

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	£23,480
Academic year or years covered by statement	2019-22
Publish date	02 March 2020
Review date	September 2021
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	?
Achieving high standard at KS2	?

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 22

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 2020/21

Aim	Outcome																					
Progress in Reading and Writing	Reading (attainment)																					
	<table><tr><td>Year group</td><td>All pupils</td><td>Disadvantaged</td></tr><tr><td>Year 1</td><td>84</td><td>32</td></tr><tr><td>Year 2</td><td>86</td><td>89</td></tr><tr><td>Year 3</td><td>81</td><td>72</td></tr><tr><td>Year 4</td><td>86</td><td>86</td></tr><tr><td>Year 5</td><td>83</td><td>86</td></tr><tr><td>Year 6</td><td>90</td><td>69</td></tr></table>	Year group	All pupils	Disadvantaged	Year 1	84	32	Year 2	86	89	Year 3	81	72	Year 4	86	86	Year 5	83	86	Year 6	90	69
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In terms of attainment the standards being achieved by disadvantaged pupils is mixed with Year 1, 3 and 6 lower 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. This is except in Year 1 where one pupil has PP funding and has is one of the PA pupils and also on the SEND register. Resilience is low for this family and additional support has been implemented.																						
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	Year 5	80	85
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	Year 1	86	55
	Year 2	1.22	1.22
	Year 3	1.16	1.03
	Year 4	1.19	1.21
	Year 5	1.2	1.33
	Year 6	1.2	1.27
	<p>The attainment and progress in mathematics mirrors that of English where pupils in Year 1, 3, 4 and 6 are below in terms of attainment but in Years 4 and 6 outperform their peers in terms of progress. There has been a change of make-up in Year 3 pupils with one pupil with SEND now included in the year group.</p> <p>Once again targeted support was provided within mathematics with successful outcomes.</p> <p>Overall teaching strategy and targeted support for those pupils has been successful. Where it has not there has been absence which has hampered this support being implemented fully for the pupils.</p> <p>Pupil Premium pupils also benefited from additional support through the 'catch-up' funding stream with either one to one or small group support to identify the gaps of learning and close these to their peers.</p>		
Attendance	<p>By the end of July 2021 the attendance of disadvantaged pupils was 93.1%. 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>		