

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Almondsbury Primary School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	6.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Timothy Dean
Governor / Trustee lead	Simon Church

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,555
Recovery premium funding allocation this academic year	£9,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will embrace the school's vision of 'Creating our Pathways' to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers as specified in the PP spending plan attached.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Catch up – To bridge the gap created by COVID and online teaching
2	Wellbeing Support – To support the children with difficulties with home life and friendships
3	GDS support – to ensure the two GDS target children reach their targets.
4	Parental Engagement – Engage with the parents to get them supporting their children.
5	Attendance – To ensure the attendance of disadvantaged pupils improves

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve pupils' attitudes to learning including resilience and determination.	PP children's attitudes to learning will be positive and demonstrate the schools' vision of 'Creating our Pathways'. Attendance figures for PP children will show an increased improvement to be almost in line or better than their peers. Pupils' are keen to talk about their learning

	Pupil's consistently engage in 1:1 or small group support.
Wellbeing is high amongst Pupil Premium Children	1:1 or small group support focuses on wellbeing as well as academic achievement Staff have suitable resources to support mental health and wellbeing among disadvantaged children Children feel safe in school and have a trusted adult to talk to.
Disadvantaged GDS children are still given support to ensure they reach their targets	1:1 or small group support given for the two GDS children The disadvantaged GDS children achieve their targets in reading, writing and maths
Ensure quality teaching and learning of basic English and Mathematics skills. (Link to Quality First Teaching)	In KS1 children will be supported with their reading, comprehension and writing including support with phonics. In Maths in KS1 the children will be supported to develop number bonds and times tables as well as having pre and post teaching support. In KS2 Teachers will plan lessons that include the identification and support of PP children PP sessions will address pre-teaching and post teaching of English and Mathematics skills. Sessions will also include opportunities for children to be supported with their reading PP children's outcomes will be moving towards inline or better than their peers.
Improve pupils' attitudes to learning including resilience and determination, including attendance.	PP children's attitudes to learning will be positive and demonstrate the schools' vision 'Creating our Pathways'. Attendance figures for PP children will show an increased improvement to be almost in line or better than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to be supported in the understanding and developing Quality first teaching		22
Feedback training given to support staff to make most effective use of sessions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	22
Sensory Diet – training given to support TAs to develop their understanding of the Sensory Diet and how this can be used to support children so that they are prepared to learn		22
Oracy – Oracy training given so TAs can continue to develop the children’s oracy in these sessions and reinforce the work currently being carried out in class.		22
ELSA overview and support materials share with staff to enable them to further support children with anxiety or	http://blog.soton.ac.uk/edpsych/files/2019/07/ELSA-article-version-for-submission-to-Debate-amendmended.pdf	22

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 27,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 support pre and post teaching Feedback Children to receive 1:1 quality first teaching from TAs. These sessions will be based on the individual child's requirements. Maths - Pre and Post teaching of maths and specific key skills and facts. Reading – Pre and Post teaching for whole class guided reading Reading to develop skill Comprehension exercises Phonic development Writing – Pre and post teaching based on class work. Specific key grammar and spelling work.</p>	<p>1:1 tuition studies in Primary school tend to show impact of +6 months <i>Evidence from EEF (1:1 tuition)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Feedback studies in Primary school tend to show impact of +6 months <i>Evidence from EEF (feedback)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	22
<p>Collaborative learning in small groups with TA support TAs will facilitate a learning environment where children communicate effectively about their learning activity. As above, these will be primarily focused on Maths, Reading and Writing but may also have social and emotional elements to support the children.</p>	<p>Small group tuition studies in Primary school tend to show impact of +4 months <i>Evidence from EEF (Small Group Tuition)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Collaborative learning approaches studies in Primary school tend to show impact of +5 months <i>Evidence from EEF (Collaborative learning approaches)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	22

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase of Football coaching	Physical Activity studies in Primary school tend to show impact of +1 months <i>Evidence from EEF (Physical Activities)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1
Support for individual pupils including sensory therapy, Lego therapy, nurture groups, yoga, etc.	https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf	6
ELSA support for specific pupils to support mental health and wellbeing	http://blog.soton.ac.uk/edpsych/files/2019/07/ELSA-article-version-for-submission-to-Debate-amendmended.pdf	6

Total budgeted cost: £ 36,555

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Progress in Reading and Writing	Reading (attainment)		
	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
	Reading (progress)		
	Year group	All pupils	Disadvantaged
	Year 1	84	32
	Year 2	1.2	1.27
	Year 3	1.17	1.07
	Year 4	1.22	1.2
	Year 5	1.15	1.18
	Year 6	1.27	1.34
	Writing (attainment)		
	Year group	All pupils	Disadvantaged
	Year 1	82	32
	Year 2	84	89
Year 3	78	69	
Year 4	83	86	
Year 5	81	77	
Year 6	82	70	
Writing (progress)			
Year group	All pupils	Disadvantaged	
Year 1	84	32	
Year 2	1.22	1.34	
Year 3	1.13	1.04	
Year 4	1.23	1.3	
Year 5	1.18	1.15	
Year 6	1.21	1.55	
<p>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.</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>			

Progress in Mathematics	Mathematics (attainment)		
	Year group	All pupils	Disadvantaged
	Year 1	86	55
	Year 2	86	91
	Year 3	82	72
	Year 4	83	81
	Year 5	80	85
	Year 6	86	71
	Mathematics (progress)		
	Year group	All pupils	Disadvantaged
	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>		

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	<p>In Reading the progress in four of the six year groups was above the average of the year group.</p> <p>In Writing the progress in three of the six year groups was above the average of the year group. Two other groups were similar but just below the average of the year group.</p> <p>In Maths the progress in three of the six classes were above the average of the year group average. One average was the same as the average year group.</p>

Further information (optional)

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