

Pupil Premium Strategy Statement – Amberley Parochial Primary School

Summary Information					
School	Amberley Parochial Primary School				
Academic Year	2017-2018	Total PP Budget	£11,020	Date of most recent PP Review	October 2017
Total number of pupils		Number of pupils eligible for PP	11 Children	Date for next PP strategy Review	April 2018
		6 PP children @ 1320 = 7920 4 service children @ 300 = 900 1 child (CIC) @ 1900 = 1900			

Current Attainment		
Attainment for 2016-2017	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, maths and writing	100%	86%
% achieving expected standard or above in reading	100%	92%
% achieving expected standard or above in writing	100%	92%
% achieving expected standard or above in maths	100%	92%

Barriers to future attainment (for pupils eligible for PP)	
In school barriers (issues to be addressed in school, such as poor language skills)	
A.	To support the rapid academic progress of all disadvantaged children, including those with SEN, from their typically lower starting points to close the gaps with their peers
B.	To provide full access to the wider curriculum providing first hand experiences including residential trips, art experiences and music lessons
External Barriers (issues which also require action outside school, such as low attendance rates)	
C.	To use external agencies for some PP children depending on the complexity of their needs To support PP children with emotional support due to issues from home so that they are emotionally ready to learn in school
D.	To improve attendance and lateness by promoting breakfast club

Desired Outcomes (Desired outcomes and how they will be measured)	Success Criteria
A. Children will receive targeted intervention support in order for the gap to close	<ul style="list-style-type: none"> Children not making expected progress are identified during Narrowing the Gap meetings. Targeted intervention support will be put into place and measured Children have access to 1:1 or small group support where appropriate SEN children will receive specific targeted support depending on need

B.	PP children will be given the same opportunities as Non-PP children and are not excluded from the wider curriculum. To have access to music lessons, residential trips and extra-curricular clubs	<ul style="list-style-type: none"> PP children will have the opportunity to attend paid clubs PP children will be given the opportunity to participate in the wider curriculum and have opportunities to take part in residential trips, extra-curricular clubs, music lessons and school trips
C.	PP children have the opportunity to achieve in line with their peers and have the skills to deal with emotional and personal issues that may affect learning	<ul style="list-style-type: none"> Use of educational psychologists, counsellors and other professionals, to ensure that social, academic and emotional needs are met To introduce therapeutically supportive activities to develop a sense of belonging
D.	PP children build good relationships with their peers and adults giving them a stable and positive start to the morning and their learning	<ul style="list-style-type: none"> Children to attend breakfast club to support good well-being and a positive start to the school day

Planned Expenditure

Academic Year 2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Rapid academic progress of all disadvantaged children, including those with SEN

Desired Outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff Lead	Review date
PP children receive: <ul style="list-style-type: none"> appropriate intervention support to improve progress and close the gap support with any complex needs 	<p>Narrowing the Gap meetings involving all staff, including teachers, SENDCO and support staff</p> <p>Teachers to provide interventions using specific measureable objectives that are tracked rigorously</p>	<p>Narrowing the Gap meetings identify disadvantaged children who are at risk of not meeting age related expectations in reading, writing and maths</p>	<p>Each class to receive non-contact time to write up the NTG form.</p> <p>All staff to attend Narrowing the Gap meetings fully prepared to discuss attainment and progress.</p> <p>Impact monitored 3 times a year as part of SLT monitoring and evaluation cycle. Evidence to be triangulated from book looks, pupil conference and data, progress and attainment.</p>	SC and PB/SH	Termly at Narrowing the Gap meetings
Teachers receive planning time to discuss support for PP children	Teachers to be release each term to plan detailed interventions and support	Teachers are able to ask for advice and support from subject leaders, relating to intervention strategies, in order to support PP children.	SENDCO and SLT to look at planning and delivery of interventions.	SC and PB/SH	As above

Release time Ed Psych Targeted in class interventions supported by teaching assistants Total Budgeted Cost: £6,620					
<i>To provide full access to the wider curriculum providing first hand experiences including residential trips, art experiences and music lessons</i>					
Desired Outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff Lead	Review date
No disadvantaged child is excluded from a school opportunity, activity or trip on the basis of low income	Clubs and trips to be subsidised	All children in receipt of PP funding are able to attend school trips and residential	Regular communications with Business Manager, teachers, children, parents and PP governor to ensure all children access a full range of experiences.	Business Manager and HT	Termly review of PP funds and balances
To commission an artist to work with the children to produce art work that represents the school ethos and values	Art work being placed in the school that will be referred to by all stakeholders	PP children have pride, and feel safe and valued at school	Artist to work with pupils, once a week, to produce art linked to the schools Christian Values.	SC Sam Adams	On completion
Artist Residential Trips Music Lessons School Trip Total Budgeted Cost: £1,800					
<i>To use external agencies for some PP children depending on the complexity of their needs</i>					
<i>To support PP children with emotional support due to issues from home so that they are emotionally ready to learn in school</i>					
Desired Outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff Lead	Review date
Educational psychologists to address the complex needs of individuals	Educational Psychologist to work with individuals to identify specific needs and identify actions to support these children	Interventions are written to match the needs of individuals. Advice and feedback from EP to ensure the correct provision is provided.	Regular feedback from the EP measuring impact of interventions.	SC / EP / class teacher of child	3 x a year

