

Pupil premium strategy statement

School overview

Metric	Data
School name	Alma Primary
Pupils in school	206
Proportion of disadvantaged pupils	5.3%
Pupil premium allocation this academic year	£17, 795
Academic year or years covered by statement	2020-2021
Publish date	July 2021
Review date	July 2021
Statement authorised by	Marc Shoffren
Pupil premium lead	Rachel Clark
Governor lead	????

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No data due to Covid
Achieving high standard at KS2	No data due to Covid

Measure	Activity
Priority 1	Ensure staff have the relevant training to be able to deliver a mix of in person, blended and remote learning to children. Children will have the necessary technology and resources to be able to access the learning at home.
Priority 2	Children are able show improved emotional resilience and wellbeing – their economic status does not determine their SEMH.

Priority 3	All PPG children are able to access the same enrichment experiences as their non PPG peers e.g. excursions, residential experiences and extra -curricular activities
Projected spending	£17.795

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	
Progress in Writing	Achieve national average progress scores in KS2 Writing	
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	
Phonics	Achieve national average expected standard in Phonics screen	
Other	Ensure attendance of disadvantaged pupils is 97% or better	

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

Targeted academic support for current academic year

Measure	Activity
Priority 1	INSETS targeting remote/blended learning; sessions with Catch Up Tutors to ensure sessions could be delivered online; allocating iPads/ laptops for specific families; purchase of Seesaw license to deliver online content
Priority 2	
Priority 3	

Projected spending	£10,795
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Wider strategies for current academic year

Measure	Activity
Priority 1	Invest in play therapist to deliver a year of drama therapy groups to support children's SEMH.
Priority 2	School pay for trips, clubs and residential and subscriptions for children in PPG cohort.
Barriers to learning these priorities address	
Projected spending	£7000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to staff for professional development and inset	use of inset days and additional cover for staff
Targeted support	ensuring timetabling means there is always space for drama therapy; ensuring sessions can be delivered remotely where needed	office to work with the drama therapy team to ensure logistics. Drama therapy team to liaise with Inclusion Leader to adapt sessions for remote learning
Wider strategies	engaging with our most vulnerable families and trying to support remote activities when needed	SLT calling or contacting most vulnerable families every week to check in during lockdowns. Office contacting parents to make sure they know what is freely available to them.

Review: last year's aims and outcomes

Aim	Outcome
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<p>Ensure staff have the relevant training to be able to deliver a mix of in person, blended and remote learning to children. Children will have the necessary technology and resources to be able to access the learning at home.</p>	<p>No statutory assessments for 2 years make it hard to compare data from last year. All PPG children had access to technology at home to allow them participate in remote learning. All PPG children participated in remote learning sessions when required and made use of Seesaw. Seesaw has also been used to promote home learning activities. Catch Up tutors have supported all PPG cohort children other than in Reception. Children in Reception were given extra phonics sessions during the year.</p>
<p>Children are able show improved emotional resilience and wellbeing – their economic status does not determine their SEMH.</p>	<p>Parent and child feedback has been very positive about the group. More work needs to be done in future to show progress e.g. purchasing the PASS wellbeing scale.</p>
<p>All PPG children are able to access the same enrichment experiences as their non PPG peers e.g. excursions, residential experiences and extra -curricular activities</p>	<p>PPG children were able to engage in a range of extra curricula activities and enrichment activities e.g. after school club, karate, school trips, residential trips, free subscriptions to First News,</p>