

Pupil premium strategy statement:

1. Summary information					
School	Ambler Primary School and Children's Centre				
Academic Year	2017/2018	Total PP budget	£115,200	Date of most recent PP Review	27 th June 2017
Total number of pupils	328	Number of pupils eligible for PP	96	Date for next internal review of this strategy	December 2017

2. Current attainment		
Attainment for Whole school	<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, writing and maths	%	%
% 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%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
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.
C.	Parents of pupils eligible for pupil premium are less able to make supportive contributions to activities outside the classroom that enrich learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Social and emotional barriers to learning are more prevalent with pupils eligible for pupil premium .
	Attendance rates for pupils eligible for PP are lower than the attendance rates of those who are not eligible for PP

E.	Parental engagement and confidence to support their child is lower with parents eligible for PP.
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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 (50% of extended day attendees) .
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 94 to 98%

5. Planned expenditure

Academic year

2017/2018

The three headings 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.	2 x full time phase intervention teachers: 40% of time	Quality first teaching is the most significant factor in improving progress and raising attainment for PP children according to the EEF and Sutton Trust. At Ambler we invest heavily in CPD and bespoke teacher training . 50% of the phase leaders time is spent working with teachers , modelling, planning , planning for differentiation , team teaching and observing.	The deputy in charge of teaching and learning and assessment works closely with the phase leaders ensuring that all that is 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.	HR	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 Educational Endowment Foundation Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils . As such, Ambler has been part of a three year cycle of improving the 'thinking skills ' of pupils at Amber.	A TLR point has been 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 .	IR	Through performance management reviews, staff lesson observations and outcomes of pp children .
PP children to make the same progress and attainment as non PP children	CPD rolling programme over two years that will focus on methods of effective feedback and questioning	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,	Deputy head teachers at the school have responsibility for delivering high quality CPD programmes that ensures that teachers improve their classroom pedagogy .	HR/NC	Reviewed on a termly basis in line with lesson observations.

science.
 Research evidence about feedback was part of the rationale for Assessment for Learning (AfL). 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.

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?
PP children to make the same progress and attainment as non PP children	2 x full time intervention teacher 60% fte	Research from the Educational Endowment Forum/Sutton Trust shows that targeted smaller g Small 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	Regular monitoring of planning, lessons and books plus data scrutiny.	HR	Termly at Pupil Progress meetings
Social and emotional barriers to learning are addressed for PP children.	Psychotherapist support	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	One hour one to one counselling and therapy with pupils who have suffered emotional trauma that results in a barrier to learning. Small group circle time with the Learning Mentor . Soft data that focusses on attitudes to learning is used with every child to	HR	Soft data that focusses on attitudes to learning is used with every child to ensure the work is being implemented well.

Ensure that PP children are receiving a rich educational experience They are therefore more engaged with and experiencing rich language and creative opportunities.	Extra -curricular: Soft start breakfast club. Extended day that includes homework club, dance ,drama, sports ,film, Latin and Spanish clubs	Extending learning time - weekly homework sessions to support learning in class. Giving Pupil Premium children the same access to extra-curricular learning.	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. Kym Julien to identify PP attendance and barriers to attendance	HR/KJ	Dec 2017
Provide targeted support in year 3 to ensure PP outcomes are in line with non- PP outcomes	Intervention timetable reflects strong weighing to year 3 pupils to tackle the underperformance at year 2	. Research from the Educational Endowment Forum/Sutton Trust shows that targeted smaller g Small 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	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	HR	On a half termly basis and at the end of the academic year.

6. Data progress and attainment Phonics,KS1 and KS2 2017

Ambler

2017 Phonics data for Year 1

Selected Contextual Breakdown	Roll	2017's Y1 - Assessed in Y1 in 2017						#s Re-taking	Y2 Re-takes : % passed		% passed		Ave. (I)
		% Passed		Average Mark		% D or A			School	LA	School	LA	
		School	LA	School	LA	School	LA						
All Pupils	59	91.5	81.5	35.7	33.4	0.0	2.0	n/a	n/a	n/a	n/a	n/a	n/a
FSM	8	100.0	73.4	37.8	30.8	0.0	3.9	n/a	n/a	n/a	n/a	n/a	n/a
Not FSM	51	90.2	84.8	35.4	34.4	0.0	1.3	n/a	n/a	n/a	n/a	n/a	n/a
Unknown	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Ambler

