

Amington Heath Primary School

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 years' spending of pupil premium had within our school.

School overview

Detail	Data
School name	Amington Heath Primary School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	58% (107)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22- 2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Charlotte Davies, Headteacher
Pupil premium lead	Charlotte Davies, Headteacher
Governor / Trustee lead	Matthew Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,440
Recovery premium funding allocation this academic year	£34,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£149,820

Part A: Pupil premium strategy plan

Statement of intent

Our key objectives in using the Pupil Premium Grant are so that all children, irrespective of background or challenges, make good progress, achieve high attainment across all subject areas and have a wide range of opportunities whilst at Amington Heath Primary School. The pupil premium strategy focuses on supporting disadvantaged children in achieving this goal – including those who are already high attainers. The strategy supports all disadvantaged children including those who are vulnerable due to home circumstance. Eg have a social worker or are a young carer.

High quality first teaching is central to our approach, with a focus on areas in which disadvantaged children 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Through targeted interventions, we are working to eliminate barriers towards learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach at least age related expectations as they move through the school.

Our approach is rooted in robust diagnostic assessment and we have made use of a range of research to inform our decision funding.

To ensure our children excel, we will:

- Ensure disadvantaged children are challenged in the work they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and raise expectation of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1.66% and 3.19% lower than non-disadvantaged pupils. At the end of the 21/22 academic year, there were 60 children with persistent absence (40% of the children on roll). 62% of these are disadvantaged children in receipt of pupil premium funding.
2	Assessments, observations and discussions with pupils and parents indicate a high number of pupils with speech and language difficulties. Over the past two years, 11% of children have been open to the speech and language team. In addition, a further 8% are being supported through the schools Welcomm intervention. 66% of the children involved in speech and language support are disadvantaged children.
3	Assessments, observations and discussions with pupils and teachers suggest that disadvantaged pupils generally have greater difficulty with phonics than non-disadvantaged pupils. This negatively impacts their development as readers. Over the last three years, the difference in attainment in Y1 phonics screener between disadvantaged and non-disadvantaged children has been between -33% and +2%. (2020 and 2021 internal data)
4	Assessments, observations and discussions with pupils and families show that the attainment of disadvantaged children has been impacted by school closure to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps, leading to pupils falling further behind age related expectations.
5	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment activities. These challenges particularly affect disadvantaged pupils and impact on their attainment. Teacher referrals for support have markedly increased during the pandemic. 32 children, of whom 22 (69%) are disadvantaged, currently require additional support with social emotional needs and are receiving small group or individual intervention.
6	At Amington Heath Primary School a higher than national proportion of children have SEND. Currently 24% of children are on SEND register compared to 12.6% nationally. 6% of children have EHC plans compared to 2.1% nationally. 58% of children on the SEND register are in receipt of pupil premium funding.
7	Records, observations and discussions with teachers and parents show that the parents of our disadvantaged pupils are harder to reach and engage in supporting children's learning. Over the past three years, an average of 8% of parents did not attend parents evenings, of these 70% were from disadvantaged families.
8	Data shows that 86% of 'red card' behaviour incidents are by disadvantaged pupils. In the past three years, there have been 6 children who have received fixed term exclusions. Of these, 5 (83%) are disadvantaged pupils.

9	Amington Heath Primary School has grown in popularity and as such pupil numbers have increased over the last 4 years resulting in high mobility. Only 67% of children currently on roll have attended Amington Heath Primary School since the start of primary school (reception). In the past three years, 50 children have joined Amington Heath as mid year transfers. Of these, 58% are disadvantaged. Mobility is proven to have a significantly negative impact on progress and attainment.
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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
1	Achieved and sustain improved attendance for all pupils particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: - the overall absence rate for all pupils being no more than 6% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%. - the percentage of all pupils who are persistently absent being below 8.5% and the figure among disadvantaged pupils being no more than 12% (national comparison) lower than their peers.
2	Improved speech, language and communication skills.	From 2024/25, assessments and observations indicate significantly improved speech and language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including ongoing formative assessment (Eg S&L targets, Welcomm programme)
3	Improved phonics understanding among disadvantaged pupils.	Year 1 phonics outcomes in 2024/25 show that more than 71% of disadvantaged pupils met the expected standard.
4	Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	KS2 data shows that the in school attainment gap between disadvantaged pupils and others is either maintained or narrowed and remains in line with or less than national comparator (currently - 22% for combined). The average point score gap is either maintained or narrowed and remains in line with or less than national comparator (Currently 3.23). The gap in progress scores is either maintained or narrowed and remains in line with or less than national.
5	Achieved sustained improved wellbeing for all pupils, particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - reduction in children requiring SEMH support From 2024/25, data shows a significant and sustained increase in participation in enrichment activities, particularly amongst disadvantaged pupils.

