

Amotherby CP School



Pupil Premium Strategy

2024-2025

Context

At Amotherby Primary School, approximately **12% of pupils** are in receipt of the Pupil Premium Grant (PPG). These pupils come from a variety of backgrounds, and the funding is provided to help close the attainment gap between disadvantaged pupils and their peers. While this is a small proportion of our school population, it is vital that we ensure these pupils receive the highest quality of education and the necessary support to enable them to thrive.

This strategy focuses on **high-quality teaching, effective professional development (CPD)** for staff, and **targeted interventions** to ensure all pupils, including those eligible for Pupil Premium, make excellent progress and achieve their potential.

School Vision

At Amotherby Primary School, we are committed to providing an inclusive and stimulating learning environment where all children, including those eligible for Pupil Premium funding, can succeed. We believe in the power of **quality-first teaching** as the foundation for progress and achievement. Our Pupil Premium strategy aims to raise the attainment of disadvantaged pupils by focusing on improving teaching quality and ensuring targeted interventions are implemented where necessary.

School Overview

NOR – 178	% of PP pupils - 12%	Pupil premium funding allocation 2024-25	Pupil Premium Lead	Governor Lead
178	12%	£38,090	Lucy Brazier	Stewart Morris

Barriers to Learning

We have identified the following barriers to learning for pupils eligible for Pupil Premium:

1. **Low attainment on entry:** Some disadvantaged pupils enter school with lower-than-expected attainment in key areas such as literacy and numeracy.
2. **Social and emotional needs:** A number of Pupil Premium pupils face emotional and social challenges that can affect their learning.
3. **Access to enrichment opportunities:** Disadvantaged pupils may have fewer opportunities for cultural enrichment and extracurricular activities.
4. **Limited parental engagement:** Some pupils' families may struggle to engage fully with school, which can impact learning outcomes

Key Priorities

Our Pupil Premium strategy will focus on the following key areas:

1. **Quality First Teaching (EEF: Effective Teaching Strategies)**
 - **CPD for Staff:** We will invest in high-quality CPD for all teachers to improve their ability to meet the needs of Pupil Premium pupils. This will include training on effective differentiation, formative assessment, and the use of evidence-based teaching strategies. Teachers will also be trained in using assessment tools to identify needs early and ensure interventions are tailored to pupils' individual needs.
 - **Cost:** £10,000
2. **Nurture Support (EEF: Social and Emotional Learning)**
 - We will provide small-group nurture sessions to support Pupil Premium pupils who need additional help with emotional regulation, social skills, and self-esteem. These groups will be facilitated by trained staff in a safe, supportive environment and will focus on building resilience and self-confidence.

- **Cost:** £5000

3. **Maths Keep-Up Sessions (EEF: Mastery Learning)**

- Small-group maths keep-up sessions will focus on key areas of need in mathematics, with an emphasis on mastery. The sessions will be aimed at closing gaps in mathematical understanding, using structured, evidence-based methods to ensure deep learning.
- **Cost:** £4000

4. **Little Wandle Phonics Catch-Up (EEF: Phonics)**

- For Pupil Premium pupils in Key Stage 1 and early Key Stage 2 who are struggling with phonics, we will provide targeted catch-up sessions using the Little Wandle phonics program. This will ensure pupils receive the structured and systematic support they need to develop their reading skills.
- **Cost:** £4000

5. **Speech and Language Therapy (EEF: Oral Language Interventions)**

- We will offer targeted speech and language therapy to pupils identified with communication difficulties. These sessions will be delivered either individually or in small groups, focusing on both speech production and language comprehension, as identified through professional assessments.
- **Cost:** £5000

6. **Assessment Tools to Identify Needs Early (EEF: Diagnostic Assessment)**

- We will use a range of specific assessment tools to identify the individual needs of Pupil Premium pupils and monitor their progress over time. This will include standardised tests for reading and maths, as well as diagnostic assessments for speech and

language needs. Tools such as **Sandwell**, **DANS**, **NFER** assessments, and **Boxhall Profile** will be used to pinpoint areas of need and track progress.

