

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (2023-2024) 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.

* Figures based on September 2023 DfE information.

This plan also includes us of our recovery premium for the 2023 to 2025 academic year.

School overview

Detail	Data
School name	Amblecote Primary
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	FSM 19.8% (61 pupils)
	PP 0.9% (3 pupils)
	LAC 0.9% (3 pupils)
	PLAC 0.9% (3 pupils)
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 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jane Cook
Pupil premium lead	Jane Cook
Governor / Trustee lead	Claire Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,940
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£113,785

Part A: Pupil premium strategy plan

Statement of intent

At Amblecote Primary School we have high expectations for all pupils in our school, and believe that with good quality first teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. To achieve this, we engage in a range of strategies which challenge pupils at an appropriate level and provide support to overcome barriers to learning. We provide a rich, engaging, and varied curriculum, which makes positive contribution to pupils' outcomes so that children are excited about their learning and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the pupil premium. Some specific interventions and school initiatives have been made possible by allocating the pupil premium funding to them. Our strategies target the individualised needs of our children in receipt of pupil premium, with the main aim being that our pupils eligible for pupil premium 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.

Our pupil premium strategy plan will work towards providing children with the educational support required to accelerate learning as well as support their emotional wellbeing and mental health. By looking carefully at assessment data and through regular and detailed discussions at pupil progress meetings, both teaching staff and senior leaders ensure that additional support is tailored to meet the individual needs of our pupils eligible for the pupil premium funding. We also aim to provide opportunities to learn to play musical instruments and provide wider experiences that they otherwise might not have access to.

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

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- To enhance oral language skills for all our pupils
- To increase attendance for those disadvantaged pupils and will work closely with families to ensure that their needs are being supported.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Reception through to KS2 but in particular in EYFS and KS1 and in general, are more prevalent among our disadvantaged pupils than their non disadvantaged peers.</p> <p>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. 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.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>(Poor parental engagement of the disadvantaged pupils in reading).</p>
3	<p>End of Key stage 2 outcomes Attainment of PP children through KS2 from their KS1 outcome is lower than that of the non-pupil premium children.</p> <p>Through conversations with staff, support staff and pupils it is evident that there is often gaps in learning that is having a negative impact on the attainment of our disadvantaged pupils. This often results in more negative learning behaviours.</p>
4	<p>Continue to develop well-being opportunities to support Social, Emotional and Mental Health needs of our pupils.</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities and socialisation during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased since the pandemic.</p> <p>Resilience in learning and learning attitudes of our disadvantaged children are often lower than the non-disadvantaged children. Building positive attitudes to learning and self-belief is prioritised.</p>
5	<p>Attendance</p> <p>The attendance of our disadvantaged pupils is not as high as their non-disadvantaged peers and often these pupils fall below average levels of attendance.</p> <p>Our school attendance target is 96%, Our attendance data from last year shows that our pupil premium children had an average attendance of 90% compared to our non- pupil premium pupils who had an average attendance of 94%.</p> <p>Therefore, absence is negatively impacting on the progress of our disadvantaged pupils.</p>

6	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.
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, Wellcomm data and ongoing formative assessment.</p>
To raise the attainment of disadvantaged children in phonics and reading.	<p>Year 1 Phonics outcome will show that up to 75% of disadvantaged pupils will meet the expected standard.</p> <p>KS1 reading outcomes will show that up to 75% of disadvantaged pupils will meet the expected standard.</p> <p>Disadvantaged pupils achieve outcomes in reading in-line with or above, national averages by the end of KS1 and KS2.KS2.</p>
<p>To ensure expected levels of progress and raise the core attainment of disadvantaged children in, Reading, Writing and Maths</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children from their end of KS1 outcome to end of KS2 outcome.</p>	<p>Quality first teaching ensures that pupils in receipt of pupil premium are given high priority therefore strengthening the outcomes of at least expected progress for pupils is receipt of PP funding by 2024/25.</p> <p>The needs of pupil premium are discussed regularly with phase leaders, senior leaders and support staff at phase meetings, pupil progress meetings and planning meetings. This will also include analysis of data enabling support to be targeted exactly where individuals most need it.</p> <p>KS2 reading, writing and maths outcomes show an upward trend over the next three years in the percentage of disadvantaged pupils meeting the expected standard.</p> <p>There is an upward trend in the number of pupils who are disadvantaged and SEND achieving their expected progress throughout KS2.</p>

<p>To achieve and sustain improved wellbeing and learning behaviours for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing as demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • SEMH interventions are shown to be effective <p>As a result of using support staff effectively to challenge and guide children without creating an over reliance on adult support, pupils will gain confidence, self-belief and become more independent learners.</p> <p>Ensuring PP pupils are scaffolded with their learning in the classroom will have an impact on learning attitudes and independence.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Information to parents about the importance of attendance to be shared.</p> <p>Calls home for pupils who are absent will continue.</p> <p>Sustained high attendance within 2023/2024 as demonstrated by:</p> <ul style="list-style-type: none"> ▪ To bring the overall for all pupils closer to national expectations of 96%. ▪ To diminish the difference in % of attendance between disadvantaged and non-disadvantaged pupils and ▪ the percentage of all pupils who are persistently absent being below 8.4% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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: **£46950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching To ensure quality first teaching for PP children is consistently good across the school and over time.</p>	<p>EEF research states that: Improvements in quality first teaching have the greatest impact on pupils' progress.</p> <p>https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/</p> <p>https://www.suttontrust.com/research-paper/great-teaching/</p>	<p>1, 2, 3 & 6</p>
<p>Continue to embed Little Wandle Letters and Sounds Revised Phonics programme (including hard copy decodable books, resources and training for ALL teachers and TAs)</p> <p>Further purchasing of books from a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>1,2, 3 & 6</p>
<p>Further embed Accelerated Reading Programme subscription Further purchasing of banded books for KS2 to further secure reading for our disadvantaged pupils</p>	<p>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</p>	<p>2 & 3</p>