6	Improved progress and outcomes for children with SEND	From 2024/25, individual learning passports show disadvantaged children with SEND making good progress against individual SMART targets. KS2 assessments in 2024/25 show that disadvantaged children with SEND achieved an average progress score of more than -1.5, -2.2 and -1.5 in reading, writing and maths respectively.
7	Achieved and sustained improved engagement and support from parents and carers of disadvantaged pupils.	From 2024/25, parent workshops and consultations have attendance of over 80% for all families including those of disadvantaged pupils.
8	Achieved sustained and improved behaviour particularly amongst disadvantaged pupils	From 2024/25: Records show a sustained decrease in the number of 'red card' incidents, particularly from disadvantaged pupils (<64%). Exclusions decrease, particularly of those disadvantaged pupils.
9	Achieve improved attainment for mobile pupils, particularly disadvantaged pupils.	By 2024/25, mobile children, particularly the disadvantaged, make progress in line with their peers.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 58,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase more books to ensure that children can take home an age appropriately decodable reading book to practice reading at home.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3, 4, 7
Open the library after school to allow parents and carers to choose and share a book together with their child.	In addition to the positive impact of regular reading, parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 3, 4, 7
Support teachers through coaching and mentoring to ensure high quality first teaching and challenge for disadvantaged pupils.	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Effective professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Research shows that effective professional development aligns with the needs of the school and is supported by school leadership. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 3, 4, 6
High quality external CPD to address whole school priorities and individual needs to improve high quality	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap at the same time will benefit the non-disadvantaged pupils in our school. Effective	2, 3, 4, 6

first teaching and challenge for disadvantaged pupils.	professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Research shows that effective professional development aligns with the needs of the school and is supported by school leadership. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Engage all children in high quality music education including those disadvantaged pupils, to ensure they have art experiences they may not have out of school and to have a positive impact on academic progress particularly in maths. Including, small group tuition for HA and G&T.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond academic outcomes. Music is proven to have a positive impact on spatial awareness and maths. Overall, the average impact of arts participation on other areas of academic learning appears to be about an additional three months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4, 5
Improve the quality of social emotional learning. SEL approaches will be embedded into routine educational practices. Embed Amington Adventurer characteristics of learning and improve social and emotional development.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. (E.g. improved academic performance, attitudes, behaviour and relationships) Government and FSA research shows that children's academic attainment, social development, and emotional well-being increased as a result of Forest School https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://cdn.forestresearch.gov.uk/2022/02/fr0112forestschoolsreport.pdf https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1446430 Forest school (not attributed to sports premium) £6756	2, 5, 6, 8

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

Budgeted cost: £56,176

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
Engage with the national tutoring programme to provide school led tuition for pupil whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged including those who are high attainers.	Tuition targets at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small group. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 4, 6
Identify and provide targeted support for pupils that need additional SEL support. This will involve some staff training to support SEL	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. (E.g. improved academic performance, attitudes, behaviour and relationships). Targeted interventions typically involve working with individuals or small groups of pupils who are thought might benefit from developing their social and emotional skills] or who have been identified with particular needs. The impact of targeted interventions is typically a little higher than the average SEL approach. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Implement programmes to support and improve speech and language, particularly for those disadvantaged pupils.	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
High quality SENCO support to ensure timely referrals, support and intervention, particularly for	The SEND code of practice outlines the need for: the timely identification and assessment of special educational needs and provision of high quality support	6

disadvantaged pupils. This will involve some staff training to support SEND.	at the earliest opportunity. This is based on significant research. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all children, particularly those disadvantaged, have the opportunity to attend residential activity experiences and other school trips which their families may not be financially able to support.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5
Ensure all children, particularly those disadvantaged, have the opportunity to participate in wider school opportunities such as after school clubs to promote academic interests, enhance learning and provide opportunities for disadvantaged pupils that they might otherwise be able to access.	The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2, 3, 4, 5, 6
Embed principles of good practice set out in DfE's Improving school attendance advice. This will involve releasing staff to develop and implement new procedures and working alongside an EWO from LA. Collect children from home to get into school as needed.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1

