

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	311
Proportion (%) of pupil premium eligible pupils	9.6% including service children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	September 2022
Date on which it will be reviewed	July 2025
Statement authorised by	Paul Smith
Pupil premium lead	Timothy Dean
Governor / Trustee lead	Sam Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,560
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	Attainment – To bridge the gap between attainment of disadvantaged in certain year groups.
2	Wellbeing Support – To support the children with difficulties with home life and friendships
3	GDS support – to ensure the GDS target child 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 one GDS child 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 31,800

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>	22
<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>	22

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	
Using a mastery learning approach	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	All

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

Budgeted cost: £ 7000

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
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	10
Breakfast club		2

Total budgeted cost: £ 35,935

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 2023 to 2024 academic year.

<p><u>Progress in Reading and Writing</u></p> <p>In both Year 3 and Year 5, children who had pupil premium eligibility joined at the start of the year and this had a significant impact on the data in their year group. Good progress was seen from the other pupils in these and other year groups.</p>	Reading (attainment)		
	Year group	All pupils	Disadvantaged
	Year 1	97	82
	Year 2	92	99
	Year 3	88	74
	Year 4	90.6	73.4
	Year 5	86.4	80.2
	Year 6	86.6	82
	Average		
	Reading (progress)		
	Year group	All pupils	Disadvantaged
	Year 1		
	Year 2	0.99	1.04
	Year 3	1	0.87
	Year 4	1.04	1.09
	Year 5	0.99	0.93
	Year 6	0.97	0.92
	Average		
	Writing (attainment)		
	Year group	All pupils	Disadvantaged
Year 1	89	72	
Year 2	83	97	
Year 3	82.4	74.1	
Year 4	81	67	
Year 5	84.2	69.6	
Year 6		82	
Average			
Writing (progress)			
Year group	All pupils	Disadvantaged	
Year 1			
Year 2	1.01	1.06	
Year 3	0.98	0.91	
Year 4	1	1.12	
Year 5	1.01	0.93	
Year 6	0.99	0.96	
<p><u>Progress in Mathematics</u></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>	Mathematics (attainment)		
	Year group	All pupils	Disadvantaged
	Year 1	97	82
	Year 2	91	98
	Year 3	90.4	81.9
	Year 4	81	85
	Year 5	87.7	79
	Year 6	85.7	85.5
	Average		
	Mathematics (progress)		
Year group	All pupils	Disadvantaged	
Year 1			

	Year 2	1.04	0.99
	Year 3	1	0.98
	Year 4	0.95	1.16
	Year 5	1.03	0.93
	Year 6	0.99	0.96
	Average		
Attendance	By the end of the academic year, the attendance of disadvantaged pupils was 90.2%. This is similar to the previous year		

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
How did you spend your service pupil premium allocation last academic year?	We employ a member of staff to do frequent 'check ins' with our pupils who are allocated service pupil premium funding.
What was the impact of that spending on service pupil premium eligible pupils?	This has helped our pupils discuss any concerns and issues that they have. We have kept the same adult for all pupils and this has helped them build up a strong relationship with the adult. These pupils feel like they have a trusted adult to support them when they need it.

Further information (optional)

This year our strategy has developed further, we aim to add support for disadvantaged pupils into class through additional morning support.