

AMBLECOTE PRIMARY SCHOOL
PUPIL PREMIUM EVALUATION September 2019- March 2021

Due to Covid restrictions and school closure March – September, the impact of strategies cannot be fully evaluated. This means any data presented in this evaluation is based on Spring Term 1 teacher assessments.

1. Summary information					
School	Amblecote Primary School				
Academic Year	2019/20	Total PP budget	£114980	Date for next internal review of this strategy	July 2020
Total number of pupils	289	Number of pupils eligible for PP	87		

Pupil premium pupils for 2019-2020 will include pupils who are known to have been eligible for free school meals (FSM). The Pupil Premium grant is additional funding given to schools to address any inequalities identified between them and their non-pupil premium peers. It is for schools to decide how the additional funding is spent and part of the accountability for this is to publish spending and impact on the school's website.

At Amblecote Primary School we ensure that all teachers are aware of and accountable for their pupil premium children.

Monitoring and tracking of these children and their progress enables us to provide opportunities that best match the needs of the child

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Attainment of reading and writing skills for PPP in Key Stage 1
B.	Attainment of reading and writing skills for PPP in Key Stage 2.
C.	The emotional well-being of a proportion of our PPP.
D.	Lack of opportunities and aspirations of a proportion of our PPP
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	The attendance of disadvantaged pupils

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	To improve the attainment and ensure accelerated progress in Reading for <ul style="list-style-type: none">Year 1 pupils who left Reception as Emerging (1) in Reading.Year 2 pupils who left Year 1 as working below the end of year expectations in Reading.	80% of identified PPP make more than expected progress in reading as a result of their target support / intervention. (Expected progress means the gaps between the child's reading age and chronological age diminishes) <ul style="list-style-type: none">Year 1 - 83% of PPP made progress (data up to end of Spring 1 2020).Year 2 - 80% of PPP made progress (data up to end of Spring 1 2020).
2.	To improve the attainment and ensure accelerated progress in Writing for <ul style="list-style-type: none">Year 1 pupils who left Reception as Emerging (1) in Writing.Year 2 pupils who left Year 1 as working below the end of year expectations in Writing.	80% of identified PPP make progress in writing from their starting point, as a result of their target support / intervention. <ul style="list-style-type: none">Year 1 - 100% of PPP made progress (data up to end of Spring 1 2020).Year 2 - 83% of PPP made progress (data up to end of Spring 1 2020).
3.	To maintain and improve the outcomes of PPP in the Year 1 Phonics Screen and the Year 2 Re-check.	Increase seen in the number of PPP achieving the expected standard throughout the year (with internal phonics checking) and in June 2020 with the published phonics check. <ul style="list-style-type: none">83% of PPP achieved the standard for Phonics Check (Autumn 2020)No Year 2 re-check – due to C-19

4.	To provide targeted support for PPP who are behind in their reading in KS2.	<p>80% of identified PPP make more than expected progress in reading as a result of their target support / intervention.</p> <p>(Expected progress means the gaps between the child's reading age and chronological age diminishes)</p> <ul style="list-style-type: none"> • Year 3 - 75% of PPP made progress (data up to end of Spring 1 2020). • Year 4 - 100% of PPP made progress (data up to end of Spring 1 2020). • Year 5 - 100% of PPP made progress (data up to end of Spring 1 2020). • Year 6 – 87.5% of PPP made progress (data up to end of Spring 1 2020).
5.	To provide targeted support for PPP who are behind in their writing in KS2.	<p>80% of identified PPP make progress in writing from their starting point, as a result of their target support / intervention.</p> <ul style="list-style-type: none"> • Year 3 - 100% of PPP made progress (data up to end of Spring 1 2020). • Year 4 - 83% of PPP made progress (data up to end of Spring 1 2020). • Year 5 - 100% of PPP made progress (data up to end of Spring 1 2020). • Year 6 – 90% of PPP made progress (data up to end of Spring 1 2020).
6.	To provide high quality whole class texts and to increase the volume of reading resources to enable more books to go home to support families of PPP.	<ul style="list-style-type: none"> • All PPP have access to their own personal copy of the whole class text / book (on loan for the term) - achieved • Librarian to take the PPP to the school library fortnightly to select Reading Champion books and other books of interest - achieved

7.	To raise the profile of and embed a culture of reading across the school	<ul style="list-style-type: none"> • Increase number of PPP participating in Reading Champions and achieving the Bronze, Silver & Gold Levels. Due to Covid-19, pupils did not complete the year in school. PPP were supported in school to work towards this goal. • PPP invited to Reading Champion lunchtime club – achieved.
8.	To maintain and improve the outcomes of PPP in Maths at the end of each Key Stage.	<p>Increase seen in the number of PPP achieving the expected standard at the end of KS1 and KS2</p> <p>National End of Key Stage Assessment in 2020 were cancelled.</p> <ul style="list-style-type: none"> • End of Key Stage 1 - 63% of PPP were assessed to be working at ARE or above (data up to end of Spring 1 2020). • End of Key Stage 2 - 50% of PPP were assessed to be working at ARE or above (data up to end of Spring 1 2020).
9.	To provide a nurturing, personalised learning environment for some of our lowest attaining PPP in Years 5 & 6.	<p>Identified pupils make progress against starting points as a result of a tailored curriculum in a small group environment.</p> <p>100% of PPP within the Learning Nurture Group made progress in at least of one of three core areas of Reading, Writing and Maths.</p>
10.	To provide support for PPP with social, emotional and behaviour needs.	<p>Entry and exit assessments using BOXALL PROFILE demonstrate an improvement in pupils' self-esteem and emotional barriers are removed.</p> <p>Reduction in the number of behavioural incidents recorded on our IMS.</p> <p>Due to Covid-19, pupils did not complete the year in school and Boxall exit assessments could not be administered.</p>

<p>11.</p>	<p>To provide a range of experiences and enrichment opportunities for our PPP.</p>	<p>All PPP across the school have had increased opportunities to access a wide variety of enrichment experiences.</p> <p>This desired outcome was impacted significantly due to COVID-19 restrictions; however, all staff were timetabled to run an enrichment club where our PPP were invited.</p> <p>Year 6 PPP had a weekly rugby session led by a specialist coach.</p> <p>Year 6 5-day residential trip was greatly subsidised for PPP (archery, team building, high rope, climbing wall etc).</p> <p>Year 6 trip to Laser Quest trip.</p> <p>Year 6 certified First Aid training.</p>
<p>12.</p>	<p>To reduce the absence (& persistent absence) of our PPP.</p>	<p>PPP attendance remains higher than in previous terms and is in line with or above National PPP figures.</p> <p>94.38% Sept 19 – Mar 20</p> <p>92.75% Sept 20 – Dec 20</p>