- **Cost:** £7000

Additional Fund: subsidies for school visits. residentials and extracurricular opportunities £3000

Objectives:

1. **Quality First Teaching:** Ensure that all teaching staff deliver high-quality, differentiated instruction to meet the diverse needs of all pupils.
2. **Targeted Interventions:** Implement effective interventions tailored to the needs of Pupil Premium students to support their academic progress.
3. **Specialist Assessments:** Utilize specialist assessment materials to identify barriers to learning and monitor progress effectively.
4. **Mental Health Support:** Establish a dedicated Mental Health Lead to provide nurture support and promote emotional well-being.
5. **Professional Development:** Invest in Continuous Professional Development (CPD) for staff, focusing on best practices in teaching and assessment.

Objectives	Actions	Who is Responsible?	Success Criteria	Monitoring
Providing High-Quality, Differentiated Teaching to Meet the Needs of All Learners	Effective use of differentiation in the classroom to support Pupil Premium pupils.	LB	Improved Progress: Pupil Premium pupils make at least expected progress across all core subjects (reading, writing, and maths), with progress tracked termly. Teacher Assessment: Teachers regularly assess and adapt teaching	Data Report - termly analysis
	Developing metacognition and self-regulation strategies to help disadvantaged pupils take ownership of their learning.	LB		Pupil Progress meetings Staff & Pupil Surveys SLT Monitoring

	<p>Understanding and supporting social, emotional, and mental health needs through training in trauma-informed practice (Project Marigold)</p> <p>Peer Coaching and Mentoring: Establish a peer mentoring system where teachers observe one another's lessons, share best practices, and provide constructive feedback focused on improving outcomes for disadvantaged pupils.</p>	<p>KC</p> <p>LB</p>	<p>methods, showing a clear understanding of individual pupil needs and differentiation strategies to support all learners, including Pupil Premium pupils.</p> <p>Pupil Engagement: Increased engagement and participation in lessons, as evidenced by pupil feedback, observations, and learning walks. Pupil Premium pupils demonstrate higher levels of focus and interaction in lessons.</p> <p>Achievement: At least 80% of Pupil Premium pupils meet or exceed age-related expectations by the end of Key Stage 2.</p> <p>Peer Comparisons: The gap between Pupil Premium pupils and their non-Pupil Premium peers</p>	
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			<p>narrows, with fewer Pupil Premium pupils working below age-related expectations.</p> <p>Feedback: Pupils benefit from regular, targeted feedback that helps them understand their next steps, as evidenced by improvements in formative and summative assessments.</p>	
<p>Delivering Targeted, Evidence-Based Interventions to Accelerate Progress in Core Subjects</p>	<p>Data-Driven Interventions: Use regular assessment data (formative, summative, diagnostic) to identify pupils who require additional support and design interventions based on these needs.</p> <p>Small-Group and 1:1 Support: Provide small-group or 1:1 intervention for Pupil Premium pupils in key areas such as</p>	<p>LB</p> <p>KC</p>	<p>Impact on Attainment: At least 75% of Pupil Premium pupils receiving targeted interventions (e.g., reading, writing, maths) show measurable progress in their specific area of need (e.g., phonics, fluency in maths facts).</p> <p>Data-Driven Decisions: Interventions are tailored based on regular assessments (e.g., reading</p>	<p>Data Report - termly analysis</p> <p>Pupil Progress meetings</p> <p>Staff & Pupil Surveys</p> <p>SLT Monitoring</p> <p>Little Wandle Termly Tracking</p>

	<p>reading, writing, and maths. These sessions should be frequent and focused on addressing specific gaps identified through assessments.</p> <p>Evidence-Based Programs: Implement evidence-based interventions, such as the Sage Maths Mastery Programme, Reading Recovery, or Precision Teaching for literacy and numeracy, and ensure that these are regularly reviewed for impact.</p>	LB/KC	<p>tests, maths assessments, formative data), ensuring they are targeted and responsive to pupil needs.</p> <p>Improved Performance: 80% of pupils involved in interventions achieve at least one year's progress in the specific area targeted by the intervention, as measured by assessments at the end of each term</p> <p>Sustainability: Intervention groups are reviewed regularly, and adjustments are made based on impact. The majority of Pupil Premium pupils exit interventions with improved confidence and independence in learning.</p>	
Using Specialised Assessments to Accurately Identify Pupils' Learning Needs	Use Standardised Assessments: Implement standardised assessment tools (e.g., Salford Reading Test, NFER Tests,	LB	Accurate Identification of Needs: 100% of Pupil Premium pupils have their needs accurately identified using	Data Report - termly analysis Pupil Progress meetings

