

Pupil Premium Strategy Statement – Amberley Parochial Primary School

1. Summary Information					
School	Amberley Parochial Primary School				
Academic Year	2016/17	Total PP budget	£13,960	Date of most recent PP review	Sept 2016
Total number of pupils	106	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Sept 2017

2. Current Attainment		
Attainment for 2015-2016	Pupils eligible for PP	National Average 2016
% achieving expected standard or above in reading, maths and writing	75%	53%
% achieving expected standard or above in reading	100%	66%
% achieving expected standard or above in maths	75%	70%
% achieving expected standard or above in writing	75%	74%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Lacks of social and emotional support - Some of our children have a range of complex issues, which has affected attainment and well-being.
B.	Poor starting points – Some of our PP children have extremely low starting points due to starting education late or having complex needs.
C.	To provide full access to the wider curriculum providing first hand experiences.
D.	Approaches to learning - Learning behaviours need to be developed.
External barriers	
E.	Some children have support from external agencies due to a range of complex needs.

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	Success Criteria
A.	Children requiring emotional support will have therapeutic time, support with mental health issues or time with the Educational Psychologists to address specific needs.	<ul style="list-style-type: none"> Children have the opportunity to express their feelings and say that they are happy and supported at school. Staff are trained in delivering therapeutic story writing and can address mental health issues.
B.	Children will receive targeted intervention support in order for the gap to close.	<ul style="list-style-type: none"> Children not making expected progress are identified during Narrowing the Gap meetings. Targeted intervention support will be put in place and measured. Children have access to 1:1 or small group support where appropriate.

C.	PP children will be given the same opportunities as Non-PP children and are not excluded from the wider curriculum.	<ul style="list-style-type: none"> • PP children attend a variety of clubs. • PP children have the opportunity to participate in the wider curriculum and have the opportunities to take part in residential, musical lessons and school trips. • Children to attend breakfast club in order to support good well-being.
D.	Children will be able to use learning powers to support their learning having an impact on their progress	<ul style="list-style-type: none"> • Children will embrace challenge with a positive attitude • Children reflect upon their learning and understand that making mistakes is part of the process
E.	External support given where children have complex needs.	<ul style="list-style-type: none"> • Education Psychologist input and other agencies: counselling used when appropriate to support children making progress socially, emotionally and academically.

5. Planned Expenditure					
Academic Year		2016/17			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired Outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff Lead	Review date
PP children receive: <ul style="list-style-type: none"> • appropriate intervention support to improve progress and close the gap • support with any complex needs 	Narrowing the Gap meetings involving all staff, including teachers, SENDCO and support staff.	Narrowing the Gap meeting identify disadvantaged children who are at risk of not meeting ARE expectations in reading, writing and maths.	Each class to receive non-contact time to write up the NTG form. All staff to attend Narrowing the Gap meetings fully prepared to discuss attainment and progress. Impact monitored 3 times a year as part of SLT monitoring and evaluation cycle. Evidence is triangulated from book looks, pupil conference and data, progress and attainment.	SC and PB/SH	Termly at Narrowing the Gap meetings
Teachers receive planning time to discuss support for PP children	Teachers to be release each term to plan detailed intervention and support	Teachers are able to ask for advice and support from subject leaders to support these children looking at intervention strategies.	As above	As above	As above

Teachers to introduce learning powers to support the children with their learning behaviours/attitudes within all curriculum areas	Action plan for the year produced to embed learning powers across the school	Learning powers support children's understanding of what a good learner is.	Termly review action plan and monitor impact.	All staff	Termly
Total budgeted cost					£900
ii. Targeted support					
Desired Outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff Lead	Review date
The Educational Psychologists to address the complex needs of individuals	1:1 Educational Psychologist to work with individuals to identify specific needs and identify actions to support these children	Interventions are written to match the needs of individuals. Advice and feedback from EP to ensure the correct provision is provided.	Regular feedback from the EP measuring impact of interventions.	SC / EP / class teacher of child	3 x a year £900
Children requiring emotional support will receive therapeutic story writing time with a trained adult	Children to receive small group support or 1:1 that targets specific areas as identified in Narrowing the Gap meetings.	Children have an opportunity to express and talk through their issues. Children feel happy in school and feel listened too.	Staff have appropriate training in therapeutic story writing and mental health issues. Pupil voice	N.S LE SC	Spring 2017 £800
Disadvantaged children to close the gap with their peers, and non-pupil premium children from similar starting points	Children to receive small group support or 1:1 that targets specific areas as identified in Narrowing the Gap meetings.	Interventions are written to match the needs of individuals. Targeted support has an impact on children. Gaps need to be closed so they do not widen.	Impact monitored 3 times a year as part of SLT monitoring and evaluation cycle. Evidence is triangulated from book looks, pupil conference and data, progress and attainment in Narrowing the Gap meetings.	All staff and SLT	Termly during Narrowing the Gap meetings, book looks, learning walks and lesson observations. £8,580
Total budgeted cost					£10,280

iii. Other approaches Supporting children to access the wider curriculum					
Desired Outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff Lead	Review date
PP children to have access to extra-curricular clubs and music lessons.	Children encouraged to take part in extracurricular activities.	Children will be given the opportunities to take part in a range of opportunities and experiences.	Monitor the participation in visits and children who attend clubs. Pupil voice will be used to gain feedback from children.	SC	Summer Term 2017
No PP child denied access to residential trips because of being from a disadvantaged background.	Residential trips to be subsidised by school.	All children in receipt of PP are able to attend residential trips.	Monitor the participation in visits and children who attend clubs. Pupil voice will be used to gain feedback from children. In addition, the OPS survey used to evaluate experiences.	SC	Summer Term 2017
				Residential support, extra-curricular activities and school trips	£1,700
				Art Projects	£300
				Breakfast Club	£300
				Stem works	£480
				Total budgeted cost	£2780