Children requiring emotional support will receive therapeutic story writing time with a trained adult	Children to receive small group support or 1:1 that targets specific areas as identified in Narrowing the Gap meetings.	Children have an opportunity to express and talk through their issues. Children feel happy in school and feel listened to.	Staff have appropriate training in therapeutic story writing and mental health support. Pupil voice	NS and SC	Spring 2018
Counselling service for children that need additional emotional support	Children to receive 1:1 with counsellor or counselling with their parents.	Children have the opportunity to talk about their emotions and feelings. This will support the building of resilience and confidence.	Liaise with counsellor, teachers and parents. Use qualified counsellor known to the school. Pupil voice	Counsellor	After each session
Counsellor Therapeutic Story Writing Educational Psychologists Total budgeted cost £1,900					
<i>To support PP children with emotional support due to issues from home so that they are emotionally ready to learn in school</i> <i>To improve attendance and lateness by promoting breakfast club</i>					
Desired Outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff Lead	Review date
Closing the gap for disadvantaged children's average attendance and lateness	Continuing with the free breakfast club provision for children	Where children have engaged with the breakfast club there has been significant improvement in their attendance	Regular communication with the Breakfast Club leaders, children and parents. Termly attendance review.	Attendance Officer HT SENDCO	Three times a year during narrowing the gap meetings
Breakfast club Total budgeted cost £700					

Review of expenditure			
Previous Academic Year	£13,960		
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned
<p>Pupil Progress Meetings</p> <p>Termly meetings with staff in each class to discuss the progress of each child in reading, writing and maths. These meetings are used to plan and evaluate interventions for children at risk of not making at least good progress and/or achieving age-related levels at the end of the year.</p> <p>Targeted Intervention Groups Providing focussed teaching for individual pupils/small groups throughout the school. Ensure that children have good levels of numeracy and literacy (including phonics). Progress monitored at all stages in order to close the gaps.</p>	<p>Narrowing the Gap meetings involving all staff, including teachers, SENDCO and support staff.</p> <p>Teachers to provide interventions using specific measureable objectives that are tracked rigorously.</p>	<p>PP children are achieving well and some above their peers.</p> <p>PP Data: Based on extremely small cohorts so therefore not published due to data protection.</p> <p>PP children receive specific targets which have resulted in good or better progress.</p>	<p>Precise, specific focused and achievable targets are key for children to make progress</p> <p>Narrowing the Gap meetings give teachers opportunities to discuss their pupils needs.</p> <p>The strategic placement of teaching assistants has benefitted all pupils</p>
<p>Educational Psychologist</p> <p>To provide advice and support for individual children to support their progress.</p>	<p>Children were given the professional support that they required and teachers could support the children's learning through using guidance given.</p> <p>Children who received input were able to talk about emotions and feelings openly and with growing confidence.</p>	<p>Teachers are supported by experts to address the specific needs of individuals. These children make progress that develops their self-esteem and develops positive mind sets.</p>	<p>It was very productive to include parents in all meetings and feedback sessions with Ed Psychologist.</p>

<p>Enrichment Activities</p> <p>Ensure that pupils are not excluded from taking part in residential or regular school trips.</p> <p>Children are given additional opportunities to learn through sport, art and music, which enables them to develop physically, socially and emotionally. The activities promote co-operation, teamwork, community spirit and an opportunity for self-expression.</p>	<p>Business manager and HT identified families who were in receipt of funding.</p>	<p>No child was excluded from any paid activities for financial reasons. This has given all children the same opportunities and experiences to build upon fundamental skills for life and learning.</p> <p>No PP child has been excluded from a residential due to cost.</p> <p>Pupils in the group showed improved confidence and demonstrated positive self-esteem.</p> <p>Children were able to perform in a stadium and sing with others. The children were able to develop confidence and were keen to come to school as wanted to participate in their music.</p>	<p>These activities enthuse children and they are keen to learn.</p>
<p>Therapeutic Story Writing</p> <p>Children have an opportunity to express and talk through their issues in a safe environment.</p> <p>Staff have appropriate training in therapeutic story writing and mental health issues.</p>	<p>NS and HT identified children who would benefit from the sessions.</p>	<p>Children have the opportunity to express themselves and deal with their own specific emotional issues in a safe environment.</p> <p>Children can talk through issues with their peers and give each other support.</p>	<p>Continue with the programme. Children wanted to continue the programme and were extremely positive</p>

		Children showing greater resilience in school, more willingness to talk with staff about issues and greater confidence with writing. Almost all children wished it to continue	
Introduction of Learning Powers Learning Powers are used to build children's resilience and encourage positive mind sets	Learning Powers are embedded into all aspects of learning	Children refer to the powers to support their learning. Children understand the powers and are welcoming challenge.	Using learning powers as part of Golden Book assembly has been beneficial. Children can relate good learning to their rewards.