	parents so that all stakeholders are aware of the pupils' progress and needs.		Monitoring and Review: Assessment data is reviewed regularly (e.g., termly) to track progress, adjust interventions, and ensure that interventions remain effective and focused on pupil needs.	
Providing Mental Health and Wellbeing Support to Improve Emotional Regulation, Attendance, and Engagement	<p>Identify Pupils for Nurture: Use assessments such as the Boxall Profile and teacher referrals to identify pupils who would benefit from additional social and emotional support.</p> <p>Small-Group Sessions: Deliver small-group nurture sessions focused on emotional regulation, resilience, social skills, and self-esteem. These groups should meet regularly (e.g., weekly).</p>	<p>KC</p> <p>KC</p> <p>KC</p>	<p>Emotional Wellbeing: 80% of Pupil Premium pupils receiving mental health support show measurable improvement in emotional wellbeing, as reported by pupil surveys, parent feedback, Boxhall profile assessments.</p> <p>Reduced Anxiety and Behavioural Issues: Pupils receiving mental health support demonstrate reduced signs of anxiety or behavioural difficulties (e.g., better emotional regulation, fewer</p>	<p>Pupil Progress Meetings</p> <p>Staff & Pupil Surveys</p> <p>SLT Monitoring</p> <p>Termly Attendance Data</p>

	<p>Individual Action Plans: Develop individual action plans for pupils attending nurture groups, with clear targets for their emotional development, social skills, and engagement with learning.</p> <p>ELSA trained Nurture TA allocated to support identified pupils</p> <p>Designated Mental Health Lead: Appoint a Mental Health and Wellbeing Lead to coordinate the mental health support across the school and ensure interventions are consistently delivered.</p>	<p>LB</p> <p>LB</p>	<p>disruptive incidents in class).</p> <p>Increased Engagement: Pupils receiving mental health support show increased engagement in lessons, with fewer absences or refusals to participate in school activities.</p> <p>Parental and Pupil Feedback: Positive feedback from parents and pupils about the support received, with the majority reporting an increase in confidence and improved emotional regulation.</p> <p>Attendance and Retention: Pupils receiving mental health support show improved attendance, with fewer pupils showing signs of school avoidance or persistent absenteeism</p>	
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			linked to mental health concerns.	
Fostering Continuous Professional Development (CPD) for All Staff to Enhance Teaching Practices and Support Pupil Premium Pupils Effectively	Targeted CPD Programmes: Provide staff with professional development opportunities focused on areas such as differentiated instruction, formative assessment techniques, trauma-informed teaching, and supporting pupils with social and emotional needs.	LB	Improved Teaching Quality: 100% of teachers and teaching assistants participate in relevant CPD related to supporting Pupil Premium pupils. Evidence of this CPD is seen in lesson plans, teaching practices, and differentiated learning strategies observed during learning walks and observations. Impact on Pupil Outcomes: At least 75% of Pupil Premium pupils show improved progress as a result of staff implementing new strategies and approaches from CPD (e.g., more differentiated teaching, effective feedback strategies). Effective Use of Assessment: Staff effectively use	Staff Performance Management Staff & Pupil Surveys SLT Monitoring Termly Data Analysis
	CPD on Evidence-Based Interventions: Train staff on evidence-based interventions for literacy, numeracy, and emotional wellbeing (e.g., Little Wandle Phonics Program, Maths Mastery, Social and Emotional Learning (SEL) strategies).	KC		
	Use of Assessment Data: Provide training on how to effectively use	LB		

	<p>assessment data (formative, summative, and diagnostic) to inform teaching and identify pupils who require additional support.</p> <p>Peer Observations: Encourage a culture of collaboration by setting up peer observation opportunities where teachers can observe each other's practice and share strategies for supporting Pupil Premium pupils.</p> <p>.</p>	<p>LB</p>	<p>assessment tools (e.g., formative assessments, diagnostic tests) to track pupil progress, inform their teaching, and tailor interventions. Evidence of this can be seen in pupil progress data.</p> <p>Pupil Engagement: Increased pupil engagement and motivation in lessons, particularly for Pupil Premium pupils, as a result of staff implementing new strategies learned from CPD sessions (e.g., higher levels of pupil participation, improved attitudes towards learning).</p> <p>Collaborative Practice: Teachers work collaboratively to share best practices for supporting Pupil Premium pupils, with evidence of</p>	
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			peer observations, joint planning, and feedback loops to improve teaching and learning across the school.	
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