

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (2022-2023) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

This plan also includes us of our recovery premium for the 2022 to 2023 academic year.

School overview

| Detail | Data |
|--|-------------------|
| School name | Amblecote Primary |
| Number of pupils in school | 305 |
| Proportion (%) of pupil premium eligible pupils | 62 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) <i>*This is 3 year plan but the funding expenditure only covers the academic year 2022-23 and the plan will be reviewed annually.</i> | 2021 - 2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Jane Cook |
| Pupil premium lead | Jane Cook |
| Governor / Trustee lead | Craige Brooks |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £104,820 |
| Recovery premium funding allocation this academic year | £10,585 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £115,405 |

Part A: Pupil premium strategy plan

Statement of intent

At Amblecote Primary School we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to reach their potential and to be as well prepared for the next stage of their education as their non-disadvantaged peers.

As a school, we recognise that these children can face a wide range of barriers which may impact on their learning.

Through the use of our Pupil Premium funding we aim to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- To continue to increase reading opportunities via reading books matched to phonics and reading levels, in order to develop a love of reading. In addition, we strive to ensure that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- For all our pupils (disadvantaged or not) we aim to enhance oral language skills.
- We aim to provide pastoral support for both pupils and parents, identified by the school, those that are vulnerable.
- To equip children with strategies and skills to enable them to look after their social and emotional wellbeing and to develop resilience.
- We aim to increase attendance for those disadvantaged pupils and will work closely with families to ensure that their needs are being supported.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery; notably in its targeted support through the spending of the School Led Tutoring Funding for pupils whose education has been worst affected, including non-disadvantaged pupils. These sessions will be delivered by teachers who the children are familiar with to ensure maximum impact.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Low starting points on entry to school, in particular, though not exclusively, in relation to speech and language skills, which in turn can hinder their progress with phonics and communication. |
| 2 | Improve phonics and reading to enhance reading skills and influence reading for pleasure. Poor parental engagement of the disadvantaged pupils in reading |
| 3 | Narrowing the attainment gap in Reading, Writing and Maths |
| 4 | Continue to develop well-being opportunities to support Social, Emotional and Mental Health needs of our pupils |
| 5 | The attendance of disadvantaged pupils is not as high as their non-disadvantaged peers and often these pupils fall below average levels of attendance. |
| 6 | Many of our disadvantaged children do not have the rich and varied experiences as non-disadvantaged children seem to have, meaning that knowledge of the world and vocabulary acquisition is limited. |
| 7 | A large proportion of KS2 disadvantaged pupils have SEND and/or have not developed reading, writing and maths skills in line with other pupils which slows their progress in subsequent years. This gap is further widened for some pupils as a result of the lack of support with learning outside of the classroom such reading regularly at home, practising spellings, timetables and support with completing homework. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|--|
| To raise the attainment of disadvantaged children in phonics. | To diminish the difference in Phonics attainment between disadvantaged and non-disadvantaged pupils from 18% to >10%. |
| To raise the core attainment of disadvantaged children in Reading, Writing and Maths | To diminish the difference in core attainment between disadvantaged and non-disadvantaged pupils from 19% to >10%. |
| To improve the attendance levels of our disadvantaged pupils | To diminish the difference in % of attendance between disadvantaged and non-disadvantaged pupils and to bring it closer to national expectations of 96%. |
| To raise the attainment of disadvantaged children in reading | To diminish the difference in Reading attainment between disadvantaged and non-disadvantaged pupils from 20% to 10%. |
| To raise the attainment of disadvantaged children in Language Acquisition across the school with a particular focus on Speech and Language. | To diminish the difference between disadvantaged children and non-disadvantaged children in Language Acquisition across the school with a particular focus on speech and Language. |
| To support our disadvantaged pupils with their social, emotional and mental health | <p>SEMH leader allocated to champion mental health and well-being throughout the school and co-ordinate support that we can offer.</p> <p>Strong focus on importance on mental health and well-being, linked closely to PHSE and RSE lessons.</p> <p>SEMH intervention groups and specialist support has a positive impact on children's mental health and well-being.</p> <p>In school pastoral lead.</p> |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£53,706**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Quality First Teaching To ensure quality first teaching for PP children is consistently good across the school and over time. | EEF research states that: Improvements in quality first teaching have the greatest impact on pupils' progress. https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/ https://www.suttontrust.com/research-paper/great-teaching/ | 1, 2, 3 & 6 |
| Embed Little Wandle Letters and Sounds Revised Phonics programme (including hard copy decodable books, resources and training for ALL teachers and TAs) Ensure access to decodable books online through Collins Big Cat. | The EEF shows phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Pupils should practise their decoding skills through regular home reading, particularly with phonetically decodable books. The subscription to online books allows us to allocate the precise books to each pupil at the right time. | 1,2, 3 & 7 |
| Embed Accelerated Reading Programme subscription Whole class copies of quality novels. | The EEF has strong evidence to support that developing approaches to reading comprehension improves outcomes (+6 months). With support of teachers, pupils can also read breadth of novels that broaden vocabulary and cultural capital. Schools should also target teaching and support through accurate assessment which is provided within AR. | 2 & 3 |
| Additional teacher hours to enable | Maths and phonics curriculums are specific to year group and are | 1,2 & 3 |