2017 Phonics data for Year 2

Selected Contextual	Roll	2017's Y2 - Assessed in Y1 in 2016	2017's Y2 - Assessed in Y2 in 2017
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Breakdown		% Passed		Average Mark		% D or A		#s Re-taking	Y2 Re-takes : % passed		% passed		Ave. Increase (Marks)	
		School	LA	School	LA	School	LA		School	LA	School	LA	School	LA
All Pupils	57	87.7	81.6	35.1	33.1	0.0	1.9	8	37.5	62.1	91.4	92.5	10.6	11.2
FSM	15	86.7	75.3	33.9	31.0	0.0	3.4	2	50.0	55.9	93.3	88.7	15.0	11.1
Not FSM	42	88.1	84.0	35.5	33.9	0.0	1.3	6	33.3	65.5	90.7	93.9	9.2	11.2
Unknown	0	n/a	n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a

Headlines and for focus :

Attainment at KS1 Ambler 2017 - % at Expected and above level for Free School Meals breakdown

	cohort #s	Reading		Writing		Mathematics	
		% Expected and above:		% Expected and above:		% Expected and above:	
		school	LBI	school	LBI	school	LBI
All School	57	78.9	75.6	73.7	70.5	75.4	76.8
Free School Meals	14	78.6	65.1	71.4	61.8	78.6	68.0
Not Free School Meals	43	79.1	79.3	74.4	73.6	74.4	79.9
FSM Status Unknown	0	n/a	n/a	n/a	n/a	n/a	n/a

Year 2 : Ambler 2017 - % at Above expected level for Free School Meals breakdown

	cohort #s	Reading	Writing	Mathematics
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		% Above expected:		% Above expected:		% Above expected:	
		school	LBI	school	LBI	school	LBI
All School	57	29.8	25.7	19.3	17.5	28.1	22.6
Free School Meals	14	14.3	15.7	14.3	10.6	7.1	13.9
Not Free School Meals	43	34.9	29.2	20.9	19.9	34.9	25.6
FSM Status Unknown	0	n/a	n/a	n/a	n/a	n/a	n/a

Ambler - average progress broken by Free School Meals KS1-KS2

Roll figures exclude pupils who do not have KS1 results and therefore no progress figures.

Free School Meals	Roll	Reading		Writing		Maths	
		School	LBI	School	LBI	School	LBI
	30	2.20	1.22	1.91	1.84	5.54	1.64
Free School Meals	11	3.04	0.47	0.60	0.90	5.06	0.50
Not Free School Meals	19	1.71	1.52	2.67	2.19	5.82	2.08
FSM Status Unknown	0	n/a	n/a	n/a	n/a	n/a	n/a

Ambler - Expected Attainment broken by Pupil Premium

	Roll	Reading		Writing		GPS		Maths		RWM		Science	
		100+		At or Above		100+		100+		R&M = 100+ W = EXS & GDS		At or Above	
		School	LBI	School	LBI	School	LBI	School	LBI	School	LBI	School	LBI
All Pupils	30	86.7	74.0	80.0	79.7	93.3	80.8	96.7	79.0	76.7	65.4	100.0	91.7
Pupil Premium	20	85.0	69.2	80.0	77.0	90.0	77.1	95.0	75.2	75.0	59.2	100.0	94.6
Not Pupil Premium	10	90.0	82.8	80.0	84.8	100.0	87.5	100.0	86.1	80.0	76.9	100.0	86.3
Pupil Premium Unknown	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Ambler - High Attainment broken by Pupil Premium

	Roll	Reading		Writing		GPS		Maths		RWM		Science	
		110+		Above		110+		110+		R&M=110+ W = GDS		Above	
		School	LBI	School	LBI	School	LBI	School	LBI	School	LBI	School	LBI
All Pupils	30	16.7	28.3	20.0	23.7	60.0	36.5	40.0	27.3	10.0	13.5	n/a	n/a

Pupil Premium	20	15.0	20.8	10.0	16.7	55.0	29.5	30.0	20.1	5.0	7.3	n/a	n/a
Not Pupil Premium	10	20.0	42.2	40.0	36.7	70.0	49.5	60.0	40.6	20.0	24.8	n/a	n/a
Pupil Premium Unknown	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Headlines :

No gap between FSM and non-FSM in Phonics

Minimum gap between KS1 FSM and non-FSM at expected level

No gap between KS2 FSM and Non-FSM at expected level

Priority for next year:

Decrease the gap between Pupil Premium 'above expected level ' in KS1 at reading, writing and maths

Decrease the gap between Pupil Premium children and non at 'above expected level in writing.