

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Amotherby Primary School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Ruth Wanless
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,520

## Part A: Pupil premium strategy plan

### Statement of intent

*At Amotherby, we strive to ensure all pupils, regardless of background, are able to achieve their full potential. We set high expectations academically and socially and believe in creating opportunities that allow pupils to excel in all areas of learning and their life.*

*In order to do this, we prioritise reading, ensuring pupils have good phonic recognition by the end of Year 1 and that they are able to read fluently by the end of KS1. This will allow all pupils to access the curriculum with greater ease and make greater progress in all areas. A new scheme will allow us to deliver phonics in a consistent manner across the school and ensure good progress is made during early reading. It is also important to develop a love of reading where pupils enjoy and understand the benefits of reading. In order to achieve this, pupils need access to high quality texts that will engage and excite them. School is addressing this through updating the offer within the school library with a range of diverse books that*

*We believe in focusing on the whole child by ensuring all pupils are able to access a range of opportunities. This can be through the clubs that we offer along with the in-school experiences such as educational visits and residential. Within our plan, we allocate money to ensure that disadvantaged children are able to access these activities giving them life experiences that they are able to draw upon.*

*Emotional wellbeing is vital if a child is going to learn. In order to do this, we have prioritised training for key members of staff who will support pupils with their emotional resilience both in and out of class.*

*Quality first teaching will always remain the most powerful tool in any child's learning journey and so we have placed staff training in identified areas as a priority. This will empower teachers to be able to deliver quality learning consistently that address the gap. This year, the identified areas of training are in writing and fluency in maths.*

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	The pandemic has delayed the progress of some of our pupils in receipt of Pupil Premium, who do not need a designated intervention to get them back on track to age related expectations.
2	Due to lockdowns, our younger pupils have missed out on in-person teaching of phonics.
3	Data demonstrates that pupils in receipt of Pupil Premium achieve lower than their peers in writing. This may not need a direct intervention, but additional support is required to get back on track.
4	Data demonstrates that pupils in receipt of Pupil Premium achieve lower in maths than their peers with the recall of key facts being a barrier to their achievement.
5	Increasing number of pupils with social, emotional and mental health needs
6	A lower level of language acquisition has been noted among pupils on entry to school

## 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
To ensure the teaching of phonics is robust and consistent across the school with the aim of addressing gaps effectively and ensuring all pupils are able to decode and blend by the end of Year 1.	<ul style="list-style-type: none"> <li>Data from Year 1 phonics screening check shows that our disadvantaged pupils achieve as well as the rest of the cohort</li> <li>Whole school approach to phonics in place and working effectively</li> <li>Phonics assessment is used effectively to identify gaps and any gaps are filled in a timely manner</li> </ul>
To ensure staff are able to access training that will develop quality first teaching and ensure gaps in learning are addressed effectively within the classroom	<ul style="list-style-type: none"> <li>Staff plan effective lessons that engage pupils and allow all pupils to make progress towards the end of year expectations</li> <li>Gaps in learning are addressed within the classroom and not just through the use of interventions</li> </ul>
Improve speech and language acquisition for pupils on entry to school	<ul style="list-style-type: none"> <li>Pupils will be able to communicate effectively and confidently allowing them to contribute to their learning</li> </ul>

Improve social and emotional wellbeing	<ul style="list-style-type: none"><li data-bbox="858 163 1347 264">• Pupils are more ready to learn as emotional needs are being addressed and met</li></ul>
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## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to access high quality CPD to support the development of quality first teaching in English and Maths	Evidence suggests that quality CPD and the development of staff knowledge and skills has a greater effect on pupil attainment than other interventions.	1, 3, 4
Release time for SENDCO to support the identification and monitoring of pupils and interventions in place	Evidence suggests that early identification and intervention for pupils is crucial in closing the gap. This will allow the SENDCO to monitor progress more closely and suggest alterations to interventions if required.	1, 2, 3, 4

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

Budgeted cost: £ 15,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff available to lead and run interventions	Evidence shows the positive impact that targeted academic support can have on the progress and attainment of a child. The interventions used will focus on identifying gaps and addressing those gaps in a timely manner with a focus on phonics and maths skills.	1, 2, 3, 4
Purchase of a maths intervention that will address gaps in learning	Evidence suggests that targeted interventions that identify and address gaps are effective in improving attainment	4
Training for support staff to undertake NELI speech and language	Oral language approaches have a high impact on pupil outcomes	6

1:1 or small group booster sessions for Year 6 and other identified pupils	Evidence shows the positive impact that targeted academic interventions can have on the progress and attainment of a child.	1, 3, 4
Improving the teaching of phonics across the school along with training for all staff	Phonics is crucial to the development of early reading and has a positive impact on the development of children.	2

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

Budgeted cost: £ 2500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
ELSA support training	Addressing and promoting wellbeing in pupils allows them to focus more readily on learning.	5
Amotherby Support Fund to allow pupils to access all trips, residential and other life experiences	Developing the cultural capital of pupils is important if they are to progress. Providing opportunities beyond normal life encourages ambition and a greater understanding.	5

**Total budgeted cost: £ 21,520**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*Through the additional support in classes, teachers were able to target interventions for Pupil Premium children after lockdowns. This helped to close the gap that may have been created during any period of school absence. Focused phonics interventions and teaching also allowed pupils to make good progress towards the expected standard with 75% of Year 1 pupil premium pupils reaching the expected standard for the phonics screening check.*

<i>Reading</i>		
<i>WT</i>	<i>EXP</i>	<i>GDS</i>
19%	57%	24%
<i>Writing</i>		
<i>WT</i>	<i>EXP</i>	<i>GDS</i>
5%	48%	48%
<i>Maths</i>		
<i>WT</i>	<i>EXP</i>	<i>GDS</i>
19%	33%	48%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*