Aberford C of E Primary School

**Pupil Premium Spend Strategy**

 ***2019 - 2020 (£24 360 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 intervention sessions
* Support for start of school day and transitions
 | Percentage of combined overall annual costing for HLTA/TA£18 575 | 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 |  |
| Some children show lack of resilience and shallow thought processing, when they are faced with cognitive challenges.   | * Pre and over learning sessions
 | Percentage of combined overall annual costing for HLTA/TA£18 575 | 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 |  |
| 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
 | Percentage of combined overall annual costing for HLTA/TA£18 575 | Impact on learning and progress of whole cohort |  |
| Children with gaps in learning in Years 5 and 6 no securely on track for expected or good progress | * Intervention – impact reviewed every half term and adapted as necessary
 | Percentage of combined overall annual costing for HLTA/TA£18 575 | Target children will reach their expected outcomes and make expected progress in reading - see data for evidence  |  |
| Increasing number of vulnerable families need help with various issues. This affects support for learning, attendance, attitudes and punctuality. | Extended Services support. Attendance strategies including collecting children from home | - | The situation for families will improve, hence the approach and attitude towards school and learning at home and school and attendance |  |
| 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.  |  |
| 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 |  |
| Some children have experienced early trauma and need support to access learning fully.School to become a trauma friendly school. | Training accessed through Leeds Virtual School and Trauma partners to skill up school staff  | £2000 | 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 |  |
| Throughout the year, PP children experience unpredicted barriers to learning | Resources accessed to support families and individual children | £2335 | Quick access to support minimises negative impact on child |  |
|  |  | **TOTAL = £24 360** |  |  |