



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding 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.

School overview

Detail	Data
School name	Amberley Primary School
Number of pupils in school	408 FTE
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	18/12/23
Date on which it will be reviewed	
Statement authorised by	T. Rigg (Headteacher)
Pupil premium lead	A. Dawson (SENDCo)
Governor / Trustee lead	D. Laird (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,700
Recovery premium funding allocation this academic year	£13,195
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.	£151,895

Part A: Pupil premium strategy plan

Statement of intent

Amberley Primary School's pupil premium strategy is informed by our school's three key principles: **nurturing, innovation and aspiration**. We believe that the highest possible standards can only be achieved by having the highest expectations of all learners and that pupils will not be successful learners unless they are emotionally secure. At Amberley, we pride ourselves on our responsive, continuous professional development, which stays abreast of new technologies, with the constant aims of improving quality first teaching and deepening our understanding of the children we teach.

Our intention is that all of our pupils, irrespective of their background, make good progress and have high achievement across all subjects. Our strategy centres on the offer of a challenging, knowledge-rich curriculum, supported by evidence-informed, high quality teaching, with the provision of targeted academic and SEMH support.

We are proactive in analysing the challenges faced by our most vulnerable children. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. These barriers are varied and there is 'no one size fits all' approach. The disproportionate impact of the Covid-19 pandemic on disadvantaged families continues to be felt across society but Amberley Primary School is working tirelessly to close any gaps that we have identified which have developed over this period.

We have a number of ultimate objectives for our disadvantaged pupils:

- ✓ To narrow the attainment gaps between them and their non-disadvantaged peers
- ✓ To ensure they are able to read fluently and with good comprehension to enable them to access our curriculum
- ✓ To develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ To enable them to look after their social and emotional wellbeing and to develop resilience.

There are a number of ways we aim to achieve our objectives:

- ✓ To provide our teachers with high quality CPD to ensure that pupils access effective quality first teaching
- ✓ To provide targeted intervention and support to quickly address identified gaps in learning
- ✓ To ensure that all pupils have access to trips, residential and first-hand learning experiences
- ✓ To provide appropriate SEMH support to enable pupils to access learning within and beyond the classroom.

Quality first teaching is central to our approach. This emphasises high quality, inclusive teaching for all pupils irrespective of their background. Through detailed, routine monitoring of teaching and learning and data analysis, we are able to identify the areas in which disadvantaged children require the most support. We have

strategies in place across school which are designed to ensure that children 'keep up' rather than 'catch up'. This is proven to be beneficial to all children, including those who are non-disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	SEMH needs The SEMH needs of the children at our school are tracked through a triage system, which helps the SEMH team refer to relevant outside agencies or offer in-school support. Through in-school observations and discussions with both pupils and families, we have identified that there are high numbers of disadvantaged pupils suffering from mental health issues such as anxiety and low self-esteem. Social and emotional experiences and home life can impact pupils' learning. Families can often find it difficult to support their children with their learning at home. This can be due to experiences of domestic abuse or parents' own mental health issues, which have an impact on our children and their families.
2	Oracy skills and vocabulary Since the Covid-19 pandemic, we have identified that our children find it more difficult to engage in discussions and speaking activities that promote a deeper understanding of concepts and higher order thinking. Some disadvantaged pupils are less able to articulate themselves fluently, at an expected level, with relevant and complex vocabulary. Monitoring demonstrates that disadvantaged children have less developed language and oracy skills than their more advantaged peers. This was apparent in our EYFS results in 2023 (e.g. Speaking 73% of our disadvantaged children achieved an expected level compared to 74% nationally, Listening, Attention and Understanding – 64% of our disadvantaged children achieved an expected level compared to 73% nationally).
3	Gaps in early reading skills Through ongoing teacher assessment and vertically streamed phonics groups, it is apparent that those children who struggle with early phonics are largely from the disadvantaged group.

