

# Pupil premium strategy statement – Amotherby Primary School

*Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, 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) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 2023/2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	R Wanless
Pupil premium lead	R Wanless
Governor / Trustee lead	P Simpson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,010
Recovery premium funding allocation this academic year	£3335
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£
<p><b>Total budget for this academic year</b></p> <p><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></p>	£35345

## 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 all pupils have good phonic recognition by the end of Year 1. It is our aim that all pupils are able to read fluently by the end of KS1. This will allow all pupils to access the curriculum with greater ease and in turn allow them to make greater progress in all areas. In order to do this, we are continuing to implement our chosen phonics scheme, Little Wandle. We have also invested in the Rapid Catch-Up scheme which works alongside Little Wandle to address the needs of pupils who are not yet reading fluently. Staffing is key to the successful implementation of Little Wandle, and this is reflected within our Pupil Premium strategy where we will use skilled staff to deliver the necessary interventions to support pupils in their reading.*

*Alongside reading, it is our aim to improve the outcomes of our disadvantaged pupils in writing and maths. Time will be dedicated to training and supporting staff in implementing a new approach to writing and in ensuring our maths subject leader is confident in leading the school in the mastery approach to maths. Through the use of training and CPD, staff will be able to deliver quality first teaching in reading, writing and maths which will directly impact all pupils.*

*School will work towards achieving better attendance for pupils through clear communication with parents regarding the impact of missed time at school. A clear process will be developed by school to track attendance and to address any issues in a timely manner. This will also include late arrival to school, which can directly impact how ready children are for learning. School will work alongside parents to improve attendance at school.*

*We have noticed an increasing need for emotional support for our pupils. This is something that we will address through the introduction of Lego Therapy and ELSA (appropriate training will need to be sourced for ELSA) or equivalent. This will allow us as a school to address social and emotional needs within school in a more structured manner. This will directly impact pupils as they will be more ready to learn and will be able to communicate their feelings more readily. School will also look to adopt an approach where pupils are encouraged to think about their emotions and identify them so that they are able to regulate more readily.*

*We will continue to offer payment for clubs, trips and residential for our disadvantaged pupils so that they are able to experience a wider range of activities alongside their peers and expand their cultural capital.*

*Assessment and tracking play a crucial role in monitoring progress for pupils. Through the implementation of a new assessment system, we will be able to track the progress of pupils more closely. The new assessment system will allow us to identify more clearly where the pupils are in relation to their peers and also allow us to identify the objectives that need to be met in order to progress. This will allow us to undertake timely interventions to address needs.*

## Challenges

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

Challenge number	Detail of challenge
1	Assessment shows that around 50% of our disadvantaged pupils are working below national expectations in reading. Analysis of data and assessment for learning, shows that this is due to a lack of fluency which affects ability to comprehend.
2	Analysis of phonics assessments shows that our disadvantaged pupils perform less well than other pupils in recognising, retaining and applying phonic knowledge. This hinders them in all other areas of the curriculum.
3	Through observations, phonic assessment and assessment against the early learning goals, it is evident that pupils are entering school with lower levels of speech and language. This hinders children in their learning and in the progress that they make.
4	Assessment shows that around 50% of our disadvantaged pupils are working below national expectations in writing. Book trawls demonstrate that pupils do not master the grammatical aspects of sentence writing early enough to be able to build upon in future years.
5	Assessment shows that around 50% of our disadvantaged pupils are working below national expectations in maths. Analysis of assessments shows that this is the retention of key facts and the application of maths knowledge to reasoning questions and mastery of key concepts.
6.	Data shows that our disadvantaged pupils have slightly lower attendance than non-disadvantaged pupils. Lower attendance will affect overall learning and capacity.
7.	Analysis of records demonstrates greater social and emotional needs both in and out of school. Pupils are not always prepared and ready for learning and this is evident within learning behaviours.

