

Pupil Premium Strategy Statement – Amberley Parochial Primary School 2018-19

Summary Information					
School	Amberley Parochial Primary School				
Academic Year	Sept 2018-2019	Total PP Budget	£6,600	Date of most recent PP Review	October 2018
Total number of pupils		Number of pupils eligible for PP	Children	Date for next PP strategy Review	September 2019
		5 PP children @ 1320 = £6600 2 service children @ 300 = 600			

Current Attainment		
Attainment for 2017-2018	Pupils eligible for PP or service children (5 pupils)	Pupils not eligible for PP (13 pupils)
% achieving expected standard or above in reading, maths and writing	80%	92%
% achieving expected standard or above in reading	100%	100%
% achieving expected standard or above in writing	80%	92%
% achieving expected standard or above in maths	100%	100%

Barriers to future attainment (for pupils eligible for PP)	
In school barriers (issues to be addressed in school, such as poor language skills)	
A.	To target PP progress to ensure the gaps are closed especially for the high and lower attaining PP pupils
B.	To use support to address pupils' complex and additional needs including social and emotional
External Barriers (issues which also require action outside school, such as low attendance rates)	
C.	To use external agencies for some PP children depending on the complexity of their needs To support PP children with emotional support due to issues outside of school, so that they are emotionally ready to learn in school
D.	To provide full access to the wider curriculum by providing first hand experiences including residential trips, art experiences and music lessons

Desired Outcomes (Desired outcomes and how they will be measured)	Success Criteria
A. 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 into place and measured

	Pupils are at least in line or better than national figures for PP in reading, writing and maths with pupils with similar starting positions	<ul style="list-style-type: none"> Children have access to 1:1 or small group support, where appropriate, to support progress SEN children will receive specific targeted support depending on need to support the child's progress
B and C	<p>PP children will have the opportunity to achieve in line with their peers and have the skills to deal with emotional and personal issues that may affect learning</p> <p>Through pupil voice, pupils will express that they feel safe and happy in school and that they are able to be resilience. Pupils will have their needs met</p>	<ul style="list-style-type: none"> Use of educational psychologists, counsellors and other professionals, to ensure that social, academic and emotional needs are met To continue with therapeutically supportive activities to develop a sense of belonging PP / SEN children will receive specific targeted support dependent on need
D.	<p>PP children will be given the same opportunities as Non-PP children and will not be excluded from the wider curriculum. They will have access to music lessons, residential trips and extra-curricular clubs</p> <p>PP children will be involved in all activities if they wish to do so. PP children say they are happy in school and attendance continues to be good or better</p>	<ul style="list-style-type: none"> PP children will have the opportunity to attend paid clubs PP children will be given the opportunity to participate in the wider curriculum and have opportunities to take part in residential trips, extra-curricular clubs, music lessons and school trips

Planned Expenditure					
Academic Year		2018/2019			
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>To target PP progress to ensure the gaps are closed especially for the high and lower attaining PP pupils</i>					
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 Teachers to provide interventions using specific measureable	Narrowing the Gap meetings identify disadvantaged children who are at risk of not meeting age related 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 to	SC and PB/SH	Termly at Narrowing the Gap meetings

	objectives that are tracked rigorously		be triangulated from book looks, pupil conferencing, and data, progress and attainment.		
<ul style="list-style-type: none"> Teachers receive planning time to discuss support for PP children 	Teachers to be released each term to plan detailed interventions and support	Teachers are able to ask for advice and support from subject leaders, relating to intervention strategies, in order to support PP children.	SENDCO and SLT to look at planning and delivery of interventions.	SC and PB/SH	As above

Release time
Targeted in-class interventions supported by teaching assistants
Tutoring

Total Budgeted Cost: £3,700

To provide full access to the wider curriculum providing first hand experiences including residential trips, art experiences and music lessons

Desired Outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff Lead	Review date
No disadvantaged child is excluded from a school opportunity, activity or trip on the basis of low income	Clubs and trips to be subsidized	All children in receipt of PP funding are able to attend school trips and residential	Regular communications with Business Manager, teachers, children, parents and PP governor to ensure all children access a full range of experiences.	Business Manager and HT	Termly review of PP funds and balances
To commission an artist to work with the children to produce art work that represents the school ethos and values	Art work being placed in the school that will be referred to by all stakeholders	PP children have pride in, and feel safe and valued at school	Artist to work with pupils, once a week, to produce art linked to the school's Christian Values.	SC C. Lury S. Adams	On completion

