

Pupil premium strategy statement – Amblecote Primary

School overview

Detail	Data
School Name	Amblecote Primary
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils	25.4% (76 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025 and updated annually
Statement authorised by	Jane Cook
Pupil premium lead	Jane Cook
Governor / Trustee lead	Claire Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,510
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£114,510

Part A: Pupil premium strategy plan

Statement of intent

At Amblecote Primary School we have high expectations for all pupils in our school, and believe that with good quality first teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. To achieve this, our pupil premium plan aims to close the academic, social and emotional gaps between disadvantaged pupils and their peers, meeting individual needs, developing the whole child and providing opportunities which enable them to flourish.

At Amblecote, we aim to do this through prioritising mental health and well-being of children, families and staff. We also engage in a range of strategies which challenge pupils at an appropriate level and provide support to overcome barriers to learning. We provide a rich, engaging, and varied curriculum, which makes positive contribution to pupils' outcomes so that children have a positive view of themselves, are excited about their learning and achieve to the best of their ability.

Our pupil premium strategy plan, whilst prioritising those eligible for additional funding, aims to make a positive difference to all children in our school. As a result of this approach, key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the pupil premium. Some specific interventions and school initiatives have been made possible by allocating the pupil premium funding to them. Our strategies target the individualised needs of our children in receipt of pupil premium, with the main aim being that our pupils eligible for pupil premium receive the highest quality of education to enable them to reach their potential and to be as well prepared for the next stage of their education as their non-disadvantaged peers.

Our pupil premium strategy plan will work towards providing children with the educational support required to accelerate learning as well as support their emotional wellbeing and mental health. By looking carefully at assessment data and through regular and detailed discussions at pupil progress meetings, both teaching staff and senior leaders ensure that additional support is tailored to meet the individual needs of our pupils eligible for the pupil premium funding. We also aim to provide opportunities such as learning to play musical instruments and provide wider experiences that they otherwise might not have access to.

As a school, we recognise that these children can face a wide range of barriers which may impact on their learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Reception through to KS2 but in particular in EYFS and KS1 and in general, are more prevalent among our disadvantaged pupils than their non disadvantaged peers.</p> <p>Many of our disadvantaged children do not have the rich and varied experiences as non-disadvantaged children seem to have, meaning that knowledge of the world and vocabulary acquisition is limited.</p> <p>Low starting points on entry to school, in particular, though not exclusively, in relation to speech and language skills, which in turn can hinder their progress with phonics and communication.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. (Poor parental engagement of the disadvantaged pupils in reading).</p>
3	<p>Progress in writing for children but specifically disadvantaged children is lower than expected.</p>
4	<p>Resilience, self-esteem and coping strategies and attitudes to learning of our disadvantaged children are often lower than the non-disadvantaged children, which is impacting on the ability to flourish personally and academically. Building positive attitudes to learning and developing resilience is prioritised.</p>
5	<p>Attendance</p> <p>The attendance of our disadvantaged pupils is not as high as their non disadvantaged peers and often these pupils fall below average levels of attendance.</p> <p>Our school attendance target is 96%, Our attendance data from last year (23/24) shows that our pupil premium children had an attendance of 89.55% compared to our non- pupil premium pupils who had an attendance of 95.13%.</p> <p>Therefore, absence is negatively impacting on the progress of our disadvantaged pupils.</p>

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
Early identification and effective intervention addressing language gaps.	<p>Accelerated progress in oral language and literacy skills of targeted children.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, Wellcomm and other interventions data and ongoing formative assessment.</p>
To raise the attainment of disadvantaged children in phonics and reading.	<p>Increased pupil progress from starting points in phonics and reading.</p> <p>Year 1 Phonics outcome will show that up to 75% of disadvantaged pupils will meet the expected standard. KS1 reading outcomes will show that up to 75% of disadvantaged pupils will meet the expected standard.</p> <p>Disadvantaged pupils achieve outcomes in reading in-line with or above, national averages by the end of KS1 and KS2.</p>
Consistent quality-first teaching of writing across whole school	<p>Increased staff CPD resulting in consistent, successful approach to writing</p>
Meet the needs of our most vulnerable children who are disadvantaged, combined with special educational needs and disabilities	<p>Increased progress of disadvantaged pupils with SEND.</p> <p>Quality first teaching ensures that pupils in receipt of pupil premium are given high priority therefore strengthening the outcomes of at least expected progress for pupils is receipt of PP funding by 2024/25.</p> <p>The needs of pupil premium are discussed regularly with phase leaders, senior leaders and support staff at phase meetings, pupil progress meetings and planning meetings.</p> <p>This will also include analysis of data enabling support to be targeted exactly where individuals most need it.</p> <p>KS2 reading, writing and maths outcomes show an upward trend over the next three years in the percentage of disadvantaged pupils meeting the expected standard.</p>

