

Pupil premium strategy statement - Almondsbury CE Primary School

1. Summary information					
School	ALMONDSBURY CE PRIMARY SCHOOL				
Academic Year	2018/19	Total PP budget	£27,000	Date of most recent PP Review	Jan 2019
Total number of pupils	308	Number of pupils eligible for PP	13	Date for next internal review of this strategy	July 2019

2. Current KS1 attainment (0 pupils)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		83%
% making progress in reading		97%
% making progress in writing		100%
% making progress in maths		100%
Current KS2 attainment (7 pupils)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	57%	86%
% making progress in reading	72%	92%
% making progress in writing	100%	96%
% making progress in maths	72%	81%

3. Barriers to future attainment	
In-school barriers	
A.	Basic English and Mathematics understanding
B.	Improve resilience and determination especially with attendance
C.	Low self-esteem and confidence
D.	KS2 core subject progress
External barriers	
E.	Low attendance rates and lateness

F.	Poor parental engagement and support	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure quality teaching and learning of basic English and Mathematics skills.	Increased basic English and Mathematics output and progress across the year..
B.	Improve pupils' attitudes to learning including resilience and determination.	Pupils have a better attitude towards learning which will in turn improve attendance rates and outcomes.
C.	Improve pupils' self-esteem and confidence through specific interventions and support for individuals and groups.	Pupils are more confident in their learning and feel safe to discuss any issues with members of staff.
D.	Improve the progress pupils make throughout the school through interventions, catch up sessions, small group support both in and out of class.	PP pupils make the same amount of progress as peers and achieve as well at the end of EYFS, KS1 and KS2
E.	Improve attendance rates and lateness is reduced.	Attendance target is 96% for current academic year (this is low due to low starting point).
F.	Encourage parents to become more involved in their child's education through engagement of activities and sharing of learning.	100% of parents attend the engagement sessions. Parents are more aware of how they can help their children at home. Increase in homework completion.

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?																					
Pupils make good progress or better and attain close to their peers. English – Reading	<p>Additional TA support within class. Targeted support 1:1 reading tuition with a TA 2-5 days per week depending on need. Observations and feedback given by core leaders. New reading materials for reluctant readers. Reading lessons aimed at the older children in school based on fluency and comprehension of text. Continue to develop a love of reading – staff as role models. Whole class text and regular reading aloud opportunities. Volunteer readers encouraged and welcomed into school. Targeted support for pp pupils both in the class (core learning) and through intervention. Employing a specific TA to support PP pupils and provide interventions for catch up and challenge.</p>	<p>Working below age related expectations Reading progress very slow Comprehension of text weak Lack of support / reading practise at home Reluctance in reading</p>	<p>Following assessments, pupils are chosen to receive 1:1 reading tuition make better than good progress. English observations demonstrate that the interventions are working well. TAs are utilised well to work with highlighted children who have a specific need and require booster interventions. Their time is well managed and used to ensure progress is made by the pupils.</p>	NBM/English team	<p>End of each term Assessments show that the attainment of PP pupils is mixed</p> <table border="1"> <thead> <tr> <th>Yr</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>81</td> <td>81</td> </tr> <tr> <td>2</td> <td>87</td> <td>92</td> </tr> <tr> <td>3</td> <td>83</td> <td>85</td> </tr> <tr> <td>4</td> <td>86</td> <td>60</td> </tr> <tr> <td>5</td> <td>87</td> <td>42</td> </tr> <tr> <td>6</td> <td>87</td> <td>85</td> </tr> </tbody> </table> <p>This shows the percentage of year groups criteria achieved (on average by pupils) Where the PP are solely PP they make on average the same progress that their peers do. Where there re SEND/LAC or this effects the progress decreasing the amount of progress made by pupils. In terms of attainment the pupils again are mixed. At end of KS tests/TA – KS1</p>	Yr	All	PP	1	81	81	2	87	92	3	83	85	4	86	60	5	87	42	6	87	85
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					attained Expected standard 100%. At end of KS2 attained Expected standard (TA) at 75% but 50% in tests.																					
Pupils make good progress or better and attain close to their peers. English – Writing	Interventions identified for pupils in need of support to improve their writing. Moderation and development of staff subject knowledge. Staff to attend SALT training to support pupils and to train staff. Extended writing opportunities each week. Development of speaking and listening skills Employing a specific TA to support PP pupils and provide interventions for catch up and challenge.	Working below age related expectations Weak spelling Poor language and communication skills Lack of support at home	Staff training on speaking and listening / Speech and language delivered by SALT English lead highlight specific children (PP) who need extra booster in class due to gaps in knowledge or lack of support at home. Interventions such as social skills games, speaking and listening activities and speech and language support led by TAs in the school. Pupils are making good or better progress in writing and utilising the support well.	NBM/ English team	<p>End of each term Assessments show that the attainment of PP pupils is mixed</p> <table border="1"> <thead> <tr> <th>Yr</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>81</td> <td>82</td> </tr> <tr> <td>2</td> <td>87</td> <td>87</td> </tr> <tr> <td>3</td> <td>83</td> <td>64</td> </tr> <tr> <td>4</td> <td>84</td> <td>55</td> </tr> <tr> <td>5</td> <td>83</td> <td>47</td> </tr> <tr> <td>6</td> <td>86</td> <td>86</td> </tr> </tbody> </table> <p>This shows the percentage of year groups criteria achieved (on average by pupils) Where the PP are solely PP they make on average the same progress that their peers do. Where there re SEND/LAC or this effects the progress decreasing the amount of progress made by pupils. In terms of attainment the pupils again are mixed. At end of KS tests/TA – KS1 attained Expected standard 100%. At end of KS2 attained Expected standard (TA) at 100%.</p>	Yr	All	PP	1	81	82	2	87	87	3	83	64	4	84	55	5	83	47	6	86	86
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<p>Pupils make good progress or better and attain close to their peers. Maths</p>	<p>Small group Maths tuition carried out by TAs /teachers in school. Programme of training for TAs around AREs and expectation. Observations and feedback given by core leaders. Maths resources purchased for each class. Targeted support for pp pupils both in the class (core learning) and through intervention. Employing a specific TA to support PP pupils and provide interventions for catch up and challenge.</p>	<p>Working below age related expectations Poor knowledge of place value Difficulties with basic mathematical concepts Maths progress very slow Lack of support at home</p>	<p>Following assessments, pupils are chosen to receive small group maths tuition. This intervention is carried out by TAs and then monitored by the Maths lead. Maths lead to carry out observations throughout the year. These will inform the training needs, monitor the quality of provision and allow effective feedback for the staff leading the intervention. In house maths training is made available to teaching assistants. TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision. Pupils are making good or better progress in maths and utilising the support well</p>	<p>NBM/Maths team</p>	<p>End of each term Assessments show that the attainment of PP pupils is mixed</p> <table border="1" data-bbox="1854 252 2089 480"> <thead> <tr> <th>Yr</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>83</td> <td>86</td> </tr> <tr> <td>2</td> <td>87</td> <td>86</td> </tr> <tr> <td>3</td> <td>84</td> <td>80</td> </tr> <tr> <td>4</td> <td>86</td> <td>70</td> </tr> <tr> <td>5</td> <td>87</td> <td>64</td> </tr> <tr> <td>6</td> <td>89</td> <td>83</td> </tr> </tbody> </table> <p>This shows the percentage of year groups criteria achieved (on average by pupils) Where the PP are solely PP they make on average the same progress that their peers do. Where there re SEND/LAC or this effects the progress decreasing the amount of progress made by pupils. In terms of attainment the pupils again are mixed. At end of KS tests/TA – KS1 attained Expected standard. At end of KS2 attained Expected standard (TA) at 75% but 50% in tests. The most successful interventions consisted of pre-teaching to fully</p>	Yr	All	PP	1	83	86	2	87	86	3	84	80	4	86	70	5	87	64	6	89	83
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					prepare the pupils for the learning to be undertaken. Also post-teaching sessions to enable them to reinforce their learning.
Total budgeted cost					£ 24,500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve pupil's self-esteem, confidence and resilience.	Working alongside PP TA to develop confidence in themselves. Opportunities for support with staff. Positive relationships between children and staff. Extra curriculum enrichment opportunities to engage, encourage and inspire children. Performance opportunities – dance / music/sports after school clubs Support for individual pupils including sensory therapy, Lego therapy, nurture groups, etc.	Low self-worth Lack of confidence Unhappy children Poor family circumstances which lead to low self-esteem and confidence	Pupils demonstrate they are more confident and eager to learn. They share in class and within small group sessions. Pupils are able to talk to TA's and other members of staff to ease their home circumstances and feel like they 'fit' into school well.	NBM	End of term review with group leaders. The pupil's self-esteem has improved over the past year with pupils more confident. The pupils responded well to variety of mental health, well-being and personal social interventions taking pace to support pupils.

