

Amblecote Primary School: Pupil Premium Strategy Statement 2021/24



Intent – Our Philosophy

Official figures show that 11 percent of neighbourhoods in Dudley are in the most deprived 10 percent of the country, with the figure rising 2% in the last four years. This is based on the concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium (26%) is significantly higher than the national average (15.8%) for primary schools. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our Priorities

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all pupils receive quality first teaching each lesson;
- Closing the attainment gap between disadvantaged pupils and their peers;
- Providing targeted academic support for pupils who are not making the expected progress;
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Our Implementation Process

At Amblecote Primary School, we believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices

Our Review Process

Pupil premium progress is incorporated into our School Development Plan. Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually. During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of pupil premium pupils is a standing item at pupil progress meetings and regularly discussed at Leadership level. Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Deputy Head Teacher and Head Teacher are responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the Pupil Premium Grant through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils. The Head Teacher and the Deputy Head will be responsible for implementing the Pupil Premium Strategy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through appraisal arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head Teacher to include the following information in the termly reports for Governors:

- the progress made towards narrowing the gap, by year group, for disadvantaged pupils
- an outline of the provision that has been made since the last termly report
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

Teaching staff role

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability';
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive;
- plan and deliver a curriculum and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained;
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind;
- keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.

Governing Body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. The governing body will keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

Children Looked After

Children Looked After are not funded in the same way as Pupil Premium pupils and money is accessed via Virtual Schools that hold funding for each looked after child. The school lead on Narrowing the Gap, The SENDCo, a representative from the Virtual School and Children's Services, meet on a regular basis to review the PEPs for each looked after child and to monitor provision for their academic and pastoral needs. PEPs will be updated to reflect actions to be taken and costing put in place to reflect the support needed for each child. Funding requests will be discussed at PEP reviews every six months.

Pupil Premium Pupil Profile 2021/22			
Year Group	Total Number of Pupils	Percentage of Pupil Premium Pupils	Number of Children Looked After
Reception	45	15.5% (7)	0
Year 1	38	28.9% (11)	0
Year 2	46	28.2% (13)	0
Year 3	44	20.5% (9)	0
Year 4	45	26.6% (12)	0
Year 5	37	35% (13)	0
Year 6	45	28.8% (13)	1
All	300	26% (78)	1

Impact

School Overview					
School	Amblecote Primary School				
Academic years covered by statement	2021 – 2022 2022 – 2023 2023 - 2024	Total number of pupils	300	Publish date	March 2021
Pupil Premium Lead	Jane Cook	Proportion of disadvantaged pupils	24.6%	Date of next review	March 2022
Governor Lead	Claire Roberts	Premium allocation this year	£98,185	Statement authorised by	Jane Cook

Potential academic barriers to attainment	Potential non-academic barriers to attainment
Lower levels of progress in literacy and numeracy.	Poor attendance rates. This reduces their school hours and causes them to fall behind with their learning.
Lack of aspiration and motivation.	Reduced pupil and parent engagement with school and learning.
Lack of appropriate challenge.	SEMH and increased volume of pupils with complex vulnerabilities.
Lack of cultural capital/understanding of the wider world.	Lack of social skills, understanding and awareness.

Strategy aims for disadvantaged pupils

Aims	Target	Target date
To improve the rate of academic progress (use of Birmingham Target Tracker).	Significantly narrow the gap between the progress of disadvantaged and non-disadvantaged pupils from individual starting points.	March 22
To improve the rate of academic attainment (use of internal standardised NFER testing).	Significantly narrow the gap between the attainment of disadvantaged and non-disadvantaged pupils.	March 22
To provide more experiential learning opportunities.	Greater breadth of curriculum and extracurricular opportunities to lead to increased level of cultural capital.	March 22
To support pupils with their SEMH needs.	A wider a range of provision in place in school to support the pupils' complexity of SEMH needs more effectively.	March 22
To further improve the rate of attendance.	Continue to narrow the attendance gap between disadvantaged and non-disadvantaged pupils.	March 22

Teaching priorities for current academic year (Academic and attainment progress)			
Measure	Activity - Implementation		
Priority 1	To increase the rate of academic progress (use of quality first teaching, Birmingham Target Tracker, specific targeted interventions & support from Teaching Assistants) Strong focus on the progress pupils make from their individual starting points.		
Priority 2	To increase the rate of academic attainment (use of quality first teaching, Birmingham Target Tracker, specific targeted interventions, support from Teaching Assistants & the use of internal standardised NFER testing) Strong focus on the attainment of pupils in relation to standardised national in year expectations.		
Intended Outcomes	To ensure quality first teaching provides high expectations, challenge and stretch for disadvantaged learners. To ensure that interventions are precisely match to their needs of individuals.	Success Criteria	Gap narrows between PP and non PP academic progress and attainment performance data.
Barriers to learning these priorities address	Lower levels of progress in literacy and numeracy Lack of aspiration and motivation Lack of appropriate challenge Reduced pupil and parent engagement with school and learning.		
Projected spending	£88,185		
Impact	Year 1 (March 2022)	Year 2 (March 2023)	Year 3 (March 2024)
	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review notes			
Light-touch review / overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Wider Strategies			
Measure	Activity		
Priority 1	To provide more experiential learning opportunities.		
Priority 2	To support pupils with their SEMH needs.		
Priority 3	To further improve the rate of attendance.		
Intended Outcomes	<p>Increased level of cultural capital across the school.</p> <p>A wider range of pastoral provision in place to support children complex SEMH needs.</p> <p>Improved pupil and parental engagement which impacts positively on attendance.</p>	Success Criteria	<p>Experiential learning and character education will impact positively on the work pupils produce.</p> <p>Pupil surveys show that they feel happier, secure and well supported in school. Learning walks evidence positive attitudes of pupils towards their learning.</p> <p>Parents have an increased awareness of the detrimental impact of non-attendance on their child's learning.</p> <p>Percentage of attendance increases further towards national figures.</p>
Barriers to learning these priorities address	<p>Lack of cultural capital/understanding of the wider world</p> <p>Poor attendance rates. This reduces their school hours and causes them to fall behind with their learning.</p> <p>Reduced pupil and parent engagement with school and learning.</p> <p>SEMH and increased volume of pupils with complex vulnerabilities.</p> <p>Lack of social skills, understanding and awareness</p>		
Projected spending	£10,000		
Impact	Year 1 (March 2022)	Year 2 (March 2023)	Year 3 (March 2024)
	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review notes			
Light-touch review /Overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Review of expenditure**Previous Academic Year 2021-2022****Quality of teaching for all**

Desired outcome	Chosen action	Estimated impact:	Lessons learned	Cost

Wider Strategies

Desired outcome	Chosen action	Estimated impact	Lessons learned	Cost

Additional comments

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