



Pupil premium strategy statement for Ampney Crucis C of E Primary School



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ampney Crucis C of E Primary School
Number of pupils in school	93 – July 97, September 2024 – 92
Proportion (%) of pupil premium eligible pupils	6 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	First published: December 2023 Reviewed July 2024
Date on which it will be reviewed	Previously reviewed July 2023, Dec 2023. Next Review June 2024. Final Review July 2025.
Statement authorised by	Mrs T Wood
Pupil premium lead	Mrs T Wood
Governor / Trustee lead	Mr H Beddoe

Funding overview

Detail	Amount
Pupil premium funding allocation for academic year 2023-2024	£14,000
Pupil premium funding allocation for academic year 2024-2025	£13,320
Recovery premium funding allocation academic year 2023-2024	£2,000

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,000
Total budget for 2023-2024 academic year	£20,000
Total Budget for 2024-2025 academic year	TBC

Part A: Pupil premium strategy plan

Statement of intent

“Together we live, learn and flourish”

All members of staff and the governing body accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

We strive for all children to go above and beyond what they are capable of and aim for all to acquire the skills, knowledge and love of learning so they can go on to be successful later on in life.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s mental and physical health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Emotional and Mental Health Support.

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading
2	Narrowing the attainment gap across Reading, Writing, Maths and Science
3	Attainment gap in children achieving greater depth particularly in writing
4	Children, due to Social, emotional and mental health barriers, often don't have the resilience and character to overcome challenges and have low self-esteem. They can lack focus and concentration and find it hard to build relationships.

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 improve the language and oracy skills of all children, including disadvantaged.	Achieve national average progress or above in English Achievements will be lined to Oracy framework
To improve the phonics knowledge and application of all children.	Year 1 children achieve above National Average in Phonics screening. At least 95%. 2024 100% achieved pass mark or above for phonics screening.
To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/2025 demonstrated by: All children being ready to learn and make progress against starting points. Data shown by pupil voice, pupil surveys and parent surveys and observations Increase and sustained participation in enrichment activities, particularly our disadvantaged pupils. Sustain improved attendance for all pupils, particularly our disadvantaged pupils. Whole School attendance for 2023-2024 was 96.1%
To make progress in Reading	Achieve in line or above national average attainment and progress 2024 KS1 100% Exp 2024 KS2 81% Exp
To make progress in Writing	Achieve in line or above national average attainment and progress 2024 KS1 62% Exp 2024 KS2 75% Exp
To make progress in Greater depth for Writing	Achieve in line or above national average attainment and progress 2024 KS1 6% 2024 KS2 6%
To make progress in Maths	Achieve in line or above national average attainment and progress 2024 KS1 68% 2024 KS2 62%

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 (CPD)

Budgeted cost: £ 10,000 (CPD for Phonics and Writing, Maths, additional training money for TAs to attend CPD) plus budgeted money to pay for whole class music lessons from GCC Music Hub.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investigate and analysis replacing the old Letters and Sounds phonics scheme for a validated version. Ensure all staff have received paid for training to deliver the phonics scheme effectively	EEF key findings on phonics. Ensuring all staff who teach phonics are upskilled on the teaching and learning strategies and continue with the CPD. New staff joining in Sept 2024 now need the training and Tas need to continue with CPD.	1,2
A programme of CPD to be put in place for Teaching Assistants. TAs will be upskilled to maximise the impact of their interventions and support in the classroom.	EEF key findings on high quality interventions and impact of learning.	1,2 and 3
Develop oracy across the school to support the breadth of vocabulary and enhance writing skills. Focus on speech and language development from EYFS to Year 6	The EEF Key findings on Oral Language interventions states that on average oral language approaches have a high impact on pupil outcomes of 6 months additional progress. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind than their counterparts in developing early language and speech skills. The whole school is to in 2024 take part in the Look's Whose Speaking Project run across local primary schools. We had a KS1 progress to the finals and we will repeat the project this year.	1,2, and 3
To continue to develop Ampney as a reading rich school with a focus on high quality texts.	The Reading Framework – Based on the research and audit of this across the school, the English Lead is to work with the Coronium Trust and the Reading Project run across schools to develop our school as a reading rich school. In 2024-2025 the school has purchased the Literacy Tree using PP funding and this will create an even more consistent approach to	

	teaching writing across the school and improve the attainment of GDS writers.	
A CPD closely linked to the SDP and raising standards in Reading, Writing and Maths – focus on Greater depth for writing and Maths.	Improving the quality of teaching will improve outcomes for all. CPD tailored to Teacher’s needs and focused on raising standards across English and Maths.	1,2 and 3
To continue to develop the Music curriculum, in line with the recommendations following the Ofsted Music report (Sept 23)	Improve the quality of teaching and learning in music will improve outcomes for all. Providing whole class ensemble opportunities will in turn provide opportunities for all children, but particularly disadvantaged children to take up an individual instrument and perhaps continue this into KS3.	4

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the gaps in learning are identified quickly and that pertinent and time specific initiatives are quickly put in place to ensure children eligible for PPG funding maintain or increase standards of attainment from their starting point. May be: Small group work 1;1 Intervention at the point of teaching	The EEF toolkit suggest that targeted interventions matched to specific pupils with particular needs can be effective, especially for older pupils. These will be overseen by the SENCO and led by TAs.	1, 2 and 3

Wider strategies

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mindfulness in Schools Project will run in all age groups including an additional lunchtime club and other extended activities throughout the year.	EEF research on Social and Emotional learning evidence suggests that children from	3 & 4

<p>https://mindfulnessinschools.org/mindfulness-in-education/</p>	<p>disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment</p> <p>2024-2025 Mindfulness sessions to be run for Year 1 to Year 6.</p>	
<p>PSHE development across School for 2024/2025</p>	<p>To continue to sustain high levels of wellbeing by 2024/2025.</p> <p>Develop the PSHE high level of teaching and learning across the school so it enhances the wellbeing curriculum.</p>	<p>4</p>

Total budgeted cost: £ 20,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

As there are only a few PP children across the school the % figures are insignificant in terms of final outcomes for them at the end of the year.

Overall the school was above National Average for Phonics in Year 1, and on track or just 2 children below for Year 6 in Reading, Writing, Maths and GPS.

Attendance remains high across all groups of children and there are monitoring systems built in for 2024/25 to maintain this level.

Externally provided programmes

Using some of our Pupil Premium Grant we also purchased the following programmes:

Programme	Provider
Literacy Shed	Literacy Shed
TT Rock Stars	Maths Circle
Can do Maths	Buzzard Publishing
Literacy Tree	The Literacy Tree

Service pupil premium funding

We were given a very small amount of funding last year to support 4 children whose parents were or had been in the Armed Services. We now have 4 different children across the school going into 2024/2025. For Autumn Term 1 we had only 2 service children in the school but then had 2 join us in Spring Term 2024.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We provided a support assistant who worked with the children on a weekly basis helping them to be prepared for transition due to them being reposted.</p> <p>We also provided a child with additional learning support as they were behind their peers.</p>

What was the impact of that spending on service pupil premium eligible pupils?

All the children were prepared for the emotional and physical transition to being in a new school.