

# Pupil premium strategy statement 2021/2022

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	Aberford CE Primary
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	N Crossley
Pupil premium lead	N Crossley
Governor / Trustee lead	E Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29, 070
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,390

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using the Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' approach.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive a free school meal will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support and pupil or groups of pupils the school has identified as being socially disadvantaged. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited finding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Due to the school managing a very small budget where the a very small difference in pupil numbers can affect the budget greatly, we have made the decision to plan the Pupil Premium strategy one year at a time, rather than produce a three year plan.

### School Context

Aberford CE Primary School serves a small and rural village community and most children who attend live in the village, with roughly 10% travelling from a further area. The LSOA in which the school is located is ranked 24,969 out of 32,884, meaning that deprivation is low in most household for families. The percentage of children eligible for Pupil Premium has risen slightly and now slightly lower than the national average.

### Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils

### **Achieving these Objectives**

The range of provisions considered for this group include:

- Reducing class sizes in some core subjects by using an experienced teacher to deliver maths lessons to half the class so that children can be taught maths in single aged groups, rather than mixed age classes.
- Providing experiences LSAs to deliver catch up groups, focused on overcoming gaps in learning
- 1-1 support for some children to deliver specific interventions where needed
- Support for educational visits and residentials where needed

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Low maths skills on entry. Disadvantaged children have limited opportunities to use and apply maths concepts. 'Fear' of maths a significant barrier in girl-heavy younger cohorts.
2	Weak language and communication skills on entry for disadvantaged pupils.
3	Persistent absence higher in disadvantaged families.
4	Pastoral Need – dramatic rise in number of children struggling with anxiety related issues

## **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.

<b>Intended outcome</b>	<b>Success criteria</b>
Progress in Mathematics	Achieve positive progress score on Maths (0)
Phonics	Achieve above national average in Phonics Screening Check.
Attendance	Ensure attendance of disadvantaged pupils is above 95%.



## 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: £19,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced teacher to deliver maths lessons to KS2 to enable small class sizes and single year group teaching. LSA support in KS1 to enable class teacher to teach maths to single year groups separately and in smaller groups.	Evidence from EEF shows that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using a qualified teacher here allows small group first quality teaching without creating an artificial separation from whole class teaching.	1
Staff CPD (including release time to train and be trained).	High quality CPD is essential to follow EEF principles. This is followed up by staff meetings and INSET. We are on the second year of the West Yorkshire Maths Hub mastery programme and decimate this new learning out through staff training.	1
LSA time to enable phonics groups can be set for all phases.	Small group teaching for phonics enables more individual support for children falling behind.	2

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

Budgeted cost: £ 5, 508

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chatterbugs Speech and Language Therapists	Disadvantaged children more likely to enter reception with low range of vocabulary and are unlikely to be able to use talk to connect ideas and explain what is happening coherently.	2

LSA to run 1 to 1 S&L intervention sessions	Strong evidence base that high quality interventions can show impact on the outcomes of struggling students. Chatterbugs Therapy Plans are created by qualified S&L Therapists, bespoke to each child's needs, and LSAs are trained on how to deliver these in school.	2
LSA small group and 1 to 1 tutoring sessions	Our EYFS attainment measure (GLD) in reception of 50% could indicate that COVID related disruption has had a considerable impact on the outcomes of our younger children in school. LSAs will lead one to one and small group catch up sessions for identified pupils, using interventions with a proven track record such as Toe by Toe phonics, Numberstacks, Lego Therapy, etc.	1, 2, 4

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

Budgeted cost: £ £5,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils in school generally have lower attendance rates than non-disadvantaged pupils.	Attendance manager (School Business manager) work closely with disadvantaged families to build relationships and ensure reasons for non-attendance are explored and resolved.	3
Cluster Services (£3,508) are bought in by the Family of Schools to support school with attendance and Mental Health Support./	The Cluster services allow us to access support with regards to attendance services, punctuality, mental health, etc. Fragmented family structures may affect attendance if families are unsupported.	3, 4
Trips and residential costs, support with emergency family needs. After school clubs, breakfast club, music lessons, etc.	Trips are beneficial to all children but more so to disadvantaged children, who may have access to fewer enrichment activities within the home.  All children have the right to learn a musical instrument if they choose and after school clubs benefit children, especially PE clubs led by sports coaches, to support work towards tackling the obesity crisis.	3, 4

## Total budgeted cost: £31,390

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.

Focus Area	Monitoring Activity	Impact Review
<b>Date: November 2020 , January 2021, July 2021</b>		
<b>Priority 1 - Maths</b>	<b>November 2020</b> Book monitoring activity undertaken by maths leader.	Work in books for years 3 and 5 (taught by additional teacher) was up to date with coverage and of a high standard. Books were marked thoroughly and marking showed an impact.
	<b>January 2021</b> Data analysis some by SLT after assessments.	First assessment in cycle after new assessment policy put in place by new head. Clear picture of where all children are in relation to targets.
	<b>June 2021</b> Local Authority Deep Dive in maths	Maths lessons in KS2, supported by extra teacher, were praised by LA and teaching in these groups was strong.
<b>Priority 2 - Reading</b>	<b>January 2021</b> Phonics assessments and screening for year 2s (due to cancelled test in June 2020).	Little impact seen yet due to staff absence and long term closures due to Covid. Catch up needed after 8 <sup>th</sup> March and children return to school.
	<b>July 2021</b>	Phonics results for Y2 cohort (Y1 closure cohort) rose to 75% (including 3 new pupils who joined after Easter) and 94% excluding these 3 new children. Y1 cohort phonics results are currently 71% and are expected to be 84% by December, when schools must administer screening.
<b>Priority 3 - Attendance</b>	<b>January 2021</b> Attendance reports compiled for T & L Committee March 2021.	Attendance remains high but figures are skewed due to long periods of school closure during 2020 and 2021. Pastoral support for vulnerable families has been regular due to high levels of need during

		lockdown. Places in school have been offered to struggling PP families and school have engaged family support where needed.
	<b>July 2021</b> End of year data	Attendance including Covid 'X' code at 98%. Slightly lower figures for disadvantaged children. This is mostly due to two families who are being supported by Business manager. Attendance incentives have shown very strong impact on one child who only had one day off in last half term, improved from a regular pattern of absence.
<b>Priority 4 – Emotional Support</b>	<b>January 2021</b> Review meeting with business manager.	Bereavement support set up where needed. Family support provided through the cluster where needed. Places offered in school for some children to support family circumstances.
	<b>July 2021</b>	Cluster counselling completed for 2 children in KS2. Bereavement counselling continuing for one family.

## 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*

<b>Programme</b>	<b>Provider</b>
Times Tables Rockstars	TT Rockstars
White Rose Maths Premium resources	White Rose Maths
Speech and Language Therapists	Chatterbugs
No Nonsense Grammar	Babcock Education
Numberstacks Maths	Numberstacks



## 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?	No service children in year 2020-2021
What was the impact of that spending on service pupil premium eligible pupils?	