Aberford C of E Primary School

**Pupil Premium Spend Strategy**

***2018 - 2019 (£22 360 allocated)***

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| **Presenting issue**  **Main Barriers** | **Action** | **Cost** | **Projected impact**  **How measured?** | **Actual Impact (Reviews)** |
| Some children’s self esteem is low and therefore attitudes to learning , sense of wellbeing and enjoyment of school is low. | * Learning mentor intervention session * Learning mentor support for start of school day and transitions | Included in £8, 585 overall annual cost for Learning Mentor | All targeted children improve emotional wellbeing, self esteem and show better resilience in their learning. This will contribute to their success and improve their readiness and resilience for learning.  NB Additional wider impact on whole cohort | Increase in overall % of on track (children in receipt of PPG)  R: 50% - 60%  W: 50% - 61%  M: 45% - 56%  Progress made in line and above rates of cohort progress for all children |
| Some children show lack of resilience and shallow thought processing, when they are faced with cognitive challenges. | * Pre and over learning with Learning Mentor/Class TA | Included in £8, 585 overall annual cost for Learning Mentor | More children (see PPG data and books) will succeed better during their learning as evidenced through triangulation of planning, book scrutiny and observation.  NB Additional wider impact on whole cohort | Data above supported by work scrutiny and observations. Continued focus on resilience and independence. |
| Some children need early intervention to consolidate learning of basic skills due to variations in home support | * Pre/over learning * Intervention as detailed on PPM record | Included in £8, 585 overall annual costs for Learning Mentor | Impact on learning and progress of whole cohort | Increase in overall % of on track (children in receipt of PPG)  R: 50% - 60%  W: 50% - 61%  M: 45% - 56%  Progress made in line and above rates of cohort progress for all children |
| Children with gaps in learning in Years 5 and 6 no securely on track for expected or good progress | * Additional 0.5 teacher in Class 4 * Intervention – impact reviewed every half term and adapted as necessary | Additional 0.5 teacher in Class 4  £16, 814 | Target children will reach their expected outcomes and make expected progress in reading - see data for evidence | Increase in overall % of on track (children in receipt of PPG)  R: 50% - 60%  W: 50% - 61%  M: 45% - 56%  Progress made in line and above rates of cohort progress for all children |
| Increasing number of vulnerable families need help with various issues.  This affects support for learning, attendance, attitudes and punctuality. | Learning Mentor and Extended Services support.  Attendance strategies including collecting children from home | Included in £8, 585 overall annual cost for Learning Mentor | The situation for families will improve, hence the approach and attitude towards school and learning at home and school and attendance | Attendance data shows a decrease in persistent absentees with overall attendance in line with national |
| Some families cannot afford the full cost of the annual Y5/6 residential***.*** | All PP children receive deduction from total amount. | £1000 | All children can access the annual residential to Kingswood and all of the challenges it presents. | All children participated in the residential |
| More able PP children (FFT High prior attainment at KS1) to make good progress | More able children have access to enrichment activities through school e.g. peripatetic music lessons, cluster activities | £450 | Children experience a wider range of learning experiences that impact on learning | Peripatetic music lessons funded |
|  |  | **TOTAL = £26 849** |  |  |