



Pupil premium strategy 2019 - 2020

We expect to receive funding for five pupils in 2019 – 2020 based on the pupil role as of July 2019

Summary Information					
School	Abberley Parochial V.C. Primary School				
Academic year	2020 - 2021	Total Pupil Premium budget	£11760	Date of most recent Pupil Premium review	September 2020
Total number of pupils	112	Number of pupils eligible for PP	8	Date for next internal review of this strategy	January 2021

Key 2 teacher assessments 2020 for children of families entitled to pupil premium

Reading

EXS+	Teacher Assessment
Year 6 cohort	83%
Disadvantaged	100%

Maths

EXS+	Teacher Assessment
Year 6 cohort	77%
Disadvantaged	100%

SPAG

EXS+	Teacher Assessment
Year 6 cohort	83%
Disadvantaged	100%

Writing

EXS+	Teacher Assessment
Year 6 cohort	77%
Disadvantaged	100%

Key Stag 2 SATs results 2019 for children of families entitled to pupil premium

Reading

EXS+	Teacher Assessment	Statutory Assessments
Year 6 cohort	85%	85%
Disadvantaged	100%	100%

Maths

EXS+	Teacher Assessment	Statutory Assessments
Year 6 cohort	85%	85%
Disadvantaged	100%	100%

SPAG

EXS+	Teacher Assessment	Statutory Assessments
Year 6 cohort	85%	85%
Disadvantaged	100%	100%

Writing

EXS+	Teacher Assessment	Statutory Assessments
Year 6 cohort	85%	85%
Disadvantaged	100%	100%

Combined measure (reading, writing and maths)

EXS+	Teacher Assessment	Statutory Assessments	National
Year 6 cohort	85%	85%	64.9%
Disadvantaged	100%	100%	

Barriers to future attainment in school

1.	Pupils deemed to be disadvantaged in Reading, Writing and Maths are not ALL achieving age related expectations of attainment in ALL year groups.
2.	Pupils' mental Health and wellbeing and self esteem
3.	Pupils' cultural capital and opportunities for new experiences
4.	Some pupils deemed to be disadvantaged also have special educational needs
<u>Barriers to future attainment external</u>	
1.	Some children are not able to access the same opportunities as their peers due to their financial circumstances
2.	The perceived value of education is low in some families and attendance for disadvantaged pupils remains lower than the school average
3.	Lack of routines that lead to lateness and poor attendance
4.	Low aspiration and limited life experiences
5.	Lack of parental engagement or confidence in basic skills of literacy and maths
6.	Mental health issues within the family

Definitions: Pupil premium pupils: those who are looked after by the local authority, those who have been eligible for FSM at any point in the last six years (also known as Ever 6) and for children whose parents are currently serving in the armed forces.
FSM6 - pupils who are or have been entitled to free school meals for the last 6 years

This year, we expect to receive ... to support four pupils

Overall aim

To ensure that pupils who may have been disadvantaged in some way attain in line with their peers in all of the core subjects and have the opportunity to access and thrive in broad and enriching curriculum

Context

Last year our pupil premium children all achieved the expected standard or greater depth. Our current year 6 has no pupils entitled to pupil premium. However, younger year groups do and some of these pupils have special educational needs and may have additional barriers to learning.

	Objective	Action	Responsible	Resources	Time	Impact
Outcomes for pupils	To enable disadvantaged pupils to make progress in line with their peers	Additional teachers assigned to work with individual year groups where there is a proportion of PP children Intervention groups to target Pupil Premium children with a particular focus on read Additional Apprentice TA recruited to work full-time	Headteacher Class teachers	Two afternoons and two mornings per week £10000 TA 3 hours per week £1350	10 hours of additional teaching time 3 hours per week	Disadvantaged pupils have been disproportionately impacted by lockdowns. Engagement with remote learning was lower despite our endeavours to support with IT, internet provision and resources sent home. Despite this, disadvantaged pupils in year six demonstrated that they had met the expected standard based on our teacher assessments. Pupils in other year groups, particularly those disadvantaged pupils with SEN will need additional support next year.

				£5000 approximate but also to support SEN		
	To enable disadvantaged pupils to catch up missed learning during lockdown	Identify pupils for whom lock-down has more significantly hindered progress Invite those pupils to participate in tutored sessions (small group or individual) with a qualified teacher	3 hours per week throughout the autumn and spring term	£1500	3 hours per week	Disadvantaged pupils received one to one support and tuition. Pupils in receipt of tuition made progress in the spring and summer term in line with their peers. However, this was from a lower starting point. Not all disadvantaged pupils were willing to make use of additional tuition sessions, particularly those pupils with SEN, who had concerns around the additional work requirement.
	To provide a wealth of opportunity to increase pupils cultural and life experiences	Pupil premium pupils to be offered subsidised music lessons. Where requested pupil premium children offered subsidised residential trip funding.	Headteacher EVC	£300 £700	N/A	Residential visits encouraged disadvantaged pupils to step out of their comfort zone. All disadvantaged pupils in KS2 attended a school residential with their peers.
	To track and monitor progress more effectively and intervene swiftly and efficiently to support pupil progress and attainment.	All teachers and TAs to know who their PP children are and monitor their progress on the new tracking system Pupil progress meetings to be held termly. PP children to be highlighted in these discussions	Class teachers and TAs	N/A	1 day per term for pupil progress meetings. Time taken to analyse and monitor pupil progress.	Teachers are acutely aware of the disadvantaged children in their classes. During observations, it has been noted that teachers focus attention and questioning towards them to enable them and ensure understanding of tasks.

