

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"> <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> </ul>	<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 pitched accurately to all children.</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>• 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>	<p>Teaching assistant 1 hour each day to support maths in class 2 = £2,900</p>	<p>The gap in scaled scores between disadvantaged and non-disadvantaged pupils closes at the end of KS1 in maths.</p>	
<p>In KS1, current data shows that disadvantaged pupils have an</p>	<ul style="list-style-type: none"> <li>• Teaching assistant deployed to support the class in literacy</li> </ul>	<p>Teaching assistant 1 hour each day to support</p>	<p>The gap in scaled scores between disadvantaged and</p>	

<p>average scaled score of 98.5 in reading compared to non disadvantaged pupils who have an average scaled score of 101.1.</p> <p>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>	<p>and phonics to enable the teacher to teach literacy and phonics in smaller groups to specific year groups, rather than the whole mixed cohort.</p> <ul style="list-style-type: none"> <li>Disadvantaged pupils receive more individual support from the teacher and TA.</li> </ul>	<p>literacy in class 2 = £2,900</p> <p>Teaching assistant ½ hour each day to support phonics in class 2 = £1,450</p>	<p>non-disadvantaged pupils closes at the end of KS1 in reading. More disadvantaged pupils pass the phonics test or re-sit.</p>	
<p>Disadvantaged children may have experienced early trauma and need support and intervention to flourish in school.</p>	<ul style="list-style-type: none"> <li>Whole staff training in October 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 in class.</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>	<p>Training = free</p> <p>Cost for resources and schemes = £500</p>	<p>Children with social and emotional needs are making 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"> <li>All PP children receive deduction from total amount.</li> </ul>	<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</p>	<ul style="list-style-type: none"> <li>School business manager works with pupils and families</li> </ul>	<p>Training and support from authority where needed =</p>	<p>The gap between attendance in disadvantaged and non-</p>	

attendance rates than non-disadvantaged pupils in school. (Attendance figures not available for comparison due to Covid closures in 2019-2020.)	<p>to support regular attendance at school.</p> <ul style="list-style-type: none"> <li>School business manager produces reports on attendance groups for SLT and Governors termly.</li> </ul>	£500	disadvantaged pupils decreases.	
Throughout the year, disadvantaged pupils and families may experience unpredicted barriers to learning (e.g. bereavement, etc)	<ul style="list-style-type: none"> <li>Resources accessed to support families and individual pupils as required.</li> </ul>	£738	Quick access to support minimises negative impact on child	
		<b>TOTAL = £24,180</b>		