

Pupil Premium Strategy Statement – Amberley Parochial Primary School 2019-20

Summary Information					
School	Amberley Parochial Primary School				
Academic Year	Sept 2019-2020	Total PP Budget	£8,220	Date of most recent PP Review	October 2019
Total number of pupils	7 pupils	Number of pupils eligible for PP	6 PP children @ 1320 = £7920 1 service child @ 300 = £300	Date for next PP strategy Review	October 2020

Current Attainment		
Attainment for 2019-2020	Pupils eligible for PP or service children (Numbers not published due to small cohort)	Pupils not eligible for PP
% achieving expected standard or above in reading, maths and writing	100%	81%
% achieving expected standard or above in reading	100%	94%
% achieving expected standard or above in writing	100%	88%
% achieving expected standard or above in maths	100%	94%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In school barriers (issues to be addressed in school, such as poor language skills)	
A.	To target PP progress to ensure the gaps are closed especially for the high and lower attaining PP pupils
B.	To support PP children with emotional support due to issues inside and outside of school, which impact negatively on their own educational engagement / progress and well-being
C.	To use external agencies for some PP children depending on the complexity of their needs
D.	To provide full access to the wider curriculum by 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)	
E.	Less than excellent attendance

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. Pupils are at least in line or better than national figures for PP in reading, writing and maths with pupils with similar starting positions.	<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, to support progress PP with SEN children will receive specific targeted support depending on need to support the child's progress
B and C	PP children will 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. PP children receive the appropriate emotional support to improve well-being, mental health and academic progress.	<ul style="list-style-type: none"> Use of specialists such as counsellors, to ensure that social, academic and emotional needs are met To continue with therapeutic story writing PP / SEN children will receive specific targeted support dependent on need Use learning mentor to support children and families
D.	PP children will be given the same opportunities as Non-PP children and will not be excluded from the wider curriculum. PP children access the school curriculum and wider opportunities regardless of family income and personal circumstances.	<ul style="list-style-type: none"> 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 All PP children have appropriate school uniform
E.	Improve rates of attendance for those children who have low attendance.	<ul style="list-style-type: none"> Use the attendance policy to identify pupils with low attendance and follow procedures to raise attendance Work with families when patterns are identified and work together in a partnership to address issues

Planned Expenditure					
Academic Year	2019/2020				
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					
<i>To target PP progress to ensure the gaps are closed especially for the high and lower attaining PP pupils</i>					
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	Narrowing the Gap meetings involving all staff, including teachers, SENDCO and support staff	Narrowing the Gap meetings identify disadvantaged children who are at risk of not meeting age related expectations in reading, writing and maths	Each class to receive non-contact time to write up the NTG form. All staff to attend Narrowing the Gap meetings fully prepared to discuss attainment and progress.	SC and PB/SH	Termly at Narrowing the Gap meetings

<ul style="list-style-type: none"> support with any complex needs 	Teachers to provide interventions using specific measureable objectives that are tracked rigorously		Impact monitored 3 times a year as part of SLT monitoring and evaluation cycle. Evidence to be triangulated from book looks, pupil conferencing, and data, progress and attainment.		
<ul style="list-style-type: none"> Teachers receive planning time to discuss support for PP children 	Teachers to be released 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

Targeted in-class interventions supported by teaching assistants or class teachers

Tutoring

Total Budgeted Cost: £3,480

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 outside of school so that they are emotionally ready to learn in school

Desired Outcome	Chosen action / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff Lead	Review date
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	As appropriate
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

Learning Mentor

Total budget cost: £2,450

<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 in, and feel safe and valued at school. PP children have opportunities for wider curriculum activities.	Artist to work with pupils, once a week, to produce art work linked to the school's Christian Values/vision.	SC S. Adams	On completion
For PP children to attend a Forest School club where they will receive wider opportunities.	Forest school leader to work with a group of 12 children.	Children have access to the wider curriculum to enrich their life experiences.	Trained specialist will be used to deliver the training. Pupil voice to understand the impact on pupils.	C.Oakey	Termly
Artist: £400 Residential Trips: £600 Music Lessons: £390 School Trip and school uniform: £200 After school club: £700 Total Budgeted Cost: £2,290					

Review and analysis of Pupil Premium Spending 2018-2019

Review of expenditure				
Previous Academic Year	£6,600	2018-2019		
Desired outcome	Chosen action/approach	Estimated impact (Did you meet the success criteria?)	Lessons learned (and whether you will continue with this approach)	
PP children receive: <ul style="list-style-type: none"> • appropriate intervention support to improve progress and close the gap • support provided for pupils with any complex needs • Teachers receive planning time to discuss support for PP children 	Narrowing the Gap meetings involving all staff, including teachers, SENDCO and support staff. Teachers to provide interventions using specific measureable objectives that are tracked rigorously.	Quality first teaching and successful interventions ensure gaps have been diminished. Pupil premium Reading: Attainment 100% expected Progress Writing: Attainment 100% expected Progress Maths: Attainment 100% expected Progress NB: Extremely small number in cohort	It is important to note that data is based around extremely small numbers. <i>(Continue with approach)</i>	
<ul style="list-style-type: none"> • Counselling service for children that need additional emotional support 	Children to receive 1:1 with counsellor or counselling with their parents.	Children received the appropriate support in order for them to access all areas of the curriculum through building their resilience and developing strategies to cope with their specific problems Pupils have stated in pupil voice that this has been a valuable support. Parents have echoed this sentiment.	1:1 gives the pupils opportunity to express themselves and deal with the issues that they have Pupils have been able to focus on their learning despite specific problems as they have the coping mechanisms/strategies that support them daily <i>(Continue with approach)</i>	
<ul style="list-style-type: none"> • No disadvantaged child is excluded from a school opportunity, activity or trip on the basis of low income 	Clubs and trips to be subsidised Business manager and HT to identify families who were in receipt of funding	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	Identifying families has ensured that all pupils have the same opportunities for trips and other activities	

<ul style="list-style-type: none"> 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 To commission an artist to work with the children to produce art work that represents the school ethos and values 		<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 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 they wanted to participate in their music</p> <p>Positive pupil voice and feedback from parent questionnaires</p>	<p>These activities enthuse children improving their well-being and self-esteem</p> <p><i>(Continue with approach)</i></p> <p>Pupils really valued this opportunity and were extremely proud of what they produced.</p> <p><i>(Continue with approach)</i></p>
<ul style="list-style-type: none"> Children have an opportunity to express and talk through their issues in a safe environment Staff have appropriate training in therapeutic story writing and mental health issues 	<p>NS to deliver Therapeutic Story Writing</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>Children showing greater resilience in school, more willingness to talk with staff about issues and greater confidence with writing. All children wished it would continue</p> <p>The school was awarded the Gloucestershire Healthy Living Mental Health Award</p>	<p>Continue with the programme. Children wanted to continue the programme and were extremely positive</p> <p>More children need this opportunity as it is a supportive tool in a variety of areas. Transition for year 6 pupils could benefit from this activity to support worries and anxieties</p> <p><i>(Continue with approach)</i></p>