through school trips, workshops and other extra-curricular activities that will increase cultural capital in order to create solid foundations for learning to build upon.</p>	<p>DAL learners have increased cultural capital to support their contextual understanding of themes and topics. Tier 3 and tier 2 developing vocabulary through a range of activities and exposure to cultural events and occasions of varying formality. Pre-teaching and revision of key themes and ideas through immersion activities and school trips.</p>	<p>DAL pupil progress is good. DAL pupil outcomes in all curriculum areas are closer to non-DAL in the school and national other.</p>		<p><b>£4000</b></p>
<p><b>Total estimated funding: Other approaches/Wider Opportunities</b></p>				<p><b>£48,020</b></p>
<p><b>6. Total Estimated Expenditure 2020-2021</b> (includes £30,538 brought forward from 2019-2020)</p>				<p><b>£142,619</b></p>
<p><b>NB: expenditure is based on academic year of September 2020 – August 2021</b></p>				

## Catch-Up premium strategy

COVID Catch-Up Premium				
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
KS1 and LKS2 staff CPD to improve the teaching of phonics using Letters and Sounds programme so that 90% of all pupils leave KS1 having met the phonics threshold score.	Staff to receive training for the Letters and Sounds phonics programme, supported by the Ramsbury English Hub. Directed support for phonics lead from Ramsbury Hub and LA English team to upskill staff teaching phonics, including interventions. Whole school approach to phonics is clear and consistent.	Percentage of DAL pupils meeting the phonics screening check threshold score by the end of KS1 is in line with National. Reading age of DAL pupils is equivalent to chronological age by the time they leave Year 1.		£2000
Coaching programme developed in the school to improve the quality of teaching and learning throughout the school.	Combination of targeted CPD aimed at addressing the QTLA needs of specific year groups/phases and peer teacher coaching to develop pedagogy. Use of cover teachers to allow staff to observe, feedback and reflect on practice as well as work with Teaching and Learning lead in the school to develop practice. Provision of inhouse and external CPD relating to improved teaching practice with a particular focus on the science of learning, meta-cognition and how to embed concepts within learners' long term memory.	End of year outcomes for each year group to meet the benchmarks required to work towards the end of KS targets from FFT50.		£6000
ii. Targetted 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
Third Space weekly online maths tuition for targeted Year 6 pupils so that attainment gap decreases.	Targetted and tailored tuition for identified Year 6 pupils so that accelerated progress is made to catch-up to age related expectations following an extended absence from school during National Lockdown.	Percentage of DAL pupils meeting age related expectations in maths or better at the end of KS2 is close to National and exceeds 70%		£9000

<p>Targetted academic intervention led by class teachers to address the gaps in knowledge and understanding exacerbated by prolonged absence from school.</p>	<p>Use of highly skilled QTS within the school to provide interventions for groups of learners and /or individuals in Years 3-5. (This will be provided by pupils' own class teacher, released by another highly skilled QTS during the school day). (25 days equivalent)</p>	<p>Targetted support for pupils in Years 3-5 whose attainment has been adversely affected by prolonged absence from school during COVID lockdown (shown by depleted or plateauing attainment in the Autumn term assessment cycle). Percentage of pupils achieving age related expectations to be the same or better as cohort percentages from the end of the previous academic year.</p>		<p><b>£4550</b></p>
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**iii. Wider Opportunities**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>School to adopt the Thrive Approach so that Pastoral Team are able to use this to address social, emotional and developmental gaps that are exacerbating barriers to learning for the most disadvantaged pupils.</p>	<p>Two Thrive Approach practitioners trained within the school (members of the pastoral team) over the next two years. Thrive Approach interventions and support are put in place. Wholse staff training on the Thrive Approach to inform in class approaches to support developmental gaps in social and emotional areas for learners. One member of the Senior Leadership Team trained in the Thrive Approach so that the SEMH and developmental needs of pupils remain a focus at strategic level.</p>	<p>Pupils with interrelating barriers to their attainment are provided with timely and effective pastoral support to develop resilience and improved learning behaviours. Time spent in class increases for these learners and the need for adapted provision outside of class reduces. Number of exclusions for DAL reduces.</p>		<p><b>£5500</b></p>