	Objective	Action	Responsible	Resources	Time	Outcome
Teaching and learning	Ensure that quality first	Teachers provided with clear feedback with individual	Headteacher	Monitoring through the	Usual monitoring	Guidance relating to remote learning has been fully implemented enabling all children to

	teaching is at least good and increasingly outstanding	<p>targets which include ways to overcome barriers for disadvantaged pupils.</p> <p>Opportunities identified for professional development to include improvement to teacher's specialist knowledge and strategies to close the gap for PP children.</p>	<p>SLT</p> <p>Subject leaders</p> <p>Class teachers</p> <p>One-to-one TA provision</p>	<p>monitoring schedule</p> <p>Staff training</p> <p>Pupil progress and moderation meetings.</p>	<p>schedule time.</p> <p>Staff on training courses as necessary to ensure improvement in practice.</p> <p>Time taken to develop and analyse pupil surveys</p>	<p>engage in learning daily. Remote learning did not suit disadvantaged children to the same extent and many were encouraged to return to school as soon as this was possible.</p> <p>Lesson monitoring did take place and best practice as identified by Tom Sherrington formed training and the monitoring of learning.</p> <p>The quality of teaching and learning across the school is strong and disadvantaged pupils by and large engage well. Some with more apparent barriers to learning or ACEs are supported by adults as appropriate to enable access to learning.</p>
	Develop strategies to negate potential barriers to learning for pupils entitled to pupil premium	<p>Teacher's planning to identify specific barriers of PP children and adapt to their needs.</p> <p>Regular pupil progress meetings focussed specifically on PP funded children.</p> <p>Discussion with FSM6 pupils in monitoring cycles to ascertain enjoyment and engagement with learning.</p>	<p>Headteacher</p> <p>Class teachers</p>	Pupil progress meeting times.		Pupil progress meetings not fully restored until the autumn term of 2021 due to having to function in bubbles. However, progress data has been monitored with PP children progressing in line with their peers. Targeted tuition enabled these children to overcome some gaps in their knowledge or misconceptions which existed before or had developed during lockdowns due to lower engagement with remote learning provision.
	Enhance the SEN provision in the school by appointing and training LH with best practice in provision	Streamline our provision and support for SEN pupils and closely monitor the impact it has on pupils, particularly those entitled to PP funding.	<p>Headteacher</p> <p>SENCO</p>	£4000 NASENCO plus cover requirements	<p>Eight face to face days of training.</p> <p>Time to complete assignments and implement</p>	National Award for SENCO achieved and many aspects of best practice learning implemented. SS CCN team commented on the positive impact of our SEN provision on pupils with EHCPs particularly in relation to the progress made.

					enhance procedures and strategies.	
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	Objective	Action	Responsible	Resources	Time	Outcome
Behaviour and Safety	Improve engagement and liaison between school and parents	Continue to enhance the website as a key channel of communication.	Headteacher Subject coordinators	£500 annual costs	Adding information to the website. Planning and leading of workshops. Developing understanding of best practice of parental support.	
	Sync information gathered and stored on CPOMS including SEN provision and support for PP children	Further develop the use of CPOMS to monitoring safeguarding and other barriers to learning	Headteacher SENCO	£500 ongoing cost of CPOMS. Time taken to transfer and sort current SEN files and ensure those required can access via CPOMS	SENCO time 1 hour per week	Provision mapping fully communicated between staff and those leading intervention strategies evidence of progress logged, shared and communicated effectively.
	Promote and support pupil welfare and well being .	Lead workshops on e-safety sharing practice to ensure children stay safe when on the internet. Conduct a pupil well-being survey to identify potential barriers to succeeding and	Headteacher Computing coordinator E-safety committee		Planning and offering the workshop. Time to plan and analyse survey data	Pupils survey conducted on returning to school focusing on elements of school that pupils have missed and what they are anxious or worried about as we return to school fully. The data and responses were discussed by staff and used to inform our planning as we gently increase expectations in terms of writing and workload.

		implement strategies to overcome those barriers.				
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	Objective	Action	Responsible	Resources	Time	Outcome
Leadership and management	Reduce the negative impact of low attendance on disadvantaged pupils	New headteacher to continue to enhance relationships with the community and particular with parents entitled to PP funding.	Headteacher	Use of the early help team where provided.	2 hours per week	A positive impact has been achieved with average attendance in the autumn term of 2021 being 94.3%. Last year, the average attendance for disadvantaged pupils was 94.1%. This is still below the average for the school. However, disadvantaged children in the school have been disproportionately impacted by the isolation requirements of covid-19 with one-third having tested positive themselves in the last year.
	To evaluate the curriculum ensuring it provides a clear rationale for skill development and is tailored to enable pupils to succeed.	Staff to be trained on the development of skills. Pupils will have a clear progression through these in each year group.	Headteacher Subject coordinators Class teachers	Part of the wider school improvement priorities.	SDP monitoring reviews identifying the impact.	Skills progressions and vocabulary sequencing are ongoing as part of our school drive to improve the quality of the curriculum through the depth of understanding the pupils achieve in the school. It is not possible to gauge the impact of this sequencing as previously the curriculum in most subjects did not produce quantifiable data. We have introduced vocabulary quizzes from September 2021 in Science, history and geography and disadvantaged pupils will be monitored in these against their peers to determine the impact of the curriculum. However, it is worth noting that our disadvantaged pupils are also more likely to have identified SEN with one-third being on the SEN register when the percentage across the school is 12%.
	To integrate systems for logging safeguarding, send, behaviour and mental health and well-being to get the		Headteacher Class teachers	£500 ongoing costs for CPOMS		CPOMS is fully utilised and monitored to ensure that the well-being and challenges are communicated between staff. This has enhanced our responses to parents relating to incidents between pupils.

	larger picture of a pupil and what is happening					
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