6. Review of expenditure 2015/26		
Previous Academic Year: The school has 14 Pupil Premium children (13%). 9 children are in KS 2 and 5 are in KS1. 4 children are in year 6 and one child in year 2.		
Chosen action	Outcome	Lessons Learned
<p>Targeted Intervention Groups Providing focussed teaching for individual pupils/small groups throughout the school.</p> <p>Ensure that children have good levels of numeracy and literacy (including phonics).</p> <p>Progress monitored at all stages in order to close the gaps.</p>	<p>By supporting pupils in a one to one or small group situation, we have been able to narrow the gaps between Pupil Premium Pupils and their peers.</p> <p>Children have received successful interventions to which ensure that no child falls behind.</p> <p>End of KS 2 data (small cohorts)</p> <ul style="list-style-type: none"> ➤ In year 6, 75% of pupil premium children (3 children) achieved expected attainment or above in maths. 50% (2 pupils) achieved exceeded expectations with scaled scores of 119 and 113. ➤ In year 6, 75% of pupil premium children (3 children) achieved expected attainment or above in writing. 50% 	<p>Personalised measureable targets supported individuals to close the gap.</p> <p>Narrowing the Gap meetings give teachers the opportunities to share good practice and strategies to support specific needs.</p> <p>Teaching assistants need to be to be placed strategically to support where the need is required. This can be successfully carried out after Narrowing the Gap meetings.</p> <p>PP data: numbers are based on very small cohorts.</p>

	<p>(2 pupils) achieved exceeded expectations.</p> <ul style="list-style-type: none"> ➤ 100% of year 6 pupil premium children (4 pupils) achieved expected attainment or above, in their reading. 75 % of those pupils (3 pupils) exceeded expectations with scaled scores of 120, 110 and 118 <p>Whole school data (small cohorts)</p> <ul style="list-style-type: none"> ➤ 50% (2 pupils) achieved national expectations in the year 1 phonics screening. The two children who did not achieve have individual complex needs. ➤ The year 2 Pupil Premium child did not achieved expected, however did not attend our school in EYFS and year 1. ➤ The two pupil premium children in KS1 who did not achieve expectations currently have individual complex needs. ➤ In KS2, 100% of pupil Premium children (9 pupils) are on track or above in reading. ➤ 44 % of pupil premium children (4 pupils), in KS2, are exceeding in reading. ➤ In KS 2 writing, 89% of pupil premium children (8 pupils) are on track or above. ➤ In KS2 maths, 77% of pupil premium children (7 children) are on track or above in maths. ➤ In year 4, 5 and 6, the pupil premium children are achieving the same expectations or better than non-pupil premium. (NB. cohorts are small) 	
<p>Enrichment Activities Ensure that pupils are not excluded from taking part in residential or regular school trips.</p> <p>Children are given additional opportunities to learn through sport, art and music, which enables them to develop physically, socially and emotionally. The activities promote co-operation, teamwork, community spirit and an opportunity to express themselves.</p>	<p>No child was excluded from any paid activities for financial reasons. This has given all children the same opportunities and experiences to build upon fundamental skills for life and learning.</p> <p>No PP child has been excluded from a residential due to cost Pupils in the group showed improved confidence and demonstrated self-esteem that is more positive.</p> <p>Children were able to perform in a stadium and sing with others. The children were able to develop confidence and were keen to come to school, as they</p>	<p>These activities had a positive impact on all pupils especially when making things for a purpose.</p>

	<p>wanted to participate in their music.</p> <p>Children produced a piece of artwork that demonstrated perseverance and co-operation with others. The artwork gave them a sense of belonging and it has been placed in the school entrance.</p> <p>Children were ready to learn and able to access teaching and learning in line with their peers.</p>	
<p>Pupil Progress Meetings Termly meetings with staff in each class to discuss the progress of each child in reading, writing and maths. These meetings are used to plan and evaluate interventions for children at risk of not making at least good progress and/or achieving age-related levels at the end of the year.</p>	<p>Termly pupil progress meetings ensure that interventions are used effectively to close gaps and identify needs. The rate of progress is reviewed and plans put into place to move children's learning having a positive effect on closing the gap.</p> <p>Pupil Progress meetings identify children that require support and using the Pupil Premium Teaching Assistant, this has proven to be highly effective across the school.</p> <p>Vulnerable pupils have outlined specific support needed in order to achieve true potential and to make progress.</p>	<p>Where gaps are not closed there are complex issues for individual's children and case studies have been used to cover and monitor their progress.</p>
<p>Shirley Clarke Action Research Assessment for learning research, which will strengthen AfL (assessment for learning) across the school, benefiting all the children.</p>	<p>Children received quality first teaching through using a variety of effective AfL techniques.</p>	<p>The members of staff were able to deliver staff meetings to strengthened AfL practice. Growth mind-set and learning powers can now be developed further to continue the journey.</p>
<p>Educational Psychologist To provide advice and support for individual children to support their progress.</p>	<p>Children were given the professional support that they required and teachers could support the children's learning through using guidance given.</p> <p>Children who received input were able to talk about emotions and feelings openly and with a growing confidence.</p>	<p>Precise, specific focused targets enabled children to make slow progress.</p>