	Decoding and blending words then becomes more difficult, progress in reading is hindered and the gap between disadvantaged and non-disadvantaged children is at risk of widening. A positive early reading experience is vital in a child's development so that they have access to the full curriculum and are able to fulfil their potential.
4	Wider experiences in life Some of our disadvantaged children have access to fewer wider experiences than their peers. This may be for a range of reasons. Family finances make trips, experiences and opportunities less available to our disadvantaged children, than to others in school. Family finances are under increasing strain as utility bills and other costs keep rising as the 'cost of living crisis' of 2022 takes an ever firmer hold. We have also found that some of the cheaper/ free experiences that contribute to a child's "cultural capital" such as visiting libraries and museums are not as highly valued/accessed by some of our disadvantaged families. These experiences and wider opportunities help develop vocabulary and understanding. Such vocabulary is required for the current curriculum expectations.
5	Attendance Attendance is a barrier to learning for some pupil premium pupils, especially where multi-agencies are involved. Reasons for this are complex, ranging from significant challenges in their family's life to social, emotional and mental health needs.
6	Parental Engagement Our observations through parents' evenings, reading diaries and homework suggest a lack of parental support in many of our disadvantaged pupils. This may be for a range of reasons, including parents' own mental health and educational needs.

Intended outcomes

This 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 narrow the attainment gap in basic skills.	EYFS data will show that the attainment gap between disadvantaged pupils and other pupils is narrowed

	- Year 6 SATS results will show that the attainment gap between disadvantaged pupils is narrowed - Results of the Year 4 times table check will show that the attainment gap between disadvantaged pupils is narrowed - Results of internal NTS assessments across Year 1, 2, 3, 4, 5 and 6 show that the attainment gap between disadvantaged pupils is narrowed Data from various other sources (such as RWI phonics assessments, Launchpad for Literacy and Salford and Sandwell assessments) will also be used to highlight any gaps in children's knowledge which can be addressed through Quality First Teaching and interventions (e.g. precision teaching).
To boost oracy skills and vocabulary levels in disadvantaged pupils	Narrowing of the gap in oracy skills in early years as evidenced on Launchpad for Literacy and EYFS assessments. Formative assessments of pupils against the four strands of oracy outlined in the Voice 21's Oracy Framework. Evidence in books demonstrates a focused and sustained range of activities to enhance the accessibility of ambitious vocabulary for all children, particularly those from disadvantaged groups. Lesson content - including subject leaders creating vocabulary progression documents for their subjects – and classroom environments are focused on supporting children in developing 'vocabulary rich' learning across all areas of the curriculum. This includes planned opportunities to practice and perform their own compositions and enhance their verbal skills.

To improve the emotional wellbeing and resilience of disadvantaged pupils to ensure that they feel safe, secure and happy at school in order to make best possible progress.	SENDco, SEMH lead, PSHE/Forest School lead, Connect Mental Health team and wider staff will work together to identify children with SEMH needs, put personalised support in place and refer to relevant outside agencies. SEMH lead and support staff to be trained in and deliver BU programme, the Language and Communication team's Communicate and Regulate intervention, Melva online SEMH programme and the Dove self-esteem project. Connect mental health team to successfully deliver the Friends Resilience programme to Year 4, which will lead to a reduction in the number of playtime issues between friends/arguments on the football pitch. Sustained measurable levels of wellbeing demonstrated by: - Student voice data - Parent survey data - Deep dive discussion with children - Evidence of provision in PSHE floorbooks - Monitoring of support provided by SEMH lead. - Case studies of support provided and improved wellbeing of disadvantaged pupils. - High levels of attendance. - Limited occasions of poor behaviour across school. - Pupils able to be resilient when challenged in their learning (resilience modelled by adults and taught as a necessary skill in problem solving) - Case studies of the successful journey through school by individual children.

To improve the engagement of parents of disadvantaged pupils	- Improved numbers of parents attend parents' evening - Improved attendance at Family Learning sessions. - Higher level of engagement with home-school reading and homework - Improved levels of school attendance. Support given to individual families to remove barriers.
Ensuring a high standard of Quality First Teaching throughout school through a programme of staff CPD in Rosenshine's principles, adaptive teaching and metacognition.	Evidence of the use of Rosenshine's principles in lesson design and delivery during book looks and lesson observations. Adaptive teaching clearly evident in book looks, lesson observations, subject leader CPD and assessments. Opportunities given in lessons to reflect upon/ teach metacognitive strategies to children.

