

Pupil premium strategy statement

School overview

Metric	Data
School name	Amberley Parochial Primary School
Pupils in school	99
Proportion of disadvantaged pupils	7%
Pupil premium allocation this academic year	£9,415
Academic year or years covered by statement	2020 - 2021
Publish date	Autumn Term 2020
Review date	Summer Term 2021
Statement authorised by	Miss S Cale
Pupil premium lead	Miss S Cale
Governor lead	Mrs C Atherton

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No data due to Covid-19
Writing	No data due to Covid-19
Maths	No data due to Covid-19

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No data due to Covid-19
Achieving high standard at KS2	No data due to Covid-19
Measure	Activity
Priority 1	To provide full access to the wider curriculum by providing first hand experiences including residential trips, art experiences, outdoor learning and performing arts.
Priority 2	PP children receive targeted academic support in order to make rapid progress, showing evidence of

	closing the gap in reading, writing and maths.
Barriers to learning these priorities address	Some pupils are low prior attaining children in all areas. Some children require social and emotional support.
Projected spending	<p>£6,575 Tutoring, additional teaching and support staff for interventions. Release time for pupil progress meetings</p> <p>£3150 Children to receive the same experiences as their peers</p> <p>£2000 (Carry forward due to Covid-19) Social and emotional support</p> <p>£5,362 (Carry forward due to Covid-19) Extra TA support for interventions</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To be above national progress score in KS2 and in line with their peers.	July 2021
Progress in Writing	To be above national progress score in KS2 and in line with their peers.	July 2021
Progress in Mathematics	To be above national progress score in KS2 and in line with their peers.	July 2021
Phonics	To be above national average and in line with their peers.	July 2021
Attendance	Attendance for disadvantage pupils is at least 96%.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Maths	To ensure that the PAD (practise, apply, deepen) approach to teaching mathematics is fully embedded within the school's

	<p>progression alongside building upon quality reasoning and mental skills.</p> <p>Identify gaps using summative and formative assessments, planning quality first teaching alongside interventions to close these gaps.</p>
Reading, Spelling and Handwriting	<p>To deliver quality spelling and PVG (punctuation, vocabulary and grammar) lessons daily across the school ensuring continuity and progression.</p> <p>Increase the amount of time children are taught and able to practise handwriting.</p> <p>To increase the attainment in boys' reading through choice of reading and writing material.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Pupils with social and emotional needs. • Low prior attaining pupils • Impact of Covid-19 – Gaps in learning and attitudes towards learning.
Projected spending	As stated above

Wider strategies for current academic year

Measure	Activity
Pupil well-being and social and emotional support	Children will be able to access therapeutic story writing sessions as well as being able to discuss their concerns with the learning mentor.
Opportunities and experiences for all	To provide full access to the wider curriculum by providing first hand experiences. PP children to participate fully in aspects of school life; residential trips, art experiences, outdoor learning, musical tuition, uniform, PE kit and extra-curricular activities.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Pupils with emotional and social needs. • Impact of Covid-19 • Sessions will be limited as children will have to remain in their bubbles
Projected spending	As stated above

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>New staff member in KS2.</p> <p>Remote learning.</p>	<p>NQT induction.</p> <p>Teaching and Learning policy updated to highlight expectations in remote education.</p>
Targeted support	<p>Teachers and TA to have release time to discuss interventions and support.</p> <p>Covid-19 : Teachers and pupils crossing bubbles.</p>	<p>TA's to join teachers during PPA time if appropriate.</p> <p>Full time support for every class in the mornings.</p>

Wider strategies	Covid -19: Inviting external support into school.	Detailed risk assessment and systems in place.

Review: last year's aims and outcomes

Aim	Outcome
To provide full access to the wider curriculum providing first hand experiences including residential trips, art experiences and music lessons	Covid -19 put a stop to planned activities from March to September however no child was excluded from any paid activities for financial reasons. All children received the same opportunities and experiences to build upon fundamental skills for life and learning.
<p>To use external agencies for some PP children depending on the complexity of their needs</p> <p>To support PP children with emotional support due to issues outside of school so that they are emotionally ready to learn in school</p>	<p>Some children received therapeutic story writing sessions which proved effective. 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. Parents commented on how pleased they were with how their child was able to articulate their thoughts and feelings. Strategies were put into place for identified issues however due to Covid-19 were not implemented. (However, parents were given strategies to work on at home)</p> <p>Pupil voice demonstrated that the art work was a great success and children were able to build upon their learning powers during these sessions.</p>
To target PP progress to ensure the gaps are closed especially for the high and lower attaining PP pupils	In autumn term and spring term 1 children received targeted appropriate support in order for them to make rapid progress, to show evidence of the closing the gap.