

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	5.9%
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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to be supported in the understanding and developing Quality first teaching		

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 support pre and post teaching</p> <p>Feedback</p> <p>Children to receive 1:1 quality first teaching from TAs. These sessions will be based on the individual child's requirements.</p> <p>Maths - Pre and Post teaching of maths and specific key skills and facts.</p> <p>Reading – Pre and Post teaching for whole class guided reading</p> <p>Reading to develop skill</p> <p>Comprehension exercises</p> <p>Phonic development</p> <p>Writing – Pre and post teaching based on class work.</p> <p>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</p> <p>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>	20
<p>Collaborative learning in small groups with TA support</p> <p>TAs will facilitate a learning environment where children communicate effectively about their learning activity.</p> <p>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</p> <p>Collaborative learning approaches studies in Primary school tend to show impact of +5 months <i>Evidence from EEF (Collaborative learning approaches)</i></p>	20

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	
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 2022 to 2023 academic year.

Progress in Reading and Writing	Reading (attainment)		
	Year group	All pupils	Disadvantaged
	Year 1	86	84
	Year 2	87	32
	Year 3	83	83
	Year 4	86	81
	Year 5	83	86
	Year 6	85	83
	Reading (progress)		
	Year group	All pupils	Disadvantaged
	Year 1	86	84
	Year 2	0.97	1.00
	Year 3	0.97	1.00
	Year 4	1.03	1.09
	Year 5	0.98	1.01
	Year 6	1.02	0.97
	Writing (attainment)		
	Year group	All pupils	Disadvantaged
	Year 1	86	81
	Year 2	84	32
	Year 3	95	96
	Year 4	82	80
	Year 5	85	85
	Year 6	82	83
	Writing (progress)		
	Year group	All pupils	Disadvantaged
	Year 1	86	81
	Year 2	1.01	1.00
	Year 3	0.97	0.93
	Year 4	1.04	1.11
	Year 5	1.02	0.99
	Year 6	1.01	1.06
	<p>In terms of attainment the standards being achieved by disadvantaged pupils in line with their peers in most year groups. In Year 2 just one child is on FSM and receives a lot of support.</p> <p>Progress in reading for disadvantaged pupils is strong and matches or exceeds all pupils. Writing progress is all Year groups except Y3 and Y5. Three pupils struggled to progress as far as they should have in writing and this needs to be addressed next year.</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. Year 3 and 4 pupils benefited from a National Tutoring Programme tutor.</p>		

Progress in Mathematics	Mathematics (attainment)		
	Year group	All pupils	Disadvantaged
	Year 1	85	82
	Year 2	89	58
	Year 3	89	72
	Year 4	85	86
	Year 5	86	86
	Year 6	82	85
	Mathematics (progress)		
	Year group	All pupils	Disadvantaged
	Year 1	85	82
	Year 2	1.03	1.03
	Year 3	1.00	0.95
	Year 4	1.03	1.14
	Year 5	1.03	1.05
	Year 6	1.02	1.00
	<p>The attainment and progress in mathematics has been strong in Years 4-6 and the progress in these year groups was also strong.</p> <p>Once again targeted support was provided within mathematics with successful outcomes. The children in Y4-6 also benefited from additional sessions from a National Tutoring Programme Mentor.</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>		
Attendance	<p>By the end of July 2022 the attendance of disadvantaged pupils was 90.4%. Two children brought the % down significantly as their attendance was just 80% and 73%. The attendance is lower than we anticipated despite working with families and EWO to address the issues surrounding absence.</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)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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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 five out of six-year groups was on par with the overall progress and progress of Pupil premium pupils was above the rest of the year group in years 2,3,4 and 5. In Year 6 one of the pupils had a difficult year with ELSA, mentoring and SENCo interventions in addition to Pupil Premium support and did not progress as well as was expected.</p> <p>In Writing the progress in two of the six-year groups was above the average of the year group. Three other groups were similar but just below the average of the year group.</p> <p>In Mathematics the progress in three of the six classes were above the average of the year group average. Three years were slightly below the average.</p> <p>Areas of focus for next year Year 3 focus for specific child Reading Year 6 Writing Year 4 and Year 6 Year 4 Mathematics</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.