



## Aberford C of E Primary School Premium Strategy 2020-2021

Pupils in school	No of Pupils	No of dis pupils	% of dis pupils
<b>Total</b>	101	19	19%
<b>Y6</b>	13	2	15%
<b>Y5</b>	18	4	22%
<b>Y4</b>	10	1	10%
<b>Y3</b>	19	5	26%
<b>Y2</b>	15	2	13%
<b>Y1</b>	13	2	15%
<b>Reception</b>	13	3	23%
<b>Pupil premium allocation 2020-2021</b>	£23,190		
<b>Academic years covered by statement</b>	2020-2021		
<b>Publish date</b>	November 2020		
<b>Review date</b>	November 2021, November 2022		
<b>Statement authorised by</b>	N Crossley		
<b>Pupil premium lead</b>	N Crossley		
<b>Governor lead</b>	E Johnson		

### Disadvantaged pupil progress scores (2019)

Measure	Progress Score – all	Progress Score – dis
Reading	-3.85	-5.4
Writing	+0.11	-1.9
Maths	-4.90	-6.4

### Disadvantaged pupil performance in Y6 (KS2 data - 2019) %

KS2 2019 Cohort: 3 pupils	School EXS+ disadvantaged	National EXS+ disadvantaged	Gap sch dis/ nat dis	National EXS+ not dis	Gap sch dis/ nat not dis
<b>Reading</b>	0%	61.9%	-61.9%	78.1	-78.1%
<b>Writing</b>	66.7%	67.7%	-1%	83.2	-16.5%
<b>Maths</b>	33.3%	67.2%	-33.9%	83.7	-50.4%
<b>RWM</b>	0%	51.2%	-51.2%	70.8	-70.8%

<b>Priority 1: Maths</b>	
<b>Context / Aim</b>	<b>Activity</b>
<p>In KS2, data shows that disadvantaged pupils are performing less well than non-disadvantaged pupils, especially in maths.</p> <p>In 2019, progress in Maths at KS2 was -6.4 for disadvantaged pupils, compared with -4.90 for all pupils.</p> <p>In 2020, progress in Maths (taken from teacher assessments as SATs cancelled due to covid19) for disadvantaged pupils was -2.7 compared to +3.1 for non-disadvantaged pupils.</p> <p>In KS1, current data shows that disadvantaged pupils have an average scaled score of 94.5 in maths compared to non-disadvantaged pupils who have an average scaled score of 101.6</p>	<ul style="list-style-type: none"> <li>• Additional teacher to teach maths lessons to Y3 and Y5 pupils every morning along with class teacher.</li> <li>• This enables children to be taught in smaller groups of around 15, allowing much more focused teaching to individuals.</li> <li>• All maths lessons in KS2 will be taught to single year groups, rather than the whole mixed cohorts, allowing planning to be targeted to individuals, including all disadvantaged pupils.</li> <li>• Disadvantaged pupils receive more support from their maths teacher.</li> <li>• Teaching assistant deployed to support the class in maths to enable the teacher to teach maths in smaller groups to specific year groups, rather than the whole mixed cohort.</li> <li>• Disadvantaged pupils receive more individual support from the teacher and TA.</li> </ul>
<b>Projected Spending:</b>	<p>Experienced, qualified teacher, 2 hours each day = £14,192</p> <p>TA X 1 hour each day to support maths in class 2 = £2,900</p>
<b>Barriers:</b>	
<ul style="list-style-type: none"> <li>• Low maths skills on entry for some children in basic number and calculation knowledge.</li> <li>• Some disadvantaged pupils did not achieve ELG or KS1 SATS expected standards.</li> <li>• Some pupils demonstrate low levels of resilience and stamina in learning tasks. Low aspirations and self-esteem can be a barrier to achievement in maths. Preconceptions and resistance to change impacts on progress.</li> <li>• Disadvantaged pupils may have limited opportunities to use and apply number and other mathematical concepts. A 'fear' of Maths might also be a significant barrier. Not wanting to get something wrong.</li> <li>• Children have gaps in prior learning which have deepened as they progress through school</li> </ul>	
<b>Projected impact notes and evidence (ongoing)</b>	
<ul style="list-style-type: none"> <li>• The gap in progress scores between disadvantaged and non-disadvantaged pupils closes at the end of KS2 in maths.</li> <li>• Tracking throughout the year shows a steady improvement for this group.</li> <li>• Tracking is carefully analysed at each assessment point for disadvantaged pupils and appropriate interventions planned if they are not catching up to their peers.</li> <li>• Maths planning for years 3, 4, 5 and 6 is well planned and pitched accurately to all children.</li> </ul>	
<b>Planning for 2021-2022:</b>	
<p>- Use of qualified teacher to deliver maths sessions to continue in year 2021-2022. The school budget can support this supernumerary teacher next year and the school aspires to keep this in place longer term, although the constraints of a small school budget mean that both the impact and the financial position will need to be reviewed each year.</p> <p>- Local Authority Deep Dive in maths praised the quality of teaching in these sessions and commented on teacher subject knowledge.</p>	



