

Pupil premium strategy statement: Ambleside Primary School

1. Summary information					
School	Ambleside Primary School				
Academic Year	2016/17	Total PP budget	£445,740.00	Date of most recent PP Review	17/1/17
Total number of pupils	630 (F2-Y6)	Number of pupils eligible for PP	336	Date for next internal review of this strategy	June 2017

2a. KS 2 Outcomes 2016 (cohort group of 46 disadvantaged)		
	<i>Pupils eligible for PP (Ambleside)</i>	<i>Pupils eligible for PP (national)</i>
% attaining expected standard in reading, writing and maths	24%	39%
Progress score: reading	-3.98	-0.72
Progress score: writing	-0.02	-0.26
Progress score: maths	-4.86	-0.52
2b. KS 1 Outcomes 2016 (cohort group of 58 disadvantaged)		
% attaining expected standard in reading	53%	62%
% attaining expected standard in writing	50%	53%
% attaining expected standard in maths	71%	60%

2. 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 reading in subsequent years.
B.	Pupils who attain well at the end of Key Stage 1 do not keep up in lower KS2, so do not meet or exceed the expected standard at the end of Y6
C.	Slow progress rates within lower KS2 results in too many pupils having insufficient skills in reading, and significantly in maths, to enable them to access the Y5 curriculum which in turn impedes their attainment by the end of Y6

Post Pupil Premium Review Action Plan: January 2017

D.	Pupils do not have the reading skills, knowledge and understanding to tackle the KS2 Reading Test at the end of Y6	
E.	Pupils' reasoning skills are limited	
F.	Pupils' fluency in calculation, and their ability to manipulate numbers are lacking	
G.	More able pupils can lack resilience and stamina when faced with reading and problem solving challenges	
H.	Inconsistencies in the quality of teaching is impeding possible progress across the school	
I.	Not enough pupils make good progress in maths in KS1 and exceed the expected standard by the end of Y2	
External barriers (<i>issues which also require action outside school</i>)		
J.	Attendance rates for pupils eligible for PP are 93.3% (below the target for all children of 96%). In the current Y6 cohort, attendance rates for PP are 93.6%	
K.	Home study, including sustained, independent reading followed by discussion to extend comprehension of text needs further development for higher attaining pupils	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in F2. (SoA: 2B)	Pupils eligible for PP achieve the ELG in the Speaking strand of CLL.
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
C.	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
D.	Increased attendance rates for pupils eligible for PP. (SoA: 1B)	Overall PP attendance improves by 3%

4. Planned expenditure					
Academic year	2016/17				
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 of 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?
A. Improve oral language skills for pupils eligible for PP in F2.	<p>Staff CPD on improving pupil to adult, and pupil to pupil interaction</p> <p>Specific provision from a speech therapist weekly with targeted children</p> <p>NPQML selected focus for F1 and F2 leaders</p> <p>Develop table top prompts for activities and discussion points within continuous and focus provision</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 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</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>Use INSET days and Phase Meetings for CPD.</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 mid and end year points</p>	<p>Head of Nursery & F2 Leader</p>	<p>End of June 2017</p>

Post Pupil Premium Review Action Plan: January 2017

	extended responses using 'because'.				
B. Higher rates of progress in reading and maths across KS2 for middle attaining pupils eligible for PP	<p>Staff CPD on accurate use of assessment within lessons to ensure accurate pitch of learning in reading and maths lessons</p> <p>Staff CPD on Performance Learning (to improve pupils' metacognition & self-regulation)</p> <p>Individual pupil assessment of performance learning skills with results fed back to staff</p> <p>Staff CPD on improving questioning</p> <p>Key questions, planned to elicit good assessment information agreed in Year Group planning time</p> <p>Identification of middle prior attaining pupils at the end of KS1</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>Introduction of Standardised testing at mid-year and end of year point</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>Use INSET days and Phase Meetings for CPD.</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 and monitoring</p> <p>Data analysis of this strand at mid and end year points</p>	English and Maths leads (AHTs)	June 2017

Post Pupil Premium Review Action Plan: January 2017

<p>C. Higher rates of progress in reading and maths across KS1 for low prior attaining pupils eligible for PP (SoA: 2B)</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>Introduction of CAT (non-verbal reasoning) testing to aid with target setting</p> <p>Use of ability grouping for maths lessons in F2</p> <p>Specific targeting of F2 pupils for rapid follow up sessions with TA if they are recognised as not having grasped mathematical concepts within whole group teaching</p> <p>Deployment of TAs adjusted in Year 1 and 2</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 & Lead TA</p>	<p>April 2017</p>
-----------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	-------------------

