

Pupil premium strategy statement

School overview

Metric	Data
School name	Amblecote Primary School
Pupils in school	289
Proportion of disadvantaged pupils	27.3%
Pupil premium allocation this academic year	£118,000.00
Academic year or years covered by statement	2019-2022
Publish date	September 2019
Review date	September 2020
Statement authorised by	June Lewis
Pupil premium lead	Jane Cook
Governor lead	Claire Roberts

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.71
Writing	1.55
Maths	1.65

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	60%
Achieving high standard at KS2	15%

Measure	Activity
Priority 1	To improve the attainment and ensure accelerated progress in Reading.
Priority 2	To continue to improve the attainment and ensure accelerated progress in Writing.
Barriers to learning these priorities address	Disadvantaged pupils make expected or more progress in reading and writing as a result of targeted support / intervention.
Projected spending	£68,000

Strategy aims for disadvantaged pupils

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 20
Progress in Writing	Continue to achieve national average progress scores in KS2 Writing (0)	Sept 20
Progress in Mathematics	Continue to achieve above national average progress scores in KS2 Mathematics (0+) and strive to close the gap between disadvantaged and non-disadvantaged pupil progress scores.	Sept 20
Phonics	Achieve national average or above in the expected standard in PSC	Sept 20
Other	Improve attendance of disadvantaged pupils to national average (96.1%)	Sept 20

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	To maintain and improve the outcomes of PPP in the Year 1 Phonics Screen and the Year 2 Re-check, by

	ensuring systematic sequenced phonics teaching by all Early Years and KS1 staff.
Priority 2	To raise the profile of and embed a culture of reading across the school.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions.
Projected spending	£15,000

Wider strategies for current academic year

Measure	Activity
Priority 1	To provide support for social, emotional and behaviour needs across the school.
Priority 2	To reduce the absence (& persistent absence) of our pupils.
Priority 3	To maintain and improve the outcomes of Maths at the end of each Key Stage.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£35,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days / staff meetings and additional cover being provided by senior leaders.
Targeted support	Ensuring consistency in the teaching of high quality phonics sessions.	Providing quality CPD for all staff delivering phonics from phonics lead and EYFS lead. Ensure teaching approaches and resources used are consistent.
Wider strategies	Engaging the families facing most challenges.	Working closely with outside agencies including family centres to offer support required.

Review: last year's aims and outcomes

Aim	Outcome
Ongoing quality staff development to increase staff knowledge.	Staff continue to have in-house and external CPD which is reviewed and monitored. Teaching is judged to be at least good across the school.
To enhance staffing especially teaching assistants to support children	Teaching assistants allocation across the school ensures small group, 1:1 support and tailored interventions for identified children.
To develop effective interventions across the school.	A wide range of effective evidence based intervention have been implemented and progress measured.