<p>To improve attendance overall and PA and reduce lateness.</p>	<p>Termly overview sheet of attendance for all pupils, year groups and vulnerable groups. Pupils dropping close to 95% attendance are tracked carefully. Phone call or face to face meeting held for parents of any pupil dropping below 95% to gather 'the story' and offer support. Persistent absentees met with regularly. <i>EWO called in if necessary.</i> Special certificate and small prize given to pupils with 100% attendance at the end of the year. Regular attendance updates and reminders go out in the school newsletter. Regular meetings with PP lead or EHT, pupils and parents when attendance becomes an issue that needs resolving.</p>	<p>High level of broken weeks and well as overall absence and persistent absenteeism (below 90% attendance) Lateness is high</p>	<p>Absence and lateness decrease in % terms and target of 96% attendance is reached by the end of the academic year. Parents and pupils understand the importance of attending school. Pupils outcomes rise as a result of increased attendance.</p>		<p>End of term attendance reports show that there is fluctuation in attendance across the year with similar end result to the year 2017/18. The attendance of FSM pupils across the school is 91.61% similar to previous year. Interventions to address issues have not been as successful with three families persistently not working in partnership with the school or EWO on improving their child's attendance.</p>
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Total budgeted cost £ 2,000

iii. Other approaches

Desired outcome	Chosen action/approach	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>To increase the engagement of parents in pupil's learning.</p>	<p>Termly meetings with parents, TA's and pupils alongside PP lead to share working and progress of pupils. Different focus of English and Maths each term. Parents invited into school on a termly basis to shadow a learning session to enable them to understand how their child learns and how they can help at home.</p>	<p>Poor parental engagement especially for reading and maths fluency of aspects such as times tables, time, etc.</p>	<p>Termly meetings will be held. Plenty of lead in time to ensure parents are given every opportunity to be able to attend sessions.</p>	<p>NBM and TA's</p>	<p>Each term meetings held with majority of parents attending. The most successful ws the focus on reading with increased reading by pupils. However not necessarily with parents at home due to other circumstances.</p>

					Need to focus grater on this in 2019/20.
Total budgeted cost					£ 500