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: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff to secure quality first teaching across the curriculum.	EEF: T & L Toolkit: - Feedback +6 months progress - Metacognitive approaches +7 months progress - Oral language interventions + 6 month months progress. - Reading comprehension strategies +6 months progress.	1, 2, 3, 4
Deepen teachers' understanding of pedagogy across each curriculum area by engagement with subject specialists in their field.	EEF: Effective Professional Development EEF: Teaching and Learning Toolkit Ofsted: Subject Curriculum research reviews.	1, 2, 3, 4, 6
Ongoing costs of DfE validated Systematic Synthetic Phonics programme to secure stronger phonic knowledge resulting in greater language and reading skills.	Evidence from EEF highlights the positive impact of using an appropriate phonics scheme of work on early language development and reading skills for all pupils, especially the most disadvantaged. Preparing for Literacy EEF (educationendowmentfoundation.org.uk) The reading framework (publishing.service.gov.uk)	2, 3
RWI lead employed to ensure robust leadership of early reading, training and mentoring staff to monitor and model.	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.	2, 3

Professional development and retention of middle leaders, to ensure the curriculum continues to be effectively implemented in all areas: - NPQ programmes to support existing and future middle leaders.	EEF guide to the Pupil Premium 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving...should be the priority of the Pupil Premium spending'.	3
Ongoing purchase of NTS assessments to provide standardised diagnostic tools. Training for assessment leads (DF & LL) to facilitate the programme	Standardised tests can provide timely, specific insight into the strengths and areas of development within each cohort. The data analysis tools included in the programme also provide contextual information. This will ensure that children receive the correct additional support. <i>"Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction."</i> EEF Feedback + 6months	2, 3
Commitment to establishing and sustaining a language rich environment across all areas of the curriculum.	Research based evidence from the EEF indicates that oral language intervention strategies (including Whole Class Guided Reading 'Number Talks' sessions) can improve reading and arithmetic skills.	2, 3
Two teachers to be trained in leading and delivering the Voice 21 oracy project.	EEF: T & L Toolkit: - Oral language interventions + 6 month months progress.	2
Seesaw costs and CPD	The use of Seesaw as a home-learning tool can support parents at home with homework and also with any forced isolations that may occur, allowing children to access school work at home.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre & Post-teach interventions designed to enable children to keep pace with other learners in the core areas of literacy and numeracy, offering them the opportunity to embed knowledge necessary to progress with further skills.	Providing same day intervention when a child has misconceptions about a topic is the best possible option for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1, 2, 3, 5
Launchpad for Literacy intervention sessions to target identified children.	Improved outcomes in the Early Years and beyond by creating firm foundations and a broad base of readiness, addressing whole school attainment issues from the 'bottom-up'	1, 2, 3
PM Benchmarking to be used to target reading comprehension strategies.	Students develop the three components needed to become effective and confident readers: decoding, fluency and phrasing and comprehension.	2, 3
Targeted interventions to address gaps identified through summative assessments, namely NTS termly Maths, Reading and	Shine is used by more than 6,000 schools to support some of the most disadvantaged children in raising attainment. A 3-step solution designed to support teachers in seamlessly assessing understanding, identifying knowledge gaps and delivering targeted individual and group intervention activities for the areas of weakness demonstrated in pupils' diagnostic test results.	1, 2, 3,

GPandS. The SHINE Intervention scheme designed to accompany the NTS assessments provides personalised gap analysis and interventions for any child not meeting expected attainment levels, many of whom are disadvantaged.	Case Studies (risingstars-uk.com)	
Targeted access to focused 'more able' days for writing and maths.	Opportunities to thrive in small group, high aspiration led activity days with other children who are more able, to raise aspirations and confidence.	1, 2, 4
Headteacher to run a "Chatterbooks" group for more able/enthusiastic readers, including those who are pupil premium	Children are introduced to the local library and given access to high-level, challenging texts in a supportive environment.	1, 2, 4
6 teaching staff trained in "Communicate and Regulate" intervention created by North Tyneside's Language and Communication team.	EEF T & L Toolkit - Social and emotional learning +4 months progress.	1, 5
BRP reading intervention training for 4 staff. 1 teaching assistant employed for an	Initial data from the first two cycles we have run the intervention match the performance highlighted by BRP. Children are on average making at least 1 year's progress in their reading age scores.	1, 3

