

Pupil premium strategy statement



“Show me your way, Lord teach me your paths.” Psalms (25.4)

School overview

| Metric | Data |
|---------------------------------------------|-------------------------------|
| School name | Almondsbury CE Primary School |
| Pupils in school | 314 |
| Proportion of disadvantaged pupils | 4.8% |
| Pupil premium allocation this academic year | £31,000 |
| Academic year or years covered by statement | 2019-22 |
| Publish date | 02 March 2020 |
| Review date | September 2020 |
| Statement authorised by | Paul Smith |
| Pupil premium lead | Nic Baykaa-Murray |
| Governor lead | Sue Hewson |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | ? |
| Writing | ? |
| Maths | ? |

Disadvantaged pupil performance overview for last academic year

| Measure | Score |
|----------------------------------|-------|
| Meeting expected standard at KS2 | 57% |
| Achieving high standard at KS2 | 0% |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1 | Ensure quality teaching and learning of basic English and Mathematics skills. |
| Priority 2 | Improve pupils' attitudes to learning including resilience and determination, including attendance. |
| Barriers to learning these priorities address | Increased gaps in learning for mathematics and reading in particular. Attendance is poor amongst PP pupils due to lack of parental engagement and support and term time holiday absence. |
| Projected spending | £23,460 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---------------------------------------------------------------------------------|-------------|
| Progress in Reading | Achieve national average or above progress scores in KS2 Reading (0) | Sept 22 |
| Progress in Writing | Achieve national average or above progress scores in KS2 Writing (0) | Sept 22 |
| Progress in Mathematics | Achieve national average or above progress scores in KS2 Mathematics (0) | Sept 22 |
| Other | Improve attendance of disadvantaged pupils to national average or above (95.8%) | Sept 21 |

Targeted academic support for current academic year

| Measure | Activity |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1 | <p>Additional TA support within class. Targeted support 1:1 reading tuition with a TA 2-5 days per week depending on need.</p> <p>Observations and feedback given by core leaders.</p> <p>New reading materials for reluctant readers.</p> <p>Reading lessons aimed at the older children in school based on fluency and comprehension of text.</p> <p>Continue to develop a love of reading – staff as role models.</p> <p>Whole class text and regular reading aloud opportunities.</p> <p>Volunteer readers encouraged and welcomed into school. Use of reading buddies.</p> <p>Interventions identified for pupils in need of support to improve their writing.</p> <p>Moderation and development of staff subject knowledge.</p> <p>Staff to attend SALT training to support pupils and to train staff.</p> <p>Extended writing opportunities each week.</p> <p>Development of speaking and listening skills</p> <p>Small group Maths tuition carried out by TAs /teachers in school.</p> <p>Programme of training for TAs around AREs and expectation.</p> <p>Observations and feedback given by core leaders.</p> <p>Maths resources purchased for each class.</p> <p>Targeted support for pp pupils both in the class (core learning) and through intervention.</p> <p>Employing a specific TA to support PP pupils and provide interventions for catch up and challenge.</p> <p>Interventions provided for those with additional needs and ‘pre-teach/catch up/post teach’ sessions provided for individual pupils.</p> |
| Priority 2 | <p>Working alongside PP TA to develop confidence in themselves.</p> <p>Opportunities for support with staff.</p> <p>Positive relationships between children and staff.</p> <p>Extra curriculum enrichment opportunities to engage, encourage and inspire children.</p> <p>Performance opportunities – dance / music/sports after school clubs</p> <p>Termly overview sheet of attendance for all pupils, year groups and vulnerable groups.</p> <p>Pupils dropping close to 95% attendance are tracked carefully</p> <p>Phone call or face to face meeting held for parents of any pupil dropping below 95% to gather ‘the story’ and offer support.</p> <p>Persistent absentees met with regularly. <i>EWO called in if necessary.</i></p> <p>Special certificate and small prize given to pupils with 100% attendance at the end of the year.</p> <p>Regular attendance updates and reminders go out in the school newsletter.</p> <p>Regular meetings with PP lead or EHT, pupils and parents when attendance becomes an issue that needs resolving.</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.</p> |

| | |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 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. |
| Barriers to learning these priorities address | Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness. Attendance and resilience of the pupils which will increase. |
| Projected spending | £18,860 |

