

Pupil premium strategy statement

School overview

Detail	Data
School Name	Amberley Parochial Primary School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miss S Cale
Pupil premium lead	Miss S Cale
Governor / Trustee lead	Mrs C Atherton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,070
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1065
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,135

Part A: Pupil premium strategy plan

Statement of intent

School Context



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

- Amberley Parochial Primary School is a small rural voluntary aided school, located on the edge of Minchinhampton Common at the heart of a lively and supportive community with a Christian Foundation. It had 99 pupils on roll and is organised into four classes (EYFS) (Yr1 and Yr2) (Yr3 and Yr4) (Yr5 and Yr6).
- We believe that children are at the heart of our unique community and that, here at Amberley, we provide the 'rich soil' that children need to become reflective, independent and aspirational learners for life. This ethos runs deep within the fabric of the school, ensuring that every child fulfils their potential, with the support of all stakeholders.
- Children enter school with standards broadly typical for their age or in some cases slightly above.
- Currently, low numbers of children qualify for free school meals. There are currently 7% children that are pupil premium and 3% children who are SEN.
- The majority of pupils are White British or White European and use English as a first language

Key Principles

We aim to close any gaps for our disadvantage pupils which may be social, emotional or academic.

- No child is left behind
- Children make good progress despite any barriers or challenges
- We provide full access to the wider curriculum
- Pupils feel safe, valued and understood

Ultimate Objectives

We intend for all our pupil premium children to achieve their full potential. Using early identification, quality first teaching and structured and measured interventions, we aim to support our disadvantaged pupils to close any gaps irrespective of their background or the challenges they face by the end of Year 6. In addition, high attaining, disadvantaged pupils will achieve their goals and high standards. This approach will also benefit our non-disadvantaged pupils.

Disadvantaged and vulnerable pupils will be provided with both emotional and social support where appropriate. They will be given strategies and tools in order to support them to deal with any challenges that they may face.

We aim to ensure that all disadvantaged pupils are provided with full access to the wider curriculum by providing first hand experiences and opportunities. All children will have the same experiences as their peers and the school will be inclusive for all.

Through the Christian character and ethos of the school, we aim to support our pupils to feel safe, loved and valued in and outside school. We aim to provide an environment where the children have the opportunity to flourish and live fruitful lives regardless of their background. We aim to act early to intervene, where the need has been identified, through a whole school approach in which we all take responsibility.

These ultimate objectives will be achieved through:

- Pastoral Support
- Therapeutic Story Writing
- Counselling for individual needs (pupils and parents)
- Funding for wider curriculum activities such as residential trips, music tuition, outdoor learning activities and art experiences with local artists
- Funding for after school clubs
- Quality First Teaching using research from the EEF
- Quality Teaching Assistant support using research from the EEF
- Targeted support using measurable interventions
- Tutoring
- Access to a broad and balanced curriculum rooted in a deep Christian foundation, designed by Amberley for the needs of their pupils; 'The Amberley Immersion Curriculum.'

Challenges

The following details the key barriers to achievement that have been identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Impact of Covid: social, emotional and academic
2	Children that are disadvantaged and also have SEND (low prior attaining pupils in all areas)
3	Family support and aspirations
4	ACES that children may have experienced causing trauma

Intended outcomes

The following explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	Targeted interventions in reading, writing and maths work towards closing the gaps in reading, writing and maths	<ul style="list-style-type: none"> All interventions have measureable targets to outline the impact of the intervention. Pupils make good progress to close the gaps. Where pupils do not close the gaps, interventions are altered to suit the needs of the individual.
2	With targeted support, disadvantage pupils meet national expectations in the phonics screening (Yr1)	<ul style="list-style-type: none"> Pupils to meet expected progress as shown in national data.
3	Children make progress and close gaps in reading, writing and maths by accessing quality first teaching and teaching assistant support in class	<ul style="list-style-type: none"> NFER and Can Do Maths assessments support judgements and identify gaps. Assessments are accurate and support closing the gaps. Appropriate CPD is provided for all teachers to achieve QFT. Measureable targets are placed on a Narrowing the Gap forms and measureable targets are analysed.
4	Children can close the gaps through targeted tutoring sessions after school.	<ul style="list-style-type: none"> Data shows measureable improvement for these pupils in tutored subjects. Sessions are delivered by class teachers so that targeted support can relate to lessons in class.
5	Pupils are provided with full access to the wider curriculum by providing first hand experiences	<ul style="list-style-type: none"> Pupil conferencing, pupil survey and exit interviews will identify if disadvantage pupils feel that they received the same experiences as non-disadvantage pupils.

	and opportunities such as music tuition, residential trips and school trips.	<ul style="list-style-type: none"> • Pupil conferencing will outline the impact of experiences and opportunities provided. • Reflection sessions and Spiritual Scrapbooks will reflect the impact of the experiences and opportunities that these pupils have received.
6	Children are able to access Therapeutic Story Writing and their emotional issues are addressed in a way that does not overwhelm the child. Children improve in their writing.	<ul style="list-style-type: none"> • Assessment produced before and after the sessions will show the impact of the intervention. • The intervention improves pupils' writing skills while also developing their emotional and social skills. The sessions will demonstrate improvement in data and self-esteem in individuals.
7	The children will be provided with appropriate pastoral support and counselling depending on the individual needs of the child.	<ul style="list-style-type: none"> • Children will be able to access pastoral support or counselling, depending on need, to improve their wellbeing, attendance, self-esteem or academic progress. Outcomes will be recorded to monitor the impact of the sessions depending on area of focus.
8	Children can access wrap around care.	<ul style="list-style-type: none"> • Some places for breakfast club will be made available to support the children with their attendance and a positive start to the morning impacting on their wellbeing and academic outcomes. This will be measured through attendance, attainment and wellbeing.