extra afternoon to deliver the intervention in Year 3 and 4.		
1 teaching assistant employed for two extra afternoons to deliver basic maths interventions and Communicate and Regulate SEMH intervention.	Small group tuition, EEF, +4 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 5, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music enrichment. Children now have enhanced opportunities to enjoy a wide range of musical experiences through choir, singing and music lessons. Once embedded, children who display musicality will be considered for paid music tuition. Peripatetic tuition fees paid for disadvantaged pupils with musicality.	Music in schools positively impacts all children, and particularly those from disadvantaged backgrounds, in many ways. It enhances their social skills, offers the opportunities to perform and develop self-confidence, improves mental well-being and can positively impact academic performance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Arts participation EEF - Education Endowment Foundation	1, 4, 5
A SEL programme including extended PSHE, forest school sessions, mindfulness, enrichment activities and support of SEMH	Giving children the opportunities to learn life skills is a critical part of the school's approach to a more holistic education for our young people, and vital in developing them as rounded individuals, ready for their onward journey.	1, 2, 4, 5

team mean that all children have the best possible chance of managing and self-regulating challenging behaviours, developing a growth mindset and strengthening healthy relationships with peers.	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emoional_Learning.pdf	
Having dedicated pastoral support has been and continues to be an invaluable resource in our school. Many disadvantaged families have worked with Mrs Hurst, our SEMH lead, enabling school to tailor specialist support where it is needed most. Mrs Hurst is non-class based for 0.5fte to support families, EBSA children and deliver SEMH interventions.	Children and families facing specific challenges are able to be supported in a bespoke way, as a result of access to a highly skilled professional with the time to listen, support and sign post.	1, 5, 6
Provide pastoral support to pupils who need additional help, including those who face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning well (this includes support for those who have experienced bereavement)	EEF T & L Toolkit - Social and emotional learning - +4 months progress.	1, 5, 6
Financial support for residential or after school activities	Resilience, well-being and self-esteem are key components which impact on the well-being and confidence of young people.	1, 5, 6

which builds resilience, confidence and self-esteem and widens the opportunities of vulnerable learners.	EEF: Guide to Pupil Premium	
Ensuring all pupils feel safe, smart and included through provision of uniform or resources as needed and no pencil cases allowed in school (to remove any observed poverty gap).	UN 17 - All children have the1, 6 right to feel safe, included and the same as one another.	1, 5, 6
Strategies to increase parental engagement - School app - X (Twitter) - Informal parent drop-ins, coffee mornings - Family Learning mornings - Back to School meetings	EEF T & L Toolkit – parental engagement strategies +4 months progress	1, 5, 6
CPOMS to be used to record, monitor and identify patterns and safeguard children.	CPOMS improves management of safeguarding concerns creating a detailed history of each child through school, including referrals to external agencies.	1, 5, 6
Breakfast Club provision allocated free of charge to identified children.	Running free of charge Breakfast Club delivered an average of 2 months' additional progress for children in KS1 due to preparation for learning.	1, 5, 6

Total budgeted cost: £120,950.

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 2022 to 2023 academic year.

Pupils' attainment on entry to the school is generally in-line with national average and attainment is consistently good overall at the end of each key stage, including for disadvantaged and SEND learners.

Data from 2022-2023 shows that disadvantaged pupils at Amberley in EYFS and KS1 attained in-line or above disadvantaged pupils nationally in all areas and in pupils in KS2 attained in-line or above disadvantaged pupils nationally in reading, writing and maths. Disadvantaged pupils' performance in the Year 1 phonics screener is also in-line with national average.

Attendance percentages for Pupil Premium went up from 91.18% in 2021-22 to 92.88% in 2022-23.

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
TT Rockstars	Play.ttrockstars.com
Seesaw (online platform)	https://web.seesaw.me
Spelling Shed	https://www.spellingshed.com/en-gb
Widget online	https://widgitonline.com/en/home

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group maths and reading interventions. SEMH support
What was the impact of that spending on service pupil premium eligible pupils?	Pupils achieved made good progress on NTS assessments. Reduction in behaviour incidents in school.