	<p>here is an upward trend in the number of pupils who are disadvantaged and SEND achieving their expected progress throughout KS2.</p>
<p>To achieve and sustain improved wellbeing and learning behaviours for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Children’s resilience and well-being impact on academic achievements.</p> <p>Sustained high levels of wellbeing as demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • SEMH interventions are shown to be effective. <p>As a result of using support staff effectively to challenge and guide children without creating an over reliance on adult support, pupils will gain confidence, self-belief and become more independent learners.</p> <p>Ensuring PP pupils are scaffolded with their learning in the classroom will have an impact on learning attitudes and independence.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Information to parents about the importance of attendance to be shared.</p> <p>Calls home for pupils who are absent will continue.</p> <p>Attendance & punctuality plans / contracts created with parents to support improved attendance.</p> <p>Sustained high attendance within 2024/2025 as demonstrated by:</p> <ul style="list-style-type: none"> ▪ To bring the overall for all pupils closer to national expectations of 96%. ▪ To diminish the difference in % of attendance between disadvantaged and non-disadvantaged pupils and ▪ the percentage of all pupils who are persistently absent being below 8.4% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £57,603

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching To ensure quality first teaching for PP children is consistently good across the school and over time.	EEF research states that: Improvements in quality first teaching have the greatest impact on pupils' progress. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,3,4
Recruitment of additional TAs to carry out support and interventions in English and Maths	EEF recommendation to making best use of teaching assistants: Use TAs to deliver high quality one-to-one and small group support using structured interventions; use TAs to help pupils develop independent learning skills and manage their own learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 4
CPD in Place value of Punctuation to support the development of writing.	EEF recommendation for effective professional development: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice; https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3,4
Continue to embed Little Wandle Letters and Sounds Revised Phonics programme (including hard copy decodable books, resources and training for ALL teachers and TAs) Further purchasing of books from a DfE validated	The EEF shows 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. Pupils should practise their decoding skills through regular home reading, particularly with phonetically decodable books. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	

<p>Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Further embed Accelerated Reading Programme subscription. Further purchasing of banded books for KS2 to further secure reading for our disadvantaged pupils and whole class copies of quality novels.</p>	<p>The EEF has strong evidence to support that developing approaches to reading comprehension improves outcomes (+6 months). With support of teachers, pupils can also read breadth of novels that broaden vocabulary and cultural capital. Schools should also target teaching and support through accurate assessment which is provided within AR.</p> <p>There is research evidence which suggests that reading for pleasure is important for both personal and academic development.</p> <p>Improving Literacy in KS2 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1700446879</p>	

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

Budgeted cost: £36,429

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist Speech & Language Therapist support commissioned employed to work with targeted pupils across school – release for staff training and intervention cover.</p> <p>Vocabulary and speech and language interventions.</p> <p>Use of both Wellcomm and Talk Boost programmes. Wellcomm helps to identify speech and language problems and provides focused teaching and intervention activities to meet individual needs.</p> <p>Talk Boost is a targeted and evidenced based intervention, which supports language delayed children in EYFS and KS1 to make significant progress with their language and communication skills.</p>	<p>Speech, language and communication difficulties affect 7- 10% of all children (that is roughly 3 children per class but can be much higher in areas of social deprivation and 'Speech, language and communication difficulties are now the most common type of special education need in 4-11 year old children. (Marie Gascoigne 2012)</p>	<p>1</p>
<p>Additional intervention groups</p>	<p>Evidence suggests that pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.</p> <p>Intervention targeted at the specific needs and knowledge gaps can be an effective method to support low attaining pupils and those who have fallen behind. This is effective both 1:1 and as</p>	<p>1,2,3,4</p>

	<p>small group interventions. This needs to be reviewed and adapted regularly.</p> <p>Small group tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>One to one tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics and reading support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/</p>	2,3
Subsidising school trips	Greene et al. (2014) found that the benefits of an educational visit are much larger for those from a disadvantaged background.	4

