



## Pupil premium strategy statement: Ambleside Primary School

1. Summary information					
School	Ambleside Primary School				
Academic Year	2017/18	Total PP budget	£455,327	Date of most recent PP Review	17/1/17
Total number of pupils	F2-Y6 621	Number of pupils eligible for PP	323	Date for next internal review of this strategy	November 2017

2a. KS 2 Outcomes 2017 (cohort group of 46 disadvantaged)		
	<i>Pupils eligible for PP (Ambleside)</i>	<i>Pupils eligible for PP (national 2016)</i>
% attaining expected standard in reading, writing and maths	24%	39%
EXS: reading	32%	
EXS: writing	54%	
EXS: maths	28%	
2b. KS 1 Outcomes 2017 (cohort group of 44 disadvantaged)		
EXS: reading	70%	62%
EXS: writing	52%	53%
EXS: maths	68%	60%
EXS: RWM	45%	64%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers ( <i>issues to be addressed in school</i> )	
A.	Underdeveloped oral language skills and limited vocabulary can impede children's progress in all subjects in subsequent years.
B.	Pupils who attain well at the end of Key Stage 1 do not all keep up in lower KS2, so do not all meet or exceed the expected standard at the end of Y6

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<b>C.</b>	Slow progress rates within lower KS2 results in too many pupils having insufficient skills in reading, and in maths which impedes their attainment by the end of Y6	
<b>D.</b>	Pupils do not have sufficient word reading or inference skills to tackle the KS2 Reading test at the end of Y6	
<b>E.</b>	Pupils' reasoning skills are limited	
<b>F.</b>	Pupils' fluency in calculation, and their ability to manipulate numbers are lacking	
<b>G.</b>	More able pupils can lack resilience and stamina when faced with reading and problem solving challenges	
<b>H.</b>	Inconsistencies in the quality of teaching results in uneven progress in reading and maths across the school	
<b>I.</b>	Not enough pupils make good progress in maths in KS1 and exceed the expected standard by the end of Y2	
<b>J.</b>	Underdeveloped vocabulary can impede children's understanding in maths in the early years	
<b>External barriers (issues which also require action outside school)</b>		
<b>K.</b>	Attendance rates for pupils eligible for PP are 94% (below the target for all children of 96%). For the 2016-17 Y6 cohort, attendance rates for PP was 94.5%	
<b>L.</b>	Home study, including sustained, independent reading followed by discussion to extend comprehension of text needs further development for higher attaining pupils	
<b>2. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve mathematical language and understanding for pupils eligible for PP in F2. (SoA: 2B)	Pupils eligible for PP achieve the Mathematics ELGs at the end of F2 2018
<b>B.</b>	Higher rates of progress in reading and maths across KS2 for middle attaining pupils eligible for PP. (SoA:2A 2B)	Pupils eligible for PP with 'middle' prior attainment make sufficient progress across Key Stage 2 in maths and reading by end of 2018
<b>C.</b>	Higher rates of progress in reading and maths across KS1 for low prior attaining pupils eligible for PP (SoA: 2B)	Pupils eligible for PP with 'low' prior attainment meet or exceed the expected standard in maths and reading by the end of KS1 by end of 2018
<b>D.</b>	Increased attendance rates for pupils eligible for PP. (SoA: 1B)	Overall PP attendance improves by 2% end of 2018

<b>3. Planned expenditure</b>					
<b>Academic year</b>		<b>2017/18</b>			
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.					
<b>i. Quality of teaching for all</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>
A. Improve mathematical language and understanding for pupils eligible for PP in F2	<p>Key vocabulary and sentence structures agreed and prioritised within planning for maths sequences of learning</p> <p>Identify named pupils who are below ARE in the CLL strands to target and interact with during activities in continuous and focus provision</p> <p>Key mathematical vocabulary and sentence structures agreed and prioritised within planning for topic theme sequences of learning</p> <p>Adults insist that all pupils answer in full sentences and are encouraged to give extended responses using 'because' and including target vocabulary</p> <p>Key (target) vocabulary agreed and displayed</p>	<p>We want to invest some of the PP in CPD which will effect longer term change to benefit all pupils. Evidence sources, e.g. EEF Toolkit suggest questioning and precise oral feedback are effective ways to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Summer HMI visit signposted good practice and advised maintaining a focus on improvement in the Early Years</p>	<p>Use INSET days and Phase Meetings for CPD.</p> <p>Peer observation to embed learning and share good practice</p> <p>SLT provide developmental feedback following focused Learning Walks</p> <p>Data analysis of this strand at mid and end year points</p>	Head of Nursery & F2 Leader	End of June 2018

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	Staff CPD on developing the outdoor area with a focus on maths				
B. Higher rates of progress in reading and maths across KS2 for middle attaining pupils eligible for PP.	<p>All teachers to identify pupils who were middle prior attaining at the end of KS1</p> <p>Staff CPD led by AHT on accurate use of assessment within lessons to ensure accurate pitch of learning in reading and maths lessons</p> <p>Staff CPD on effective marking and feedback</p> <p>Development of learning environments with a focus on Modelling and Learning Walls</p> <p>PP Pupils named and focus of SLT monitoring</p> <p>PP pupils named and focus of appraisal targets</p> <p>Format for Outcomes for Learners meetings raises the profile of PP attainment</p> <p>Middle prior attaining pupils at the end of KS1 are a focus for pupil interviews, book scrutiny and within lesson observations</p> <p>Question level analysis of standardised tests used</p>	<p>Evidence reported in 'What Makes Great Teaching' and Effective Teaching and Learning' (TSC) suggests that improving teachers' pedagogical subject knowledge can have a strong impact upon pupil progress and attainment, so we want to spend PP funding on whole school CPD.</p> <p>In addition to this, dedicated time spent analysing data including pupils' current and prior attainment will be valuable in ensuring teachers have a sound understanding of the attainment and progress profile of their class.</p> <p>Evidence within the EEF Toolkit suggest that improving pupils' metacognition can have a positive impact on their learning</p> <p>A lack of accurate assessment was identified as a key area for improvement within the school's most recent Ofsted inspection</p> <p>Advice from Good Practice sources signposted by HMI</p>	<p>Use INSET days and staff meetings for CPD.</p> <p>Signpost staff to good practice within local partnership group (P6P)</p> <p>Peer observation to embed learning and share good practice</p> <p>Video used for self-review</p> <p>SLT provide developmental feedback following focused Learning Walks</p> <p>Data analysis of this strand at termly</p>	English and Maths leads (AHTs)	June 2018

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	<p>twice annually informs planning and provision</p> <p>Revised school assessment system uses track and measure pupil progress</p> <p>Teachers use Key Performance Indicators to identify areas of need for Pupil Premium Pupils and adjust planning accordingly</p> <p>Deployment of skilled teaching assistants into target classes to accelerate progress in Y4 and Y5</p>				
<p>C. Higher rates of progress in reading and maths across KS1 for low prior attaining pupils eligible for PP</p>	<p>Teacher CPD on accurate use of assessment within lessons to ensure accurate pitch of learning in reading and maths lessons</p> <p>Teaching Assistants CPD on accurate use of assessment when supporting groups of pupils within whole class sessions</p> <p>Staff CPD on effective next steps marking for lower attaining pupils</p> <p>Identification of low prior attaining pupils at the end of EYFS</p> <p>Low prior attaining pupils at the end of EYFS are a focus for pupil interviews, book scrutiny and within lesson observations</p>	<p>A lack of accurate assessment was identified as a key area for improvement within the school's most recent Ofsted inspection</p> <p>Teachers need to improve their knowledge of the (pastoral) groupings of pupils in their class, particularly those eligible for PP</p> <p>Most recent observations and data analysis indicates that insufficient numbers of pupils are accessing intervention programmes.</p> <p>Insufficient numbers of pupils meeting a GLD at the end of F2 is having a negative impact upon pupils' progress in KS1</p> <p>Pupil not have a secure understanding of number concepts when they enter year 1</p> <p>Monitoring indicates that not all pupils are receiving maths teaching in F2 which enables them to make good progress</p>	<p>Data analysis by F2 leader</p> <p>Data analysis with KS1 team</p> <p>Use of Outcomes for Learners meetings to focus on the progress of lower attaining KS1 pupils</p> <p>Observations of TAs teaching by Lead TA</p>	<p>DHT &amp; Lead TA</p>	<p>Feb 2018</p>