Wider strategies for current academic year

| Measure | Activity |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1 | Release time for PP lead to track and monitor pupils progress, liaison with pupils and teach where appropriate, track attendance and meet with parents. |
| Priority 2 | Support for individual pupils including sensory therapy, Lego therapy, nurture groups, yoga, etc. Liaison with the school nurse regarding resilience and anxiety. Work with EWO |
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils |
| Projected spending | £4,600 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching | Ensuring enough time is given over to allow for staff professional development | Staff meeting time and support from consultants to ensure quality first teaching at all times. Regular updates by teaching staff and liaison with teaching assistants supporting the pupils. |
| Targeted support | Ensuring enough time for school PP lead to support small groups. Ensure time for mathematics and English leads to support small groups. | PP/mathematics/English leads provided with release time. |
| Wider strategies | Engaging the families facing most challenges, particularly regarding resilience and attendance. | Working closely with the EWO and other outside agencies to develop these aspects. |

Review: last year's aims and outcomes 2019/20

| Aim | Outcome | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Progress in Reading and Writing | <p data-bbox="799 371 1407 495">Due to lockdown occurring in March 2020 and all schools closing the attainment and progress of pupils is based on the data collected up until the end of March 2020.</p> <p data-bbox="799 495 1050 524">Reading (attainment)</p> <table border="1" data-bbox="799 524 1407 748"> <thead> <tr> <th>Year group</th> <th>All pupils</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>66.4</td><td>62.5</td></tr> <tr><td>Year 2</td><td>64.6</td><td>65</td></tr> <tr><td>Year 3</td><td>3.64</td><td>3.67</td></tr> <tr><td>Year 4</td><td>4.6</td><td>4.7</td></tr> <tr><td>Year 5</td><td>5.6</td><td>5.4</td></tr> <tr><td>Year 6</td><td>6.6</td><td>6.2</td></tr> </tbody> </table> <p data-bbox="799 748 1027 777">Reading (progress)</p> <table border="1" data-bbox="799 777 1407 1001"> <thead> <tr> <th>Year group</th> <th>All pupils</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>66.4</td><td>62.5</td></tr> <tr><td>Year 2</td><td>75</td><td>87</td></tr> <tr><td>Year 3</td><td>63</td><td>81</td></tr> <tr><td>Year 4</td><td>82</td><td>93</td></tr> <tr><td>Year 5</td><td>72</td><td>68</td></tr> <tr><td>Year 6</td><td>70</td><td>71</td></tr> </tbody> </table> <p data-bbox="799 1001 1034 1030">Writing (attainment)</p> <table border="1" data-bbox="799 1030 1407 1254"> <thead> <tr> <th>Year group</th> <th>All pupils</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>66.4</td><td>62.5</td></tr> <tr><td>Year 2</td><td>65.5</td><td>65.5</td></tr> <tr><td>Year 3</td><td>3.6</td><td>3.5</td></tr> <tr><td>Year 4</td><td>4.6</td><td>4.6</td></tr> <tr><td>Year 5</td><td>5.6</td><td>5.2</td></tr> <tr><td>Year 6</td><td>6.6</td><td>6.3</td></tr> </tbody> </table> <p data-bbox="799 1254 1011 1283">Writing (progress)</p> <table border="1" data-bbox="799 1283 1407 1507"> <thead> <tr> <th>Year group</th> <th>All pupils</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>66.3</td><td>62.5</td></tr> <tr><td>Year 2</td><td>77</td><td>85.5</td></tr> <tr><td>Year 3</td><td>66</td><td>71</td></tr> <tr><td>Year 4</td><td>72</td><td>98</td></tr> <tr><td>Year 5</td><td>65</td><td>58</td></tr> <tr><td>Year 6</td><td>69</td><td>82</td></tr> </tbody> </table> <p data-bbox="799 1507 1398 1731">In terms of attainment the standards being achieved by disadvantaged pupils is on the whole slightly lower if not on a par for some year groups, set against all pupils, depending on the needs of the pupils. In terms of progress disadvantaged pupils generally are making superb progress matching all pupils or exceeding.</p> <p data-bbox="799 1731 1386 1883">This is due to the additional targeted support that is being provided to the disadvantaged pupils. We would have expected outcomes at the end of each key stage to mirror this by the end of the year.</p> | Year group | All pupils | Disadvantaged | Year 1 | 66.4 | 62.5 | Year 2 | 64.6 | 65 | Year 3 | 3.64 | 3.67 | Year 4 | 4.6 | 4.7 | Year 5 | 5.6 | 5.4 | Year 6 | 6.6 | 6.2 | Year group | All pupils | Disadvantaged | Year 1 | 66.4 | 62.5 | Year 2 | 75 | 87 | Year 3 | 63 | 81 | Year 4 | 82 | 93 | Year 5 | 72 | 68 | Year 6 | 70 | 71 | Year group | All pupils | Disadvantaged | Year 1 | 66.4 | 62.5 | Year 2 | 65.5 | 65.5 | Year 3 | 3.6 | 3.5 | Year 4 | 4.6 | 4.6 | Year 5 | 5.6 | 5.2 | Year 6 | 6.6 | 6.3 | Year group | All pupils | Disadvantaged | Year 1 | 66.3 | 62.5 | Year 2 | 77 | 85.5 | Year 3 | 66 | 71 | Year 4 | 72 | 98 | Year 5 | 65 | 58 | Year 6 | 69 | 82 |
