

Aldbury CE Primary and Nursery School

Pupil premium strategy statement 2020-2021



School overview

Metric	Data
School name	Aldbury CE Primary and Nursery School
Pupils in school	107
Proportion of disadvantaged pupils	14 children 13%
Pupil premium allocation this academic year	£22,219.85
Academic year or years covered by statement	2020-2023
Publish date	September 2020
Review date	July 2020
Statement authorised by	Natasha Chiswell
Pupil premium lead	Rebecca Rothwell
Governor lead	Leigh Bradbury

Disadvantaged pupil progress scores for last academic year 2019-20

In-house data percentage of children making positive+ progress Spring 2020 (Covid-19)

Measure	Progress
Reading	73.3%
Writing	73.3%
Maths	66.7%

Disadvantaged pupil performance overview for last academic year

In-house data Spring 2020 (Covid-19)

Subject	Measure	Score
Reading	Meeting expected standard at KS2	50%
	Achieving high standard at KS2	12.5%
Writing	Meeting expected standard at KS2	37.5%
	Achieving high standard at KS2	6.3%
Maths	Meeting expected standard at KS2	53.3%
	Achieving high standard at KS2	6.7%

Strategy aims for disadvantaged pupils

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Aim	Target	Target date
Progress in Reading	To target specific children who are working below age-related to ensure that they make at least expected progress and that progress scores at the end of key stage 2 is in-line or above national average	July 2021
Progress in Writing	To target specific children who are working below age-related to ensure that they make at least expected progress	July 2021
Progress in Mathematics	To target specific children who are working below age-related and those that should be reaching	July 2021

	Greater Depth by ensuring that they make at least expected progress	
Phonics	To support children in achieving age-related expectations in phonics.	July 2021
Other	Improve emotional and social wellbeing to develop resilience, self-confidence and long-term goals/ambition	July 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Overhaul of Guided Reading to ensure that teachers are confident in their approach to teaching comprehension skills and that key skills are modelled and taught explicitly.
Priority 2	Staff training on teaching meta-cognition and self-regulation strategies in writing (Herts for learning) and ensuring that evidence shows that strategies used in the classroom are having impact.
Priority 3	Continue to develop teachers' confidence when planning using Herts Essentials or Back on Track
Priority 4	CPD of NQT to secure subject knowledge of Phase 4 and 5 phonics
Priority 5	To use Jigsaw resources to ensure mental health and wellbeing units of PSHE are taught effectively. To embed Zones of Regulation and refresh Growth Mindset within the classrooms
Barriers to learning these priorities address	Ensuring High Quality teaching throughout the school and in every subject.
Projected spending	Approx £3000

Targeted academic support for current academic year

Measure	Activity
Priority 1	CPD for teaching assistants in running evidence-based interventions for reading: FFT and Precision teaching, Echo-reading.
Priority 2	Embed Shared and Guided Writing in the classroom
Priority 3	Put in place Pre-teaching interventions to enable staff to prepare children for new learning where gaps or lack of knowledge/confidence has been identified
Priority 4	Streaming of children to support progress in phonics knowledge.
Barriers to learning these priorities address	Ensuring interventions are evidence-based and staff are well-trained and confident in order to deliver intervention/group support both in and out of the class.
Projected spending	Approx £7000

Wider strategies for current academic year

Measure	Activity
Priority 1	Resources purchased such as: chrome books, CD players and story CDs, kindle, reading books, to support further reading at home
Priority 2	Purchase of Clicker to support writing in the classroom and spag.com and Nessy to support children's progress in spelling and grammar
Priority 3	Purchase of ICT subscriptions such as My maths and times table rockstars
Priority 4	Extra day for SENCO/PPG Lead to support current interventions and assessment practises in place for phonics and other interventions.
Priority 5	Weekly meetings between key children and SENCO to develop children's confidence and self-esteem through link with a trusted adult and work on pupil-centred targets.

	<p>To put in place regular outdoor learning.</p> <p>Focused support for children: Pupil support worker, protective behaviours, nurture groups, transition support including regular meetings with teachers from secondary school</p>
Barriers to learning these priorities address	<p>Ensure our curriculum is adapted to suit all learners-learning preferences engaged.</p> <p>Develop positive attitudes to learning, resilience and provide opportunities to nurture ambition and positive outlooks- 'you can be anything you want to be'.</p>
Projected spending	Approx £12000