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

Budgeted cost: £37,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to SEMH support through in – school pastoral support. Mental wellbeing support groups Social groups Additional behaviour support and mentoring</p> <p>Outside agencies and specialists to be involved with individual pupils who require a targeted individual approach to tackle behaviour, social and emotional issues</p>	<p>EEF evidence shows moderate impact from behaviour interventions.</p> <p>Emotional wellbeing should be seen as everyone’s responsibility and needs to be a continual consideration in day-to-day classroom.</p> <p>EEF also state that Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>4,5</p>
<p>High focus across school on attendance with all stakeholders promoting good attendance. Attendance is a focus on our SDP</p> <p>Engaging with parents about the importance of attendance and the effects that not being in school can have on progress. Early help packages Attendance focus is on the SDP</p>	<p>EEF research has found that poor attendance is linked to poor academic attainment across all stages. Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>NfER briefing for school leaders. identifies addressing attendance and providing emotional support strategies as a key step. Attendance concerns, and reasons behind them, need to be followed up immediately. Pupils need regular opportunity to discuss their worries and be supported to address them more quickly. They need additional support in aspects such as behaviour, progress, attitude in class, attendance, completion of homework and opportunity to help identify underlying issues.</p>	<p>1,2,3,4 & 5</p>

Attendance Monitoring Attendance Officer to work 1/2 day a week to analyse attendance and contact low attenders. Attendance Officer to complete first day call and work with HT to support families to raise attendance. Wellbeing and attendance support	SDP priority - Ensuring parents understand the importance of attendance and the negative effect days from school can have on learning. Support resources for schools and parents EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/support-resources-for-schools-and-parents?utm_source=/guidance-for-teachers/covid-19-resources/support-resources-for-schools-and-parents&utm_medium=search&utm_campaign=site_searchh&search_term	1,2,3,4 & 5
Additional credits for Educational Psychologist	Removing and supporting barriers to learning https://www.dudley.gov.uk/residents/learning-andschool/information-for-parents/dudley-educational-and-childpsychology-service/ 1,2,3,4,& 5	1,2,3,4 & 5
Forest School	Measurable intervention specific to individual needs https://cdn.forestresearch.gov.uk/2022/02/fr0112forestschoolsreport.pdf EEF recommendations for improving social and emotional learning in primary schools: Teach SEL skills explicitly https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4,5

Total budgeted cost: £139,577 (overspend from school budget)

Part B: Review of the previous academic year 23/24

Pupil premium strategy outcomes

Pupil premium strategy outcomes This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils, where possible we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our pupils overall. A complication in making comparisons is that many of our disadvantaged pupils also have additional special education needs.

End of Key Stage 2

	Amblecote Disadvantaged Data (10 Pupils)	Amblecote Data (45 Pupils)	National Data
READING EXS+	60%	82%	74%
WRITING EXS+	50%	73%	72%
MATHS EXS+	40%	76%	73%

	Amblecote Disadvantaged Data (10 Pupils)	National Disadvantaged Data	Amblecote Non-disadvantaged Data (35 Pupils)	National Non-disadvantaged Data
RWM Combined EXS+	30%	45%	69%	67%

End of Key Stage 1

	Amblecote Disadvantaged Data (11 Pupils)	Amblecote Data (44 Pupils)
READING EXS+	40%	70%
WRITING EXS+	30%	66%
MATHS EXS+	40%	75%

Year 1 Phonics Screening Check

	Amblecote Disadvantaged Data (7 Pupils)	National Disadvantaged Data	Amblecote Data (44 Pupils)	National Data
Expected Standard Achieved	71.4%	68%	89%	80%

At Amblecote, our disadvantaged pupils performed less well in the phonics screening check than other pupils, and this is mirrored in the national data picture. However, the attainment of the disadvantaged pupils in 23/24 (71.4%) was better than national data for the disadvantaged pupils (68%) and had improved from 22/23 where the school's data was 58%.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantaged pupils is just over 4% lower than non-disadvantaged pupils. Disadvantaged pupils receive more support for behaviour and wellbeing needs. This includes access to pastoral provision.

Social, Emotional and Mental Health support

Reflexions and Arts of Change counselling services remains invaluable to the SEMH support we offer our children.

A pastoral support member of staff works with a number of children to support SEMH need. Deputy Head Teacher is now the trained Senior Mental Health Lead in school. From consultations held with the course tutor, it was established that Amblecote are in a very strong position in terms of a whole school approach to mental health and wellbeing.

Attendance 23/24

Overall school attendance was above national at 93.74% (National: 92.9%)
Although attendance of disadvantaged pupils was 89.55% in comparison to the non-disadvantaged pupils at 95.13%. This continues to be a priority for the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance
White Rose Maths	