Activity in this academic year

The following details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster Teaching in Key Stage 2 £3000	This approach will enable the teacher, booster teacher and teaching assistant to provide quality feedback to improve the children's learning. Feedback will focus upon moving learning forward targeting specific learning gaps which will focus upon the individual need. This approach, alongside written feedback, will enable children to clearly focus upon the actions	1, 3

	<p>that they need to take in order to achieve their goals, with the child motivated and confident to achieve.</p> <p>Dylan Williams, 'Embedded Formative Assessment.'</p> <p>Feedback EEF (educationendowmentfoundation.org.uk) (6 to 7+ months impact)</p>	
<p>Teaching assistant support in class £4200</p>	<p>All classes will have access to a teaching assistant during the morning. Teaching assistants are directed to work with key groups providing quality feedback, support and interventions. Teachers are specific on how they deploy their TA.</p> <p>Evidence from the EEF states that teaching assistants provide up to 4 months+ impact, if used effectively.</p> <p>Education Endowment Foundation Teaching and Learning Toolkit: Teaching Assistant Interventions</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 3
<p>Audit of Phonics in school and source relevant materials £600</p>	<p>A phonics approach has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantage pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions delivered by teaching assistant (£4,200 Included) above</p>	<p>All classes will have access to a teaching assistant during the morning. Teaching assistants are directed to work with key groups providing quality feedback, support and interventions. Teachers are specific on how they deploy their TA. Interventions target number, reading, speaking and listening, spelling and writing. Schemes are used when appropriate.</p> <p>Evidence from the EEF state that teaching assistants provide up to 4 months+ impact, if used effectively.</p>	1

Tutoring £690	<p>Small group tuition targeted at pupils' specific needs.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. (4+ months depending on group size)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,599

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Residential Trip to PGL £900</p> <p>School Trips £315</p> <p>Children have an opportunity to work on their social and emotional skills. Every child has the opportunity to attend the residential and day trips and receive the same experiences as their peers.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>During PGL (residential trip), there will be a focus upon: relationship skills, role play, good communication and listening skills and responsible decision-making. The children will teach and practise problem-solving strategies which all contribute towards effective social, emotional learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
Local Artist £1200	<p>The impact of arts participation is considered as being beyond maths and English outcomes. The art activities will be delivered through small groups to improve impact opportunities. This approach is being used to develop positive attitudes, to support learning and increase well-being which have been acknowledged by the Education Endowment Foundation Teaching and Learning Toolkit: Arts Participation.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	5

Therapeutic story writing £1000	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life. EEF Social and Emotional Learning . Weekly sessions of therapeutic story writing given to those who receive pastoral support. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	6
Counselling Sessions and Pastoral Support £1800	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life. Pastoral support given where appropriate and counselling used when required. (Outline of support etc. can be provided) EEF Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	7
Children who have suffered ACEs will have experienced a trauma, of which there are a variety of types. Trauma disrupts everything (mind, body, well-being, relationships, trust.) Research by Louise Bomber outlines the importance of 'The Recovery Journey', and the 'Trauma Tree' outlines the way individuals cope with trauma and how, with support, they deal with undoing the feeling of being alone in what they have experienced. It states how it is important that these children have opportunities to have positive childhood experiences. Relationships need to be built with the children to increase the individual's ability to feel safe and to be able to trust. The wider strategies listed take these points into consideration. Using these wider strategies enables the school to use the model of regulate, relate, reason and repair, as discussed in research and the book 'Know Me to Teach Me' by Louise Bomber.		
Music lessons £144	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. The school sourced a grant from Make Music and this is to top up the grant. Weekly piano lessons have been provided for PP child.	5
Breakfast Club £240	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life. The breakfast club provides a safe start to the morning and encourages attendance in school (data available). EEF Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	8

Total budgeted cost: £14,089

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The following details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The school continues to use Insight Tracker which is informed by assessments such as NFER, teacher assessment and Can Do Maths. The tracker is used to monitor all subjects and groups.

Due to robust remote teaching, assessment is only slightly below to predicted data. These gaps have been identified and are being addressed through the school's Narrowing the Gap systems.

Pupil conferencing, assessments and observation during the return to school has indicated that pupils and parents have suffered due to Covid-19 issues. Lack of self-esteem, confidence, concentration, everyday well-being and communication have all been key issues which we plan to address through our school's clear vision, ethos and strategy plan.

We used pupil premium funding to provide well-being support for all pupils, and implemented targeted interventions where possible and appropriate. We are building on that approach with this detailed plan and all actions on the previous plan which were not fulfilled have been carried forward to this plan.

(Due to small numbers, data will not be published as it is impossible to keep individuals anonymous)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

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