<p>Whole class copies of quality novels.</p>	<p>accurate assessment which is provided within AR.</p> <p>There is research evidence which suggests that reading for pleasure is important for both personal and academic development. Improving Literacy in KS2</p>	
<p>Additional teacher hours to enable 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>Additional teacher to support the teaching of the reading, writing and maths in Years 3 & 4.</p>	<p>Maths and phonics curriculums are specific to year group and are 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>Research has shown that the children who have been worst affected by the pandemic in primary schools are the current Year 3 & 4.</p>	<p>1,2, 3 & 6</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 & 6</p>

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

Budgeted cost: **£34400**

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>
<p>Provide a blend of 1:1 support, intervention groups and in class support for those pupils</p>	<p>Intervention targeted at the specific needs and knowledge gaps can be an effective method to support low attaining pupils and those who have</p>	<p>1,2,3,4 & 6</p>

<p>who are below expected attainment. These pupils will include our disadvantaged pupils including those who are high attainers.</p> <p>We will fund additional hours for support staff and for external consultants to support reading, maths and speech and language.</p> <p>Include ongoing training for staff.</p>	<p>fallen behind. This is effective both 11 and as small group interventions.</p> <p>This needs to be reviewed and adapted regularly.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</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>	1,2,3, 4 & 6
<p>1:1 Pupil progress meetings with Teachers, HT and Phase Leaders track progress of PP pupils and timely interventions are put in place.</p>	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this as a priority.</p> <p>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 strategies needed to meet their educational and emotional needs.</p>	1,2,3,4, 6 & 7
<p>Additional phonics and reading sessions targeted at</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	2,3

disadvantaged pupils who require further phonics and reading support.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£32500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to SEMH support through in – school pastoral support. Mental wellbeing support groups Social groups Additional behaviour support and mentoring</p> <p>Outside agencies and specialists to be involved with individual pupils who require a targeted individual approach to tackle behaviour, social and emotional issues.</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>	4,5
<p>High focus across school on attendance with all stakeholders promoting good attendance. Place attendance as a focus on our SDP</p> <p>Engaging with parents about the importance of attendance and the effects that not being in school can have on progress. Early help packages Attendance focus is on the SDP</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 & 6

<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>SDP priority - Ensuring parents understand the importance of attendance and the negative effect days from school can have on learning.</p> <p>Support resources for schools and parents EEF (educationendowmentfoundation.org.uk)</p> <p>Wider strategies - involving parents</p>	
<p>All pupils have opportunity to learn instruments throughout their time at school.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Improved outcomes have been identified in English, mathematics and science. (EEF evidence also suggests that pupils can make +3 months' academic progress through arts participation)</p> <p>The positive impact of enrichment activities</p> <p>EEF toolkit arts participation</p>	3,4,5
<p>All pupils have access to outdoor learning through Forest School sessions to support confidence, independence and well-being.</p>	<p>Children who are able to follow their hobbies and passions without 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.</p>	

Total budgeted cost: £113,850 (overspend from school budget)

Part B: Review of outcomes in the previous academic year (2022/23)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. The data demonstrated that our disadvantaged pupils are attaining more strongly in Key Stage 2 than in Key Stage 1.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils. A complication in making comparisons is that many of our disadvantaged pupils also have additional special education needs.

End of Key Stage 2

	Amblecote Disadvantaged Data (12 Pupils)	National Disadvantaged Data	Amblecote Non-disadvantaged Data (33 Pupils)	National Non-disadvantaged Data
READING EXS+	83%	60%	88%	78%
READING GDS	8.3%		24%	
WRITING EXS+	75%	58%	91%	77%
WRITING GDS	0%		15%	
Maths EXS+	67%	59%	85%	79%
MATHS GDS	25%		36%	

It is important to note that at the end of Key Stage 2, whilst our disadvantaged pupils are not performing as well as their non disadvantaged peers, that are performing better than disadvantaged children nationally.

End of Key Stage 1

	Amblecote Disadvantaged Data (7 Pupils)	National Disadvantaged Data	Amblecote Non-disadvantaged Data (38 Pupils)	National Non-disadvantaged Data
READING EXS+	14%	54%	73%	73%
READING GDS	0%		24%	
WRITING EXS+	14%	44%	71%	65%
WRITING GDS	0%		15%	
Maths EXS+	28.5%	56%	82%	75%
MATHS GDS	0%		23%	

This year, a complication in making comparisons is that we have a relatively small number of disadvantaged pupils in the Year 2 cohort, many of which are also have additional special education needs. Percentages are often not comparable and do not reflect the good progress made from their on entry data.

Year 1 Phonics Screening Check

	Amblecote Disadvantaged Data (12 Pupils)	National Disadvantaged Data	Amblecote Non-disadvantaged Data (33 Pupils)	National Non-disadvantaged Data
Expected Standard Achieved	58%	67%	94%	83%

Disadvantaged pupils in Year 1 made good progress with phonics, but the majority of these pupils have significant SEN, therefore the data is not comparable

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantaged pupils is 4% lower than other pupils. Disadvantaged pupils receive more support for behaviour and wellbeing needs. This includes access to pastoral provision.

Based on all the information above, the performance of our disadvantaged pupils at the end of Key Stage 2 exceeded national data, however performance at the end of \Key stage 1, did not meet expectations.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. For examples the staffing and class arrangements for pupils in lower Key Stage 2 for the academic year 2023-24 and the use of support staff in Key Stage 1.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

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	