Post Pupil Premium Review Action Plan: January 2017

<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>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>	<p>DHT</p>	<p>End of April 2017</p>
<p>Total budgeted cost</p>					<p>£268,755.00</p>

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?
A. Improve oral language skills for pupils eligible for PP in F2	<p>Daily "Let's Talk" sessions for identified pupils</p> <p>Daily "Musical Interaction" sessions for identified pupils</p> <p>Speech and Language support from Speech Therapist for named individuals</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>The Speech and language specialist not only works with named individuals, but also provided CPD for staff in school so they can continue to make use of the techniques and resources and extend the range of the specialist provision within the Foundation Unit</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>	Head of Nursery & F2 Leader & Lead TA	February 2017
B. Higher rates of progress in reading and maths across KS2 for middle attaining pupils eligible for PP	<p>Get Writing Intervention group teaching for identified pupils</p> <p>Freshstart Intervention group teaching for identified pupils</p> <p>Same day intervention for pupils who did not grasp a specific concept within the daily maths lesson</p>	Each of these intervention programmes demonstrated positive impact within the pupil premium review process	Attainment and progress data analysis	DHT	May 2017

Post Pupil Premium Review Action Plan: January 2017

	<p>Daily Read Write Inc phonics tutoring for Y3 pupils who have not passed the Phonics Screening Check</p> <p>Purchase of new maths intervention programme and associated CPD for TAs who lead it</p>	<p>Pupil premium review process and data analysis indicated that the Catch Up Numeracy programme is not reaching sufficient numbers of pupils</p>	<p>Attainment and progress data analysis</p>	<p>DHT</p>	<p>May 2017</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>Purchase of new maths intervention programme and associated CPD for TAs who lead it</p> <p>Double the number of pupils in receipt of RWInc Phonics tutoring in Year 1</p>	<p>Pupil premium review process and data analysis indicated that the Numicon programme is not reaching sufficient numbers of KS1 pupils</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>	<p>DHT</p>	<p>May 2017</p>

Post Pupil Premium Review Action Plan: January 2017

<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 counselling sessions 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>
Total budgeted cost					£132,564.00
iii. Other approaches					
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>A. Improve oral language skills for pupils eligible for PP in F2</p>	<p>Speech and Language Therapist and CPD provided for named Teaching Assistants by the S&L specialist</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>Data tracking for individual pupils in receipt of Speech and Language therapy</p> <p>Feedback from S&L Therapist related to pupils' individual targets and end of year reporting</p>	<p>Inclusion Leader</p>	<p>June 2017</p>

Post Pupil Premium Review Action Plan: January 2017

			Case studies of individual pupils		
B. Higher rates of progress in reading and maths across KS2 for middle attaining pupils eligible for PP	<p>Purchase of Reading Diaries</p> <p>Purchase of Reading Books</p> <p>Switch On intervention</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>	June 2017
C. Higher rates of progress in reading and maths across KS1 for low prior attaining pupils eligible for PP (SoA: 2B)	Reading Recovery Teacher	The reading recovery programme is a tried and tested methodology for increasing pupil progress in reading	Reading Recovery data analysis and tracking of past pupils	DHT	June 2017
D. Increased attendance rates for pupils eligible for PP. (SoA: 1B)	<p>Purchase of school uniform</p> <p>Purchase of PE kits</p> <p>Breakfast Club (with additional staffing for pupils with challenging behaviour)</p> <p>Collection of individual pupils by car in the morning</p> <p>Pantomime or theatre tickets for individual families</p>	Aiding families experiencing hardship with addressing barriers to school attendance or perceived barriers aims to enable pupils to access their entitlement to education	Case studies of individual pupils	HT	June 2017

Post Pupil Premium Review Action Plan: January 2017

	Transport to and from Women's Refuge				
Total budgeted cost					£44,421.00

This is a review of the previous year, so the outcomes and success criteria will be different to above.

5. Review of expenditure

Previous Academic Year

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

Lessons learned may be about impact or implementation.

i. Quality of teaching for all

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
			<div data-bbox="1249 624 2056 703" style="border: 1px solid black; padding: 5px;"> For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why. </div>	

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

iii. Other approaches

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

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk