



## Pupil premium strategy statement

1. Summary information					
<b>School</b>	Ambler Primary School and Children's Centre				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	C. £143,880	<b>Date of most recent PP Review</b>	27 <sup>th</sup> February 2017
<b>Total number of pupils</b>	328	<b>Number of pupils eligible for PP</b>	109	<b>Date for next internal review of this strategy</b>	15 <sup>th</sup> July 2017

2. Current attainment		
<b>Attainment for: 2015-2016 (4 pupils) Whole school</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading	72%	76%
% achieving expected standard or above in writing	56%	73%
% achieving expected standard or above in maths	75%	76%

Areas that require improvement		
A.	Pupils eligible for Pupil Premium are not making the same progress in writing and reading at the expected level in all year groups except for year 6.	
B.	Pupils eligible for Pupil Premium who are able are not progressing at the same rate as pupils who are able and not eligible for PP.	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
A.	Parents of pupils eligible for pupil premium are less able to make supportive contributions to activities outside the classroom that enrich learning.	
B. .	Social and emotional issues are more prevalent with pupils eligible for pupil premium.	
C.	Attendance rates for pupils eligible for PP are lower than the attendance rates of those who are not eligible for PP	
D. .	Parental engagement and confidence to support their child academically is lower with parents eligible for PP.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve progress and attainment for pupils in writing and reading.	80% of PP will reach the expected level of attainment at the end of the academic year in reading and 70% in writing.
B.	Improve the progress and attainment of more able children eligible for PP .	The gap between attainment and progress between PP and non-PP exceeding at the expected level will be below 10 %
C.	To provide disadvantaged pupils with educational experiences outside the classroom to engage them with their learning and add to a rich educational offer.	The number of PP children attending extended day provision and extra-curricular activities will be higher (38%* of extended day attendees). *38% represents the percentage of PP pupils within Ambler.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 2.5% (of whole school – 48% of persistent absentees (6/13) are PP).

## Planned expenditure

Academic year 2016/17

The three headings in the table below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality Teaching for All

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
All teachers at Ambler to deliver 'good' or 'outstanding' lessons.	3 x intervention teachers: 38%* of time <b>1: £17,615.17</b> <b>2: £23,380.75</b> <b>3. £24,249.93</b> <b>Total: £65,245.85</b>  *38% represents the percentage of PP pupils within Ambler.	Quality first teaching is the most significant factor in improving progress and raising attainment for PP children according to the Education Endowment Foundation (EEF) (formerly the Sutton Trust). At Ambler we invest heavily in CPD and bespoke teacher training. 50% of phase leaders' time is spent working with teachers, modelling, planning, planning for differentiation, team teaching and observing.	The deputy in charge of teaching & learning and assessment works closely with the phase leaders ensuring that everything necessary to make a teacher good to outstanding is available. Observations on the school teaching and learning cycle will ensure that the bespoke teaching and learning plan has improved teaching and thus pupil outcomes.	NC	Reviewed on a termly basis in line with lesson observations.
PP children to make the same progress and attainment as non-PP children.	Let's Think Cognitive Acceleration CPD in Maths training (year 5 teacher) and whole teaching staff CPD training in CAL (cognitive acceleration in literacy).	According to the EEF, meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress.	Through performance management reviews, staff lesson observations and outcomes of PP children.  A TLR point has been	HR	Reviewed on a termly basis in line with observations.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
	<p><b>Let's Think total cost for the year: £5,400</b></p>	<p>The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils. As such, Ambler has been part of a 3-year cycle of improving the 'thinking skills' of pupils at Ambler.</p>	<p>allocated to a senior leader to ensure that the CPD that staff receive is being rolled out across the school. Lesson observations and monitoring of the progress of PP children completed within the annual cycle of teaching and learning.</p>		
<p>PP children to make the same progress and attainment as non PP children.</p>	<p>CPD rolling programme over two years that will focus on methods of effective feedback and questioning Conference cost: <b>£120.</b></p> <p>(The CPD rolling programme already forms part of the school's CPD costs.)</p>	<p>Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on english, mathematics and, to a lesser extent, science.</p> <p>Research evidence about feedback was part of the rationale for Assessment for Learning (AfL).</p> <p>In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact.</p>	<p>Deputy head teachers at Ambler have responsibility for delivering high quality CPD programmes that ensures that teachers improve their classroom pedagogy.</p>	<p>HR/N C</p>	<p>Reviewed on a termly basis in line with lesson observations.</p>

<b>ii. Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
PP children to make the same progress and attainment as non PP children	2 x full time intervention teacher <b>60% FTE</b> <b>1. £37,167</b> <b>2. £37,997</b>	Research from the EEF shows that targeted smaller group tuition is most likely to be effective if it is targeted at pupils' specific needs. All our intervention groups are carefully selected and led by experienced teachers.	Regular monitoring of planning, lessons and books plus data scrutiny.	HR	Reviewed on a termly basis in line with lesson observations.
Social and emotional barriers to learning are addressed for PP children.	One hour one to one counselling and therapy with pupils who have suffered emotional trauma that results in a barrier to learning.  <b>£40 an hour.</b>  <b>Invoices every other month.</b>  <b>90% of total cost (estimated based on two invoices):</b> <b>£7,387.27 p/a</b>	The use of programmes which are targeted at students with particular social and emotional barriers to learning have been found to be particularly successful with disadvantaged pupils. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	Soft data that focusses on attitudes to learning is used with every child to ensure the work is being implemented well. We ask the psychotherapist to require children to fill in questionnaires to assess their response to the psychotherapy. The staff lead discusses issues in regular meetings with the psychotherapist.	HR	Meetings with psychotherapist once-termly.  Soft data (e.g. behaviour charts) collected from children every 6 months