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| <p>splitting mixed year classes into small groups for specific elements/subjects where there is great variation in appropriate year group curriculum (e.g. phonics and early reading, maths)</p> | <p>difficult to combine in Y5/6 (maths) and Y1/2 (phonics/reading) without hindering progress of one group.</p> <p>EEF supports that teaching can be more effective with smaller classes (where teacher can deploy strategies to meet needs) and classes/groups of similar attainment</p> | |
| <p>Word Ninja implemented across the school and taught on a daily basis. This clear system of consistency and progression will embed vocabulary in school. This approach aims to develop children's understanding and correct use of different types of vocabulary.</p> | <p>Research shows that certain practices for teaching vocabulary — an important building block for learning — such as making connections among words and repeatedly exposing students to content-related words, can accelerate young children's oral vocabulary development, regardless of family income.</p> <p>EEF 2017 'Improving Literacy in KS2' found extensive evidence for the efficacy of explicit teaching of new vocabulary. The document suggests that words may be pre-taught and discussed to aid reading comprehension, vocabulary should be explored in different contexts</p> | <p>1,2 & 3</p> |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£31,658**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Reading For Pleasure</p> <p>Continue to purchase of new recommended reading books across the school</p> | <p>DfE Research Evidence on Reading for Pleasure</p> <p>Benefits of reading for pleasure:</p> <ul style="list-style-type: none"> • There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). • Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). • There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). • Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). • International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988). • Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006). • Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). | <p>1,2,3 & 7</p> |

| | | |
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| <p>Reading, Writing and Maths Interventions. Establish small group interventions for disadvantaged pupils falling behind age related expectations pre teach, same day or specific skill-based intervention. Including ongoing training for staff.</p> | <p>EEF research states that: The EEF states school should use high quality interventions and have published evidence that TAs have been effective delivering these with training. The EEF shows phonics has a positive impact overall (+5 months).</p> | <p>1,2,3,4 & 7</p> |
| <p>Specialist Speech & Language Therapist support commissioned.</p> <p>Vocabulary and speech and language interventions.</p> <p>Use of both Wellcomm and Talk Boost programmes Wellcomm helps to identify speech and language problems and provides focused teaching and intervention activities to meet individual needs.</p> <p>Talk Boost is a targeted and evidenced based intervention, which supports language delayed children in EYFS and KS1 to make significant progress with their language and communication skills.</p> | <p>Speech and Language are one of the main barriers to pupils progressing in reading, writing and maths and the wider curriculum .</p> <p>EEF research states that on average, oral language approaches have high impact on pupil outcomes of 6 months additional progress.</p> <p>Speech and language data show that if gaps in language are targeted then progress is accelerated.</p> | <p>1,2,3, 4 & 7</p> |
| <p>1:1 Pupil progress meetings with Teachers , HT and Phase Leaders track progress of PP pupils and timely</p> | <p>Time for ongoing professional dialogues regarding further support for these children will help to keep this as a priority. There is a collective responsibility for the PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any</p> | <p>1,2,3,4, 6 & 7</p> |

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| interventions are put in place. | strategies needed to meet their educational and emotional needs. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £41,230

