



Aberford C of E Primary School Pupil Premium Spend Strategy 2020-2021 (24,180 allocated)

Presenting issue Main Barriers	Action	Cost	Projected impact How measured?	Actual Impact (Reviews)
<p>In KS2, data shows that disadvantaged pupils are performing less well than non-disadvantaged pupils, especially in maths.</p> <p>Teacher assessment at the end of Y6 (no SATs due to closures) show that disadvantaged pupils had a progress score of -2.7 compared to non-disadvantaged pupils who had a progress score of +3.1 in maths.</p>	<ul style="list-style-type: none"> Additional teacher to teach maths lessons to Y3 and Y5 pupils every morning along with class teacher. This enables children to be taught in smaller groups of around 15, allowing much more focused teaching to individuals. 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. Disadvantaged pupils receive more support from their maths teacher. 	<p>Experienced, qualified teacher, 2 hours each day = £14,192</p>	<p>The gap in progress scores between disadvantaged and non-disadvantaged pupils closes at the end of KS2 in maths.</p> <p>Tracking throughout the year shows a steady improvement for this group.</p> <p>Tracking is carefully analysed at each assessment point for disadvantaged pupils and appropriate interventions planned if they are not catching up to their peers.</p> <p>Maths planning for years 3, 4, 5 and 6 is well planned and</p>	

			pitched accurately to all children.	
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.	<ul style="list-style-type: none"> 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. Disadvantaged pupils receive more individual support from the teacher and TA. 	Teaching assistant 1 hour each day to support maths in class 2 = £2,900	The gap in scaled scores between disadvantaged and non-disadvantaged pupils closes at the end of KS1 in maths.	
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).	<ul style="list-style-type: none"> 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. Disadvantaged pupils receive more individual support from the teacher and TA. 	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	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.	
Disadvantaged children may have experienced early trauma and need support and	<ul style="list-style-type: none"> Whole staff training in October on The Impact of Pre-Birth and Early Years Experience on Education. 	Training = free	Children with social and emotional needs are making	

<p>intervention to flourish in school.</p>	<ul style="list-style-type: none"> Teachers understand the impact of being disadvantaged have the skills to support children with emotional needs in class. Social skills groups to be run by HLTA when specific needs are identified by class teachers. Daily 'talk time' in place for pupils with social and emotional needs. 	<p>Cost for resources and schemes = £500</p>	<p>good progress in all subjects and in emotional wellbeing.</p>	
<p>Pupils from disadvantaged families may not be able to afford the full cost of the annual Y5/6 residential.</p>	<ul style="list-style-type: none"> All PP children receive deduction from total amount. 	<p>£1000</p>	<p>All children can access the annual residential to Kingswood and all of the challenges it presents.</p> <p>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.</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"> School business manager works with pupils and families to support regular attendance at school. School business manager produces reports on attendance groups for SLT and Governors termly. 	<p>Training and support from authority where needed = £500</p>	<p>The gap between attendance in disadvantaged and non-disadvantaged pupils decreases.</p>	



Throughout the year, disadvantaged pupils and families may experience unpredicted barriers to learning (e.g. bereavement, etc)	<ul style="list-style-type: none">Resources accessed to support families and individual pupils as required.	£738	Quick access to support minimises negative impact on child	
		TOTAL = £24,180		