| Year group | All pupils | Disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 66.4 | 62.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 64.6 | 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 3.64 | 3.67 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 4.6 | 4.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 5.6 | 5.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 6.6 | 6.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year group | All pupils | Disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 66.4 | 62.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 75 | 87 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 63 | 81 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 82 | 93 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 72 | 68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 70 | 71 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year group | All pupils | Disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 66.4 | 62.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 65.5 | 65.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 3.6 | 3.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 4.6 | 4.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 5.6 | 5.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 6.6 | 6.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year group | All pupils | Disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 66.3 | 62.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 77 | 85.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 66 | 71 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 72 | 98 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 65 | 58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 69 | 82 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Progress in Mathematics | <p data-bbox="799 1883 1386 2007">Due to lockdown occurring in March 2020 and all schools closing the attainment and progress of pupils is based on the data collected up until the end of March 2020.</p> <p data-bbox="799 2007 1102 2036">Mathematics (attainment)</p> <table border="1" data-bbox="799 2036 1407 2065"> <thead> <tr> <th>Year group</th> <th>All pupils</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Year group</td> <td>All pupils</td> <td>Disadvantaged</td> </tr> </tbody> </table> | Year group | All pupils | Disadvantaged | Year group | All pupils | Disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year group | All pupils | Disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year group | All pupils | Disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------|
| | Year 1 | 66.4 | 62.5 |
| | Year 2 | 64.6 | 65 |
| | Year 3 | 3.6 | 3.6 |
| | Year 4 | 4.6 | 4.5 |
| | Year 5 | 5.7 | 5.5 |
| | Year 6 | 6.7 | 6.3 |
| | Mathematics (progress) | | |
| | Year group | All pupils | Disadvantaged |
| | Year 1 | 66.4 | 62.5 |
| | Year 2 | 75 | 87 |
| | Year 3 | 76 | 74 |
| | Year 4 | 71 | 72 |
| | Year 5 | 77 | 75 |
| | Year 6 | 76 | 61 |
| | <p>The attainment and progress in mathematics mirrors that of English where disadvantaged pupils are more or less in line with their peers. The exception to this is within Year 6 where severe SEND needs outweighed the disadvantaged profile of the pupils. Once again targeted support was provided within mathematics with successful outcomes.</p> | | |
| Attendance | <p>By the end of March 2020 the attendance of disadvantaged pupils was 91%. This is lower than we anticipated despite working with families and EWO to address the issues surrounding absence. We were subject to an external review of practice from the Schools Research Network which highlighted that the school leaders were doing everything to address this issue.</p> | | |