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	<p>Use of ability grouping for maths lessons in F2</p> <p>Development of the Let's Talk intervention in Year 1</p> <p>Deployment of TAs adjusted in Year 1 and 2 to raise attainment in reading and maths</p> <p>Introduction of Standardised testing at mid-year and end of year point to improve accuracy of assessment and better inform impact judgements</p> <p>Staff CPD in Phonics with external consultant</p>				
<p>D. Increased attendance rates for pupils eligible for PP. (SoA: 1B)</p>	<p>Whole school attendance awards</p> <p>In school class rewards for full attendance</p> <p>Phone calls to follow up on absences</p> <p>Discussions with attendance PA (face to face) when pupils are late</p> <p>HT attendance focus in weekly briefings</p>	<p>Attendance rates for PP pupils are not at the expected percentage of 96% and this is having a negative impact upon their attainment and progress</p> <p>Lateness can result in missed sessions such as phonics, or reduce pupils' time in intervention groups</p> <p>Follow up work with persistent absentees' families and school attendance officer</p>	<p>Attendance data tracking of the pupils premium group (whole school and by cohort) monthly</p> <p>Feedback from class teachers during Outcomes for Learners meetings</p>	DHT	End of November 2017
<b>Total budgeted cost</b>					<b>£275,672.00</b>

<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>
<p>A. Improve mathematical language and understanding for pupils eligible for PP in F2</p>	<p>Daily "Let's Talk" sessions for identified pupils</p> <p>Daily "Musical Interaction" sessions for identified pupils</p> <p>Development of the "Let's Talk" programme to include a focus on mathematical vocabulary</p>	<p>Some pupils need targeted support to catch up: The L.T. programme has been developed within school using knowledge of and adapting an effective programme used in "Every Child a Talker" schools.</p> <p>The M.I. programme is recognised to improve communication for both SEN pupil and those with some language deficit</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Use data and staff knowledge of pupils gathered through observation to target pupils accurately.</p> <p>Observe sessions formally and informally and provide specific feedback.</p> <p>Track progress of the named pupils using summative assessment data and scrutiny of Learning Journeys</p> <p>Use baseline data to measure progress</p>	<p>Head of Nursery &amp; F2 Leader &amp; Lead TA</p>	<p>February 2018</p>
<p>B. Higher rates of progress in reading and maths across KS2 for middle attaining pupils eligible for PP</p>	<p>Named PP pupils targeted for small group interventions in maths and English: Get Writing, Freshstart, Switch On, Catch Up</p> <p>Same day intervention for pupils who did not grasp concepts within the daily maths lesson</p>	<p>Each of these intervention programmes demonstrated positive impact within the pupil premium review process</p> <p>Trialling same day maths intervention in Y6 (2016-17) demonstrated positive impact so was extended to Y5</p>	<p>Attainment and progress data analysis</p>	<p>DHT</p>	<p>June 2018</p>

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	All PP interventions tracked on SIMs data system		Attainment and progress data analysis	DHT	June 2018
C. Higher rates of progress in reading and maths across KS1 for low prior attaining pupils eligible for PP (SoA: 2B)	<p>Write a new Let's Talk programme for Year1</p> <p>RWInc Phonics tutoring in Year 1 for PP pupils</p> <p>Increase Reading Recovery teacher's teaching time to extend the number of pupils accessing the programme</p>	<p>Vocabulary and understanding needs extending in Y1 and this programme has worked well in F2</p> <p>RWI phonics pupils passed the test in Y2 (2017)</p> <p>Good impact of Reading Recovery and teacher continues to track progress to ensure keeping up</p>	<p>Attainment and progress data analysis</p> <p>Mid year phonics screening check analysis</p> <p>Lead TA observations and feedback</p> <p>Phonics Leader observations and feedback</p>	DHT	May 2017



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<p>D. Increased attendance rates for pupils eligible for PP. (SoA: 1B)</p>	<p>Part time attendance PA to support follow up phone calls; daily monitoring and challenge for 'lates', and meetings with parents</p> <p>Daily Walking bus</p> <p>Place to be Counselling Service</p> <p>Learning Mentor Support for named pupils</p>	<p>Knowledge of families and tracking of attendance patterns by school Attendance Office indicates that identified pupils would benefit from additional support to enable them to attend school more regularly</p> <p>Key families have been identified for the Walking Bus which will be extended and reach further into the locality if some positive impact is demonstrable by the end of April</p> <p>Evidence indicates that counselling can be used to increase pupil engagement with school and that pupils that are processing complex issues benefit from individual counselling sessions so that they are ready for learning</p> <p>Knowledge of pupils and analysis of behaviour indicates that some individual pupils will benefit from and/or from additional adult support to enable them to access class teaching</p>	<p>Attendance data tracking of named individuals</p> <p>Liaison with families Feedback from identified pupils</p> <p>P2B termly reports indicate positive impact in social and emotional aspects for pupils in receipt of counselling</p> <p>Analysis of behaviour logs to indicate a reduction for key pupils</p>	<p>Attendance Officer</p> <p>DHT</p>	<p>April 2017</p>
<b>Total budgeted cost</b>					<b>£144,040.02</b>
<b>iii. Other approaches</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>
<p>A. Improve oral language skills for pupils eligible for PP in F2</p>	<p>Teaching Assistants trained by the Speech and Language Therapist work with named pupils</p>	<p>Pupils inability to articulate or their language delay can have a negative impact upon their learning in all areas of the curriculum</p>	<p>Pupils' individual targets and end of year reporting</p> <p>Case studies of individual pupils</p>	<p>Inclusion Leader</p>	<p>June 2018</p>

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<p>B. Higher rates of progress in reading and maths across KS2 for middle attaining pupils eligible for PP</p>	<p>Continue purchase of Reading Diaries</p> <p>Purchase of Reading Books</p> <p>Dyslexia specialist teacher</p> <p>Psychology Direct service</p>	<p>Ofsted report stated that not all pupils were carrying out homework so the purchase of Reading Diaries and Planners aims to raise the profile of home school working and liaison</p> <p>Pupils with specific literacy needs require strategies to aid them with reading and writing throughout their school time</p> <p>Educational Psychologist observations and subsequent reporting can aid teachers and pupils in developing strategies which enable pupils to better access their learning</p>	<p>Reading Diary returns tracked by class teacher</p> <p>Regular spot checks</p> <p>Feedback from pupils and parents</p> <p>Attainment and progress data analysis for named individuals</p> <p>Ed Psych reports</p> <p>Case studies</p>	<p>AHT</p> <p>DHT</p> <p>Inclusion Leader</p>	<p>June 2018</p>
<p>C. Higher rates of progress in reading and maths across KS1 for low prior attaining pupils eligible for PP (SoA: 2B)</p>	<p>Reading Recovery Teacher</p> <p>Gardening (external provider)</p>	<p>The reading recovery programme is a tried and tested methodology for increasing pupil progress in reading</p> <p>Sensory and one to one sessions to aid pupils who experience anxieties related to attachment supported through tailored sessions growing, making and talking</p>	<p>Reading Recovery data analysis and tracking of past pupils</p> <p>PEP updates</p> <p>CAF outcomes</p>	<p>DHT</p> <p>DHT &amp; Lead CAF</p>	<p>June 2018</p>
<p>D. Increased attendance rates for pupils eligible for PP. (SoA: 1B)</p>	<p>Purchase of school uniform</p> <p>Purchase of PE kits</p> <p>Breakfast Club</p> <p>Collection of individual pupils by car in the morning</p> <p>Pantomime or theatre tickets for individual families</p>	<p>Aiding families experiencing hardship with addressing barriers to school attendance or perceived barriers aims to enable pupils to access their entitlement to education</p>	<p>Case studies of individual pupils</p>	<p>HT</p>	<p>June 2018</p>
<p><b>Total Budgeted cost</b></p>					<p><b>£46,489.00</b></p>