Artist
Residential Trips
Music Lessons
School Trip

Total Budgeted Cost: £1700

To use external agencies for some PP children depending on the complexity of their needs					
To support PP children with emotional support due to issues outside of school so that they are emotionally ready to learn in school					
Desired Outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff Lead	Review date
Educational psychologist to address the complex needs of individuals	Educational Psychologist (EP) 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 EP, measuring impact of interventions.	SC / EP / class teacher of child	3 x a year
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 to.	Staff have appropriate training in therapeutic story writing and mental health support. Pupil voice	NS and SC	Spring 2019
Counselling service for children that need additional emotional support	Children to receive 1:1 with counsellor or counselling with their parents.	Children have the opportunity to talk about their emotions and feelings. This will support the building of resilience and confidence.	Liaise with counsellor, teachers and parents. Use qualified counsellor known to the school. Pupil voice	Counsellor	After each session
Breakfast club to provide a positive start to the day for pupils	Select activities for pupils to access during breakfast club	Pupils will enjoy the start to the day, preparing them for learning.	Breakfast club staff to liaise with pupils to select appropriate activities	K. Cross	Spring term 2019
Counsellor Therapeutic Story Writing Educational Psychologists Resources for Breakfast club Total budget cost: £1200					
Total - £1200 + £1700 + £3700 = £6,900					

Review and analysis of Pupil Premium Spending 2017-2018

Review of expenditure			
Previous Academic Year	£13,960	2017-2018	
Desired outcome	Chosen action/approach	Estimated impact (Did you meet the success criteria?)	Lessons learned (and whether you will continue with this approach)
PP children receive: <ul style="list-style-type: none"> • appropriate intervention support to improve progress and close the gap • support provided for pupils with any complex needs 	Narrowing the Gap meetings involving all staff, including teachers, SENDCO and support staff. Teachers to provide interventions using specific measureable objectives that are tracked rigorously.	PP children are achieving well and the majority of pupils are achieving the same or above their peers. PP children receive specific targets which have resulted in good or better progress. Pupil premium (5 pupils) Reading: Attainment 100% expected Progress 6.16 Writing: Attainment 80% expected Progress 5.78 Maths: Attainment 100% expected Progress 2.85 NB: Extremely small number in cohort	Precise, specific focused and achievable targets are key for children to make progress Narrowing the Gap meetings give teachers opportunities to discuss their pupils' needs and put in place instant objectives to support specific needs of individual pupils. The strategic placement of teaching assistants has benefitted all pupils. <i>(Continue with approach)</i>
<ul style="list-style-type: none"> • Teachers receive planning time to discuss support for PP children 	Teachers to be released each term to plan detailed interventions and support	Teachers are able to ask for advice and support from subject leaders, relating to intervention strategies, in order to support PP children. Refer to data above	Subject leaders for core subjects are aware of standards across the school and have the opportunity to support colleagues using their own expertise <i>(Continue with approach)</i>
<ul style="list-style-type: none"> • Educational psychologist to address the complex needs of individuals 	Educational Psychologist to work with individuals to identify specific needs and identify actions to support these children	Specific targets/interventions are designed to support individuals with complex needs, enabling them to make appropriate progress by providing the correct provision and building pupils' confidence. Pupils have stated in pupil voice that this has been a valuable support. Parents have echoed this sentiment.	Small achievable steps, using different evaluated approaches are important, as different pupils benefit and relate in different ways to different approaches <i>(Continue with approach)</i>