ii. Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Addressing social and emotional barriers to learning for children with PP	<b>£31,453 per annum</b> –Learning Mentor.	The Learning Mentor takes children in small groups for 'circle time' – to help overcome social and emotional barriers to learning	Academic results. Results from health and wellbeing questionnaires given to children.	HR	Once every 6 months
Ensure that PP children are receiving a rich extra-curricular experience.	<p>Extra-curricular: Soft Start breakfast club.  <b>Magic Breakfast: £1,000</b></p> <p>17%* of children who attend Extended Day are PP.  <b>17% of Extended Day costs: £2,354.67</b></p> <p>30%* of children who attend breakfast club / Soft Start are PP.</p> <p><b>30% of staffing costs for breakfast club: £23.57</b>  <b>30% of staffing costs for Soft Start: £30.96</b></p>	<p>After school clubs have been shown to improve educational attainment for poorer pupils. (see e.g. <a href="http://www.bbc.co.uk/news/education-36081560">http://www.bbc.co.uk/news/education-36081560</a>)</p> <p>Pupil Premium children the same access to extra-curricular learning as children who might receive more support at home</p> <p>*The school has 38% PP and we are addressing the uptake of PP attending clubs in work focussed on our extended day facilities – e.g. we are looking into subsidies for PP children, and clubs that might be aimed more at PP children. We will be asking PP parents what clubs they would like to see for their children.</p>	By monitoring the attendance and actively encouraging the pupils to attend through subsidy and outreach to parents. Soft data will show an improved attitude to school.	HR	July 2017

**ii. Targeted Support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Provide targeted support in year 3 to ensure PP outcomes are in line with non- PP outcomes	Schools Direct Teacher Trainee employed in September 2016-17.  <b>£11,000</b>	The Schools Direct Teacher has enabled the experienced Y3 teacher to be released to provide targeted support in literacy and maths lessons for PP children.	Intervention timetables are reviewed on a half termly basis, according to the most up to date data that we have. PP data is reviewed by the PP link governor and the SLT to look at the impact of interventions.	HR	On a half termly basis and at the end of the academic year.
Provide targeted support to children and parents who may struggle with multiple issues	Home support worker (HSW) – shared with another local school.  <b>£2,000</b>	The HSW discusses issues that might create barriers to learning, including attendance, health, employment and behavioural issues. She also delivers coffee mornings on issues such as literacy and healthy eating that will support and assist PP parents.	The link governors responsible for inclusion ask for feedback from parents and attend the coffee mornings. Statistics on attendance and academic attainment and soft data are also used.	HR	Reviewed on a termly basis.

**ii. Targeted Support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Provide 1:1 and group reading support	<p>A charity that provides literacy support: Beanstalk</p> <p><b>The cost is £214 per child. We would spend £10,000 a year but monitor each child.</b></p>	<p>Children who are PP often struggle with literacy.</p> <p>Beanstalk recommended by a head of another local school who has won awards for PP. One-to-one tuition, though expensive, has been shown to benefit children:</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/</a>.</p>	Reading and writing statistics.	HR	Reviewed on a termly basis.

**5. Total costs**  
**Academic year**

**2016/17**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Breakdown of costs</b>	<b>Interim review of implementation</b>	<b>Staff lead</b>	<b>Total cost</b>
All teachers at Ambler to deliver 'good' or 'outstanding' lessons.	3 x intervention teachers:	38% of time of intervention teachers: 1: £17,615.17 2: £23,380.75 3. £24,249.93	May 2017	NC	<b>£65,245.85</b>
Meta-cognition	Use of 'Let's Think' programme throughout the whole school	£5,400	May 2017	HR/N C	<b>£5,400</b>
Effective feedback improves children's attainment	Focus on training staff methods of effective feedback and questioning	CPD rolling costs and cost of conference - £120	May 2017	HR	<b>£120</b>
PP children make same progress and attainment as non-PP	2 x full-time intervention teachers	60% of cost of 2 full-time intervention teachers: 1: £37,167 2: £37,997	May 2017	HR	<b>£75,164</b>
Addressing social and emotional barriers to learning for PP children	Psychotherapist support	£40 an hour 90% of total (estimated) cost	May 2017	HR	<b>£7,387.27</b>
Addressing social and emotional barriers to learning for PP children	Learning Mentor	All of time of Learning Mentor	May 2017	HR	<b>£31,453</b>
Ensure PP children receive rich educational experience	Soft start breakfast club and before- and after-school care	Magic Breakfast: £1,000 Soft Start Breakfast staffing costs: 30% of staffing costs for breakfast club: £23.57 x 190 days = £4,478.30 30% of staffing costs for Soft Start: £30.96 x 190 = £5,882.40	May 2017	HR	<b>£13,715.37</b>

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Breakdown of costs</b>	<b>Interim review of implementation</b>	<b>Staff lead</b>	<b>Total cost</b>
		17% of total extended day costs: £2,354.67			
Provide targeted support in Y3 to ensure PP outcomes are in line with non-PP outcomes	Schools Direct teacher trainee	£11,000	May 2017	HR	<b>£11,000</b>
Provide targeted support to children and carers who may struggle with multiple issues	Home support worker shared with another local school	£2,000	May 2017	HR	<b>£2,000</b>
Improve literacy of PP children	Provide 1:1 reading support.	Beanstalk reading mentors charge £214 per child. We would spend £10,000 a year	May 2017	HR	<b>£10,000</b>
<b>TOTAL</b>					<b>£207,784.205</b>

**6. Review of expenditure – To be completed in July – September 2017**

Previous Academic Year

**i. Quality Teaching for All**

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue this approach)	Cost
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**ii. Targeted support**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

**7. Additional detail**

The PP lead and the PP link governor will review this budget termly to analyse the effect of the expenditure and, if necessary, make changes.