## 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>• Observations demonstrate that there is a consistent approach to phonics across the school.</li> </ul>
To ensure pupils across the school are able to read fluently.	<ul style="list-style-type: none"> <li>• Little Wandle Rapid Catch Up assessments show that children are making progress.</li> <li>• Termly assessments show improved outcomes for disadvantaged pupils over time.</li> </ul>
To ensure quality first teaching in reading, writing and maths is available to all pupils through highly skilled and well-trained staff.	<ul style="list-style-type: none"> <li>• Observations show that quality first teaching is evident and that the needs of all pupils are being met within a session.</li> <li>• Training records show that SDP and identified challenges have been addressed through the training offered to staff.</li> </ul>
Pupils are able to regulate more easily and identify their emotions so that they are more ready to learn.	<ul style="list-style-type: none"> <li>• There is a calm and purposeful atmosphere to classes and around school.</li> <li>• Pupil voice demonstrates that pupils are able to identify their emotions and they are able to discuss how they self-regulate.</li> </ul>
Pupils have improved outcomes in speech and language.	<ul style="list-style-type: none"> <li>• A scheme for speech and language is in place and utilised within early years to address needs early.</li> </ul>
Subject leaders are confident in leading and advising teachers in their practice.	<ul style="list-style-type: none"> <li>• Subject leaders for maths and English have accessed quality training and had time to implement and monitor changes.</li> <li>• Teachers voice demonstrates that teachers feel supported in the teaching of maths and English.</li> </ul>
Improved attendance is evident for disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Attendance figures for disadvantaged pupils is in line with national and is improved from individual starting points.</li> </ul>

## 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: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participate in maths mastery CPD (Supply costs for Maths lead to attend sessions)	Evidence suggests that maths mastery has a positive impact on pupils' ability and understanding within maths. Developing a consistent approach to mastery across school and upskilling teachers in the teaching of mastery is key to the development and successful implementation of the strategy.	5
High quality CPD and support for teachers in the teaching of reading and writing to ensure quality first teaching.  English advisor to support writing, grammar training for key staff members.	Evidence suggests that quality CPD and the development of staff knowledge and skills has a greater effect on pupil attainment than other interventions.	1,4
Purchasing and implementing a speech and language intervention to be used across the school.	Pupils are entering with lower levels of speech and language development. Research and evidence show that this can have a negative impact on a child's development and education.	1,4,3
Increased support available within class to be able support smaller group intervention.	Support during core lessons available for pupils so focused support can be directed during lessons.	3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly skilled staff available to deliver phonics catch up and phonics interventions.	Evidence shows the positive impact that targeted academic support can have on the progress and attainment of a child.	1,2,3
Trained staff to offer interventions for social and emotional well being.	Evidence shows the positive impact that emotional resilience can have on a child's education and upon their well being. Interventions in this area support children as they grow up.	6,7
Trained staff to offer booster support for Year 6 and Year 5 pupils.	1:1 or 1:2 support focusing on identified needs of pupils can improve understanding and increase attainment.	1.4.5

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

Budgeted cost: £ 6800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support package for disadvantaged pupils to access trips, residential and outside clubs.	Developing the cultural capital of pupils is important if they are to progress. Providing opportunities beyond normal life encourages ambition and a greater understanding of the world around them.	7
To increase attendance through improved tracking	Evidence shows that attendance has an impact on academic achievement.	6
Emotional support-based interventions to support behaviour	Evidence shows that improved behaviour and emotional well-being increases academic achievement.	6,7

**Total budgeted cost: £ 35,800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils at the end of key stage two are detailed below. Outcomes show positive attainment for pupils in all areas apart from maths and greater depth writing.

End of Key Stage 2 data	Reading	Writing	Maths	Spelling and Grammar
EXP+	86%	71%	57%	100%
GD	57%	0%	14%	43%

- Booster sessions and increased support had a positive impact on attainment for disadvantaged pupils at the end of key stage two.

Outcomes of disadvantaged pupils from EYFS to Year 5 (17 pupils)

% of disadvantaged pupils working EXP+	Reading	Writing	Maths
EXP+	18%	12%	12%
GD	12%	6%	6%

- Phonics data for 2023 for disadvantaged pupils showed 50% achieving the expected standard and 50% reaching the standard in the Year 2 resit.
- A number of disadvantaged pupils have accessed the emotional support offered within school. This has supported pupils in being ready to learn in class.

### Externally provided programmes

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

Programme	Provider
Little Wandle Phonics Scheme	Little Wandle
Zones of Regulation	



## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>