Monitoring and Impact

Area	Monitoring schedule	Impact
Teaching	<p>Book look Termly</p> <p>Lesson visits- Termly</p> <p>CPD evaluation proformas – teachers to fill in after training – reviewed termly</p> <p>Planning scrutiny (PSHE) Termly</p>	<p>Summary of Autumn term lesson visits: PP pupils supported in the classroom, scaffolds given in the form of word banks and sentence scaffolds. Books showed good progress through the Autumn term with key skills being a focus and teachers modelling in lessons. Three level challenges were set home during lockdown along with video lessons with teachers modelling clearly.</p> <p>Impact: Children were able to complete work set at home and teachers could see where children struggled and support where needed. In Pupil Voice children said the work was at the right level and that they made some progress during lockdown and they knew who they could ask for help.</p> <p>PSHE lessons were a focus in Autumn term looking at Zones of Regulation and using the 'calm me time' approach from Jigsaw. Jigsaw was difficult to send home during Remote Learning but Oak Academy Lessons focusing on Being Healthy were identified and set for each year group.</p>

		<p>A big focus was given to Mindfulness and the Feel good Five during lockdown and key children had one to one Zoom sessions when needed with regular check-ins. Class teachers also ran Google Meet sessions with their classes and kept a log of engagement and pupil wellbeing.</p> <p>Impact: Children said they could ask for help at home and said they felt happy at home although they did prefer coming to school. Children said they enjoyed the google meet sessions as they could see their friends and teachers.</p>
Targeted support	Provision maps Lesson visits Book look Phonics tracker Intervention monitoring Planning scrutiny – writing AM7 data	<p>FFT Intervention started in Autumn and continued through Lockdown: Impact: Progress made and gaps in learning are being filled. Plan to continue in the summer term with a view to closing the gap further and finishing.</p> <p>Draw and Talk and therapy support has continued from Autumn term through to lockdown. Impact: Therapy is having a positive effect on the pupils who are feeling happy and have made deeper friendships and are identifying less 'Blue zones' on the zones of regulation.</p>
Wider strategies	Pupil Voice Times table checker results Writing book look (impact of clicker) Parent questionnaire AM7 data	<p>Regular check-ins and support were given to key children during lockdown. Children have been supported fully on return to school from lockdown with zones of regulation, 'good day, bad day' meets with key pupils and a focus on positive mental wellbeing.</p> <p>Impact: Pupil voice showed that children felt happy being back at school and happy to be with their friends and teachers. They said they weren't worried about anything at school.</p>

Review: last year's aims and outcomes

2 children left part way through the year and 2 Post-LAC children have not been included in the data due to being home-schooled for most of the year.

Desired outcome	Chosen action/approach	Estimated Impact	Lessons learnt									
To ensure PP children meet age-related expectations in their phonics	Phonics groups streamed CPD of NQT – phonics and early reading to writing course Intervention to focus on specific needs planned by class teachers	Met: 100% of PP pupils passed the phonics screening test 92% of Non PP pupils passed the phonics screening test	Phonics streaming worked as we were able to target specific children and move them at a rate suited to them. All approaches to continue.									
To ensure PP children make expected progress in their reading across the school	Intervention to focus on specific needs planned by class teachers – phonics, fluency, technique for answering inferential questions Reading fluency and reading comprehension interventions put in place each half term – TA time Phonics workshops for parents CPD of TAs- Phonics training for KS2 Echo-reading discussed with new staff and TAs to ensure it is used to develop fluency in	Not Met: <table><tr><th>Progress</th><th>PP</th><th>Non-PP</th></tr><tr><td>Positive+</td><td>37.5% (3 out of 8)</td><td>51% (26 out of 51)</td></tr><tr><td>Sig Pos</td><td>25% (2 out of 8)</td><td>27.% (14 out of 51)</td></tr></table> Progress went down from Autumn/Spring term 58.3% positive and 33.3% Sig Pos due to Covid Lockdown. This in-line with Non-PP children whose progress decreased by	Progress	PP	Non-PP	Positive+	37.5% (3 out of 8)	51% (26 out of 51)	Sig Pos	25% (2 out of 8)	27.% (14 out of 51)	Continue to focus on Guided Reading approaches. Focus on Reading fluency practices and Reading comprehension Moving forward-Focus on ability to answer reading comprehension questions- use of speaking frames and clear modelling.
Progress	PP	Non-PP										
Positive+	37.5% (3 out of 8)	51% (26 out of 51)										
Sig Pos	25% (2 out of 8)	27.% (14 out of 51)										