<ul style="list-style-type: none"> • Counselling service for children that need additional emotional support 	<p>Children to receive 1:1 with counsellor or counselling with their parents.</p>	<p>Children received the appropriate support in order for them to access all areas of the curriculum through building their resilience and developing strategies to cope with their specific problems</p> <p>Pupils have stated in pupil voice that this has been a valuable support. Parents have echoed this sentiment.</p>	<p>1:1 gives the pupils opportunity to express themselves and deal with the issues that they have</p> <p>Pupils have been able to focus on their learning despite specific problems as they have the coping mechanisms that support them daily <i>(Continue with approach)</i></p>
<ul style="list-style-type: none"> • Closing the gap for disadvantaged children's average attendance and lateness 	<p>Continuing with the free breakfast club provision for children</p>	<p>Pupils are encouraged to have a meal at the start of the day in a relaxed atmosphere</p> <p>Attendance in school is high and the pupils who benefitted from this approach all achieved expected or better in their KS 1 and 2 SATs <i>(Due to small numbers data will not be published)</i></p>	<p>Pupils' attendance improved and so did results</p>
<ul style="list-style-type: none"> • To commission an artist to work with the children to produce art work that represents the school ethos and values 	<p>Art work being placed in the school that will be referred to by all stakeholders</p>	<p>Pupils have the opportunity to express themselves and also produce a piece of art which will remain in the school. Pupils would feel ownership of the values and ethos.</p> <p>Pupil voice has stated that pupils would like more of this, it gave them a sense of purpose, pride and ownership</p>	<p>Pupils really valued this opportunity and were extremely proud of what they produced.</p> <p>Teachers also benefited from the art teacher's skills and ideas <i>(Continue with approach)</i></p>
<ul style="list-style-type: none"> • No disadvantaged child is excluded from a school opportunity, activity or trip on the basis of low income • 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 for self-expression 	<p>Clubs and trips to be subsidised</p> <p>Business manager and HT to identify families who were in receipt of funding</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</p> <p>Pupils in the group showed improved confidence and demonstrated positive self-esteem Children were able to perform in a stadium and sing with others. The children were able to develop</p>	<p>Targeting families has ensured that all pupils have the same opportunities for trips and other activities</p> <p>These activities enthuse children improving their well-being and self-esteem <i>(Continue with approach)</i></p>

		<p>confidence and were keen to come to school as they wanted to participate in their music</p> <p>Positive pupil voice and feedback from parent questionnaires</p>	
<ul style="list-style-type: none"> Disadvantaged pupils to be closing the gap with their peers in school and do well compared to the non-disadvantaged pupils with similar starting points 	<p>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>Providing focussed teaching for individual pupils/small groups throughout the school ensuring that children have good levels of numeracy and literacy (including phonics) through targeted support</p> <p>Progress monitored at all stages in order to close the gaps and ensure that pupils are on track</p> <p>Refer to data above</p>	<p>The constant review of the targets and updates impact on how successful the interventions are</p> <p><i>(Continue with approach)</i></p>
<p>Educational Psychologist</p> <ul style="list-style-type: none"> To provide advice and support for individual children to support their progress 	<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 growing confidence</p>	<p>Teachers are supported by experts to address the specific needs of individuals. These children make progress that develops their self-esteem and develops positive mind sets</p>	<p>It was very productive to include parents in all meetings and feedback sessions with Ed Psychologist</p> <p><i>(Continue with approach)</i></p>
<ul style="list-style-type: none"> Children have an opportunity to express and talk through their issues in a safe environment Staff have appropriate training in therapeutic story writing and mental health issues 	<p>NS to deliver Therapeutic Story Writing</p> <p>NS and HT identified children who would benefit from the sessions</p>	<p>Children have the opportunity to express themselves and deal with their own specific emotional issues in a safe environment</p> <p>Children can talk through issues with their peers and give each other support</p> <p>Children showing greater resilience in school, more willingness to talk with staff about issues and greater confidence with writing. All children wished it would continue</p>	<p>Continue with the programme. Children wanted to continue the programme and were extremely positive</p> <p>More children need this opportunity as it is a supportive tool in a variety of areas. Transition for year 6 pupils could benefit from this activity to support worries and anxieties</p> <p><i>(Continue with approach)</i></p>

<ul style="list-style-type: none">• Learning Powers are used to build children's resilience and encourage positive mind sets	Learning Powers are embedded into all aspects of learning	Children refer to the powers to support their learning Children understand the powers and are welcoming challenge	Using learning powers as part of Golden Book assembly has been beneficial. Children can relate good learning to their rewards
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