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Access to SEMH support through in – school pastoral support. Mental wellbeing support group Social groups Additional behaviour support and mentoring</p> | <p>EEF evidence shows moderate impact from behaviour interventions. Emotional wellbeing should be seen as everyone’s responsibility and needs to be a continual consideration in day to day classroom.</p> <p>EEF also state that Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> | 4 |
| <p>Attendance Monitoring Attendance Officer to work 1/2 day a week to analyse attendance and contact low attenders. Attendance Officer to complete first day call and work with HT to support families to raise attendance</p> <p>Wellbeing and attendance support</p> | <p>EEF research has found that poor attendance is linked to poor academic attainment across all stages. Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>NfER briefing for school leaders identifies addressing attendance and providing emotional support strategies as a key step. Attendance concerns, and reasons behind them, need to be followed up immediately. Pupils need regular opportunity to discuss their worries and be supported to address them more quickly. They need additional support in aspects such as behaviour, progress, attitude in class, attendance, completion of homework and opportunity to help identify underlying issues.</p> | 1,2,3,4,5 |
| <p>All pupils have opportunity to learn</p> | <p>Children who are able to follow their hobbies and passions without</p> | 4 & 6 |

| | | |
|---|--|------------------|
| <p>instruments throughout their time at school.</p> | <p>financial barriers will be able to foster a love of music raising their self-esteem. Some disadvantaged pupils who need less academic support would benefit from wider enrichment opportunities. EEF evidence also suggests that pupils can make +3 months' academic progress through arts participation.</p> | |
| <p>All pupils have access to outdoor learning through Forest School Provision – Teaching assistant to support the small groups.</p> | <p>Some disadvantaged pupils who need less academic support would benefit from wider enrichment opportunities.</p> | <p>4 & 6</p> |

Total budgeted cost: £126,594 (overspend from school budget)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

| Intended outcome | Success criteria | Review at July 2023 |
|--|--|--|
| To raise the attainment of disadvantaged children in phonics. | Year 1 pupils achieve and exceed national average expected standard in the Phonics Screening Check (minimum of 95%) | The Year 1 Phonics outcomes were 87%, which was above the National figure of 75.8% 71% of our disadvantaged pupils achieved the expected standard, compared to 89% of our non-disadvantaged pupils. <i>This continues to be a priority for our school</i> |
| To raise the core attainment of disadvantaged children in Reading, Writing and Maths | Disadvantaged pupils achieve outcomes in-line with or above, national averages by the end of KS2. | 46% of our disadvantaged pupils achieved the core attainment in Reading, Writing and Maths. This is compare to 65% of our non-disadvantaged pupils. <i>This continues to be a priority for our school</i> |
| To improve the attendance levels of our disadvantaged pupils | Ensure attendance of disadvantaged pupils is at least 96% For the attendance of our PP children to be no lower than the attendance for our non PP children. Attendance Officer will promptly call families who have an absent child without a reason. A tiered letter approach (from the HT and CoG) linked to attendance will be implemented | The attendance of our disadvantaged pupils for the 21/22 academic year was 90.82% compared to 93.67%. <i>This continues to be a priority for our school.</i> |

| | | |
|---|--|--|
| | Guidance from ESS will be followed to enforce fines for non-attendance. | |
| To raise the attainment of disadvantaged children in reading | <p>PP children will develop a love of reading</p> <p>All pupils' books will be closely matched to their reading level.</p> <p>They will participate in Reading Champions and complete regular AR quizzes.</p> <p>PP children will be heard read by an adult in school.</p> <p>PP children will make good progress in Reading and their reading ages scores will improve.</p> | <p>End of Key Stage 2 attainment in Reading was 67% (EXS+) compared to 74% nationally.</p> <p>54% of our disadvantaged pupils achieved the expected standard or more in Reading. This is compare to 74% of our non-disadvantaged pupils.</p> <p><i>This continues to be a priority for our school</i></p> |
| To raise the attainment of disadvantaged children in Language Acquisition across the school with a particular focus on speech and Language. | <p>Word of the day is implemented across the school for 15 minutes every day to widen the pupils' exposure to high quality vocabulary and its correct use.</p> <p>Improvements noted in pupils' vocabulary acquisition and this is reflected in both Reading and Writing progress and attainment.</p> | <p><i>This continues to be a priority for our school</i></p> |
| To support our disadvantaged pupils with their social, emotional and mental health | <p>SEMH leader allocated to champion mental health and well-being throughout the school and co-ordinate support that we can offer.</p> <p>Strong focus on importance on mental health and well-being, linked closely to PHSE and RSE lessons.</p> <p>SEMH intervention groups and specialist support has a positive impact on children's mental health and well-being.</p> | <p><i>This continues to be a priority for our school.</i></p> |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|---------------------|-----------------|
| Accelerated Reading | Renaissance |
| White Rose Maths | |
| | |
| | |