<p>- Accelerated progress was difficult to measure due to the varied starting points in the change of assessment system and also the periods of closure, which meant that assessments showed lower grades than anticipated.</p>	
<p><b>Priority 2: Reading</b></p>	
<p><b>Context / Aim</b></p>	<p><b>Activity</b></p>
<p>In KS1, current data shows that disadvantaged pupils have an average scaled score of 98.5 in reading compared to non-disadvantaged pupils who have an average scaled score of 101.1. In-school tracking shows that fewer disadvantaged pupils were on track to pass the phonics screening and Y2 re-sit (tests not taken due to Covid closure)</p>	<ul style="list-style-type: none"> <li>Teaching assistant deployed to support the class in literacy and phonics to enable the teacher to teach literacy and phonics in smaller groups to specific year groups, rather than the whole mixed cohort.</li> <li>Disadvantaged pupils receive more individual support from the teacher and TA.</li> </ul>
<p><b>Projected Spending:</b></p>	<p>Teaching assistant 1 hour each day to support literacy in class 2 = £2,900 Teaching assistant ½ hour each day to support phonics in class 2 = £1,450</p>
<p><b>Barriers:</b></p> <ul style="list-style-type: none"> <li>Gaps in phonic knowledge.</li> <li>Poor reading skills and or lack of comprehension.</li> <li>Some pupils demonstrate low levels of resilience and stamina in learning tasks. Low aspirations and self-esteem can be a barrier to achievement in reading. Preconceptions and resistance to change impacts on progress.</li> <li>Some disadvantaged pupils have poor language and communication skills</li> <li>Some children have unsupported learning habits at home, eg, the home may lack resources for learning and pupils may not have had reading modelled to them.</li> </ul>	
<p><b>Projected impact notes and evidence (ongoing)</b></p>	
<p>The gap in scaled scores between disadvantaged and non-disadvantaged pupils closes at the end of KS1 in reading. More disadvantaged pupils pass the phonics test or re-sit.</p>	
<p><b>Planning for 2021-2022:</b></p>	
<p>- Continue to plan for this support in the next year.</p>	

<p><b>Priority 3: Attendance</b></p>	
<p><b>Context / Aim</b></p>	<p><b>Activity</b></p>

<p>Disadvantaged pupils in school generally have lower attendance rates than non-disadvantaged pupils in school.</p> <p>(Attendance figures not available for comparison due to Covid closures in 2019-2020)</p>	<ul style="list-style-type: none"> <li>• School business manager works with pupils and families to support regular attendance at school.</li> <li>• School business manager produces reports on attendance groups for SLT and Governors termly.</li> </ul>
<p><b>Projected Spending:</b></p>	<p>Training and support from authority where needed = £500</p>
<p><b>Barriers:</b></p> <ul style="list-style-type: none"> <li>• Unsupported learning habits at home may lead to a lack of resilience in attending regularly.</li> <li>• Socio-economic disadvantage, i.e. poverty, may affect attendance.</li> <li>• Parental engagement of disadvantaged children may affect attendance.</li> <li>• Fragmented family structures may affect attendance if families are unsupported.</li> </ul>	
<p><b>Projected impact notes and evidence (ongoing)</b></p>	
<p>The gap between attendance in disadvantaged and non-disadvantaged pupils decreases.</p>	
<p><b>Planning for 2021-2022</b></p>	
<p>- Attendance support must continue into 2021-2022, due to the national position on attendance post covid.          - Attendance figures for the end of 2020-21 were above average but disadvantaged pupils were slightly lower than non-disadvantaged. School continues to prioritise support and challenge for these families in order to bring attendance for disadvantaged children in line with non-disadvantaged.</p>	
<p><b><u>Priority 4: Emotional support</u></b></p>	
<p><b>Context / Aim</b></p>	<p><b>Activity</b></p>
<p>Disadvantaged children may have experienced early trauma and need support and intervention to flourish in school.</p> <p>Throughout the year, disadvantaged pupils and families may experience unpredicted barriers to learning (e.g. bereavement, etc)</p>	<ul style="list-style-type: none"> <li>• Whole staff training in October 20 on “The Impact of Pre-Birth and Early Years Experience on Education”.</li> <li>• Teachers understand the impact of being disadvantaged have the skills to support children with emotional needs</li> <li>• Social skills groups to be run by HLTA when specific needs are identified by class teachers.</li> <li>• Daily ‘talk time’ in place for pupils with social and emotional needs.</li> </ul>



	Resources accessed to support families and individual pupils as required.
<b>Projected Spending:</b>	Training = free Cost for resources and schemes = £500
<b>Barriers:</b>	<ul style="list-style-type: none"><li>• Throughout the year, disadvantaged pupils and families may experience unpredicted barriers to learning (e.g. loss and bereavement, etc)</li><li>• Safeguarding and welfare issues which may lead to social service involvement</li><li>• Trauma and other mental health issues in the family and/or child</li></ul>
<b>Projected impact notes and evidence (ongoing)</b>	
Quick access to support minimises negative impact on child Emotional health improves for individuals in specific circumstances (case study) Good progress in all subjects and in emotional wellbeing.	
<b>Planning for 2021-2022</b>	
- School to continue to build on support here to improve the school's support for children and families who have struggled emotionally or financially during lockdown.	



## Wider Support Strategies for disadvantaged children in 2020-2021

Activities	Actions
Annual Y5/6 residential.	Subsidised - £1,000 Not all families can afford the trip. By accessing support from the funding, all children can access the annual residential to Kingswood and all of the experiences it presents. NB: Due to Covid restrictions, the residential trip may not take place but the school will plan other trips and activities that week for the children
After school sports, arts, music clubs, etc,	Free access for disadvantaged pupils if required.
Guitar or other musical instrument lessons in school.	Free access for disadvantaged pupils if required.

## Monitoring the Success of Pupil Premium Spending

Focus Area	Monitoring Activity	Impact Review
<b>Date: November 2020 , January 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 co-hort) 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.