

Pupil premium strategy statement

School Overview

Detail	Data
School Name	Amberley Parochial Primary School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Sept 2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Alison Flight
Pupil premium lead	Alison Flight
Governor / Trustee lead	Mrs C Atherton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,217
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,217

Part A: Pupil premium strategy plan

Statement of intent

We intend for all our pupil premium children to achieve their full potential. Using early identification, quality first teaching and structured and measured interventions, we aim to support our disadvantaged pupils to close any gaps irrespective of their background or the challenges they face by the end of Year 6. In addition, high-attaining, disadvantaged pupils will achieve their goals and high standards. This approach will also benefit our non-disadvantaged pupils.

Through the Christian character and ethos of the school, we aim to support our pupils to feel safe, loved and valued in and outside school. We aim to provide an environment where children have the opportunity to flourish and live fruitful lives regardless of their background. We aim to act early to intervene, where the need has been identified, through a whole school approach in which we all take responsibility.

Our current PP Strategy aims to support the whole child, in and out of the classroom. We recognise that often children who receive PP funding do not have access to wider opportunities and that is often these experience that develop a child's language and confidence.

Some children may also require a more targeted approach to close learning gaps, this support may be through providing quality first teaching, resources, small group work or one to one intervention. We endeavour to ensure that no child is left behind, either academically or socially.

Challenges

The following details the key barriers to achievement that have been identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some pupils may not be working at an age-related level and have conceptual gaps or misconceptions.
2	In some cases, learning skills may need developing, eg organisation, commitment, resilience.
3	Some children may have experienced difficulties in their home lives, causing trauma
4	In some cases, a lack of regular routines including home reading, homework, spellings.
5	Some pupils may have limited speech and language skills which can impact upon learning.
6	Some pupils may not have access to the same wider life experiences that their peers do.

Intended outcomes

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

Intended outcome	Success criteria
To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress to close the gap on national age-related expectations.	<ul style="list-style-type: none"> • PP pupils reaching ARE has increased • Support staff will support learning effectively. • Additional intervention sessions will take place, based on gaps/need. • Assessments are accurate and support closing the gaps. • All PP children will make progress in line with or above their peers.
Targeted interventions in reading (Inc. phonics), writing and maths work towards closing the gaps	<ul style="list-style-type: none"> • All interventions have measurable targets to outline the impact of the intervention. • Pupils make good progress to close the gaps. Where pupils do not close the gaps, interventions are altered to suit the needs of the individual. • PP will achieve in line or above their peers
With targeted support, disadvantaged pupils meet national expectations in KS 1 and 2 assessments	<ul style="list-style-type: none"> • Pupils to meet expected standards as shown in national data. • 1:1 support when appropriate • All PP children will make progress in line with or above their peers.
Pupils are provided with full access to the wider curriculum by providing first-hand experiences and opportunities such as music tuition, residential trips and school trips.	<ul style="list-style-type: none"> • All pupils attend trips and wider-curriculum activities (instrumental lessons, performances, etc.) • Whole Class Ensemble Teaching (WCET) in 4 year groups (Y3-6)
Opportunities to develop oracy are available to all pupils.	<ul style="list-style-type: none"> • Pupils access P4C sessions to develop oracy skills • Opportunities to perform in class and to the wider school community are available to all pupils
The children will be provided with appropriate pastoral support depending on the individual needs of the child.	<ul style="list-style-type: none"> • Children will be able to access pastoral support, depending on need, to improve their well-being, attendance, self-esteem or academic progress. Outcomes will be recorded to monitor the impact of the sessions depending on the area of focus.

Activity in this academic year

The following details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4600

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress to close the gap on national age-related expectations.	The Sutton Trust's report states: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.	1 2 4 5 6
To develop opportunities for oracy across the school. Whole school P4C activities Oracy Competition Mock trial	The EEF states that: Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year	2 5 6
Booster Teaching in Key Stage 2	This approach will enable the teacher, booster teacher and teaching assistant to provide quality feedback to improve the children's learning. Feedback will focus on moving learning forward targeting specific learning gaps which will focus upon the individual need. This approach, alongside written feedback, will enable children to focus on the actions that they need to take to achieve their goals, with the child motivated and confident to achieve. Dylan Williams, 'Embedded Formative Assessment.' Feedback EEF (educationendowmentfoundation.org.uk) (6 to 7+ months impact)	1 2 4 5 6

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

Budgeted cost: £3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions delivered by a teaching assistant/class teacher	<p>All classes will have access to a teaching assistant during the morning. Teaching assistants are directed to work with key groups providing quality feedback, support and interventions. Teachers are specific about how they deploy their TA.</p> <p>Interventions target number, reading, speaking and listening, spelling and writing. Schemes are used when appropriate.</p> <p>Evidence from the EEF state that teaching assistants provide up to 4 months+ impact if used effectively.</p>	1 2 4 5

Wider strategies (for example, related to attendance, behaviour, and well-being)

Budgeted cost: £2017

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential Trip to PGL School Trips	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>During PGL (residential trip), there will be a focus on relationship skills, role play, good communication and listening skills and responsible decision-making. The children will teach and practise problem-solving strategies which all contribute towards effective social, and emotional learning. Wider school trips to theatres, museums, etc ensure all children are receiving the same experiences.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2 3 4 5 6

<p>Access to music tuition and WCET</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>2 3 5 6</p>
<p>Pastoral Support – to include counselling, play therapy, etc</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life. Pastoral support is given where appropriate and counselling is used when required. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p> <p>EEF Social and Emotional Learning</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>2 3 5 6</p>

Total budgeted cost: £10,217

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The following details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our internal data shows that:

4 out of 6 PP pupils are at age-related expectations or above in reading.

4 out of 6 PP pupils are at age-related expectations or above in writing.

4 out of 6 PP pupils are at age-related expectations or above in maths.

KS2 SATs Data

100% of PP children achieved age-related in reading, writing, maths and GPS.

Targeted academic support: PP children who received tutoring achieved age-related expectations in SATs outcomes.

Wider strategies: PP children received support with emotional well-being where appropriate through either pastoral support or professional counselling. Pupil conferencing indicates that wider strategies have had a positive impact on PP children. PP children were given the same opportunities to access additional activities (WCET and Residentials) and were able to experience success outside of normal class activities.

SEN: SEN/PP children, with more complex needs, have received extra support. Gaps are closing.

Pupil conferencing, assessments and observations indicate that the gaps are closing and where there are gaps, teachers are fully aware through Narrowing the Gap meetings, of what the children need to learn to make progress. Teachers are fully aware of individual needs.

(Due to small numbers, data will not be published as it is impossible to keep individuals anonymous; however, data is extremely positive)

Externally provided programmes

Programme	Provider
Charanga Music scheme	Charanga
Whole Class Ensemble Tuition	Gloucestershire Music Services
Sing Up	Sing Up
Literacy Shed Plus	Education Shed