	<p>each year group.</p> <p>Guided Reading is taught daily with a focus on reading higher level texts to develop higher level vocabulary and focus on inference skills purchase of quality texts</p> <p>Higher level texts read to the class and vocabulary discussed</p> <p>CPD of echo-reading and how to use in class to develop fluency</p> <p>Guided Reading texts sent home prior to the Guided Reading session</p>	71.7% (positive+) to 51% and 30.2% (sig+) and 30.2% (Sig+) to 27.5%										
PP pupils make progress in-line with Non PP pupils in maths	<p>Develop children’s everyday fluency and arithmetic skills – fast three/four and teacher top up time</p> <p>CPD for individual teachers – Herts Essential maths in Y6</p> <p>CPD of maths subject lead – five day subject leader course</p> <p>Teacher time to assess barriers and identify next steps in learning and put plans in place</p> <p>High quality Pupil Progress</p>	<p>Not Met:</p> <table><tr><td>Progress</td><td>PP</td><td>Non-PP</td></tr><tr><td>Positive+</td><td>62.5% (5 out of 8)</td><td>51% (26 out of 51)</td></tr><tr><td>Sig Pos</td><td>12.5% (1 out of 8)</td><td>19.6% (10 out of 50)</td></tr></table> <p>Progress decreased slightly from the Autumn term from 75% to 62.5% (positive+) and 25% to 12.5% (Sig Pos). This is in-line with Non-PP whose progress</p>	Progress	PP	Non-PP	Positive+	62.5% (5 out of 8)	51% (26 out of 51)	Sig Pos	12.5% (1 out of 8)	19.6% (10 out of 50)	<p>Continued support to be given to further embed Herts Essential Maths and find suitable interventions to support pupils working below.</p> <p>Continue to use maths apps purchased as children engaged well with these especially during lockdown.</p> <p>Further CPD on metacognition and supporting children with SEND needed.</p>
Progress	PP	Non-PP										
Positive+	62.5% (5 out of 8)	51% (26 out of 51)										
Sig Pos	12.5% (1 out of 8)	19.6% (10 out of 50)										

	<p>Meetings, in line with rigorous provision map use – with PP pupils in a priority position for discussion</p> <p>Extra resources – e.g. Timestables Rockstars, My maths and Education City</p>	decreased from 83% (Pos+) to 51% and 41.5% (Sig Pos) to 19.6%.										
PP pupils making expected progress in writing across the year	<p>CPD in Metacognition – promote self- regulation in the classroom</p> <p>More opportunities for incidental writing planned (in other subjects including science, RE and thematic learning) to re-embed skills learnt in English lessons.</p> <p>ICT resources purchased as a teaching tool: Clicker,</p> <p>High quality Pupil Progress Meetings, in line with rigorous provision map use – with PP pupils in a priority position for discussion</p>	<p>Not Met:</p> <table><tr><td>Progress</td><td>PP</td><td>Non-PP</td></tr><tr><td>Positive+</td><td>25% (2 out of 8)</td><td>51% (26 out of 51)</td></tr><tr><td>Sig Pos</td><td>0</td><td>23.5% (12 out of 51)</td></tr></table> <p>Progress went down from the Autumn term 66.7% (Positive) and 25% (Sig Pos) due to Lockdown. This is in-line with Non PP whose progress went down from 71.7% (Positive+) to 51% and 30.2% (sig+) to 23.5%.</p>	Progress	PP	Non-PP	Positive+	25% (2 out of 8)	51% (26 out of 51)	Sig Pos	0	23.5% (12 out of 51)	<p>Teachers set lessons through Google Classroom and differentiated challenges were given, however many of the strategies were difficult to apply in remote learning i.e. guided writing, supporting the use of clicker and first hand immediate feedback.</p> <p>Strong focus, moving forward, on getting the basics embedded for each year group using the hexagons from metacognition training.</p> <p>Modelling to children and getting them to regulate strategies for effective editing and improving.</p>
Progress	PP	Non-PP										
Positive+	25% (2 out of 8)	51% (26 out of 51)										
Sig Pos	0	23.5% (12 out of 51)										
Increased confidence and emotional well-being among those identified children. This will result in increased engagement in lesson and resilience/behaviours for learning	<p>Art therapy</p> <p>Use of one page pupil profiles by all adults to ensure full understanding of PPG/SEND</p>	<p>Met:</p> <p>Zones of Regulation</p> <p>Children feel supported and have adults they can speak with when needed.</p>	<p>Continue to further embed Zones of Regulation</p> <p>Staff have now been trained in Draw and Talk therapy and SENCO has been trained in</p>									

	<p>needs and the strategies required to support</p> <p>CPD – Zones of Regulation, Dyslexia, inclusive classroom for writing, Speech and language in EYFS</p> <p>SENCO time – to oversee provision for LAC and PPG across the school</p>	<p>Art therapy continued throughout the year and part way through lockdown- child felt supported and is now discharged.</p> <p>Weekly check-in from SENCO and SLT: Adults and children felt supported- we were able to identify if not engaging with remote learning or any specific worries or concerns children had and support where needed</p>	<p>Protective Behaviours- use these approaches where needed.</p> <p>Continue approaches</p>
<p>Accessibility to extracurricular experiences and additional resources</p>	<p>Liaise with parents to highlight extracurricular activities the pupil would enjoy.</p> <p>Complete 'Quartet of Care'</p>	<p>Partially Met:</p> <p>PP pupils were encouraged to take part in sports clubs and other physical activities but lockdown restricted this.</p>	<p>'Quartet of Care' useful in identifying which PP pupil are accessing clubs or extra provision, this is to continue.</p> <p>Lockdown restricted pupils' ability to take part in sports - outdoor learning and PE to be a focus when children return.</p>