Improve parental engagement of hard to reach families, particularly those disadvantaged through the engagement of a FSW. Deliver parent workshops to support parenting and wider needs	Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	7
Improve progress, attainment and behaviour of mobile pupils, particularly those who are disadvantaged through engagement of FSW to work with the pupil and wider family.	Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions are more beneficial for these pupils, as the development of trusting relationships with an adult can provide a different source of support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	8, 9
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 125,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. At the end of the 23-24 academic year, attendance was at 92.5% with absence just at 7.5%. This is an improvement on the previous academic year (90.27 in 21-22). The gap between disadvantaged pupils and others was -2% (-3.19 in 21-22). The percentage of persistently absent pupils was 22.22% (40% in 21-22). Of these 73% were in receipt of pupil premium (62% in 21-22). Although this picture is slightly below national, it is an improvement on 2021-22 academic year and shows signs of continual improvement.
2. At end of reception 69.2% of children met age related expectations in communication and language. This is a decrease of 2% from 21-22. NELI on average improved the

communication skills by 1.8 in comparison to those who did not complete NELI which increased by 0.9 average. Welcomm assessments from the last academic year to the current show that it is having a significant impact on the number of pupils working at ARE on entry to reception. In 2022-2023, 63% were working at ARE on the WELCOMM assessment. In 2023-2024, 71.4% are working at ARE on the WELCOMM assessment.

3. The target of 71% of disadvantaged pupils meeting are related expectations in phonics was exceeded in 2024 with 81% of pupils in receipt of pupil premium meeting age related expectations.

Year One Phonics Data				
	2019	2022	2023	2024
% pass rate	85%	54%	77%	76%
% pass rate PP	71%	53%	71%	81%
% pass rate non PP	92%	57%	83%	68%
Gap	-21	-4	-12	+13

4. There is still a gap in the in school attainment of disadvantaged pupils compared to others. The largest gap is in reading and writing with 25% less disadvantaged pupils achieving EXS. However, In maths, the gap is only -2%. Nationally, 20% less disadvantaged pupils achieve EXS.

The disadvantaged gap calculated from average point score, is well below national at -5.3 compared to -3.13 nationally.

There is no progress data for 2024, the below table is from 2023 data.

KS2 disadvantaged progress and attainment								
	Reading			Writing		Maths		
	% at EXS+	Progress score	APS	% at EXS+	Progress score	% at EXS+	Progress score	APS
All	81%	-1.6	105.3	75%	0.1	73%	-0.38	103.9
Disadvantaged	80%	-1.68	106	70%	0.75	70%	-1.85	102
Others	83%	-1.47	105	83%	-1	83%	2.07	107
Gap	-3%	-0.21	+1	-13%	+0.25	-13%	-3.92	-5

5. A total of 41 children received ELSA in the last academic year, with 12 of those children having more than one block of sessions. All children made progress against ELSA targets.

In 2023-24, there were 22 clubs offered with a total of 405 participant numbers of which 64% were pupil premium children. Which is in line with the proportion of pupil premium at the time.

In 2023-24, 19 visits took place with a total of 517 participant days. All curriculum visits are attended by all children regardless of whether they are able to pay the contribution.

In 2023-24, the school residential was attended by 16 children of which 75% were pupil premium. This is proportional of the class. All pupils who wished to attend did so regardless

of cost.

The Family Hub and Food Bank opened in October 2023. 29 disadvantaged families have regularly accessed the food bank facility (approx. 35% of disadvantaged families). The family hub has held parent and toddler sessions with approximately 15 children attending a session of which 53% are from disadvantaged families.

6. In 2023-24, nearly all disadvantaged SEND pupils met all their individual learning passports targets. Those that did not are children who are now on the pathway to an EHCP application. Due to small cohort size, it is not possible to analyse the progress or attainment of disadvantaged SEND pupils at end of KS2 in 2023.
7. In 2023-24, 48% of disadvantaged families had parents attending school workshops and consultations. This is an improvement on the previous year but still below target.
8. The way that red cards are allocated has changed in light of the ever changing needs of the pupils. In 2024, all staff are having CPD on positive behaviour management and ADHD friendly school status. This target is no longer measurable or relevant.
9. In 2023-24, the % of children achieving expected standard was higher for non-mobile and mobile pupils. On average the gap is -27%.

The progress data below is from 2022-23. There is no progress data for 23-24.

KS2 progress by mobility						
	Non-Mobile			Mobile		
	All	Disadvantaged	Other	All	Disadvantaged	Other
Reading	-2.1	-2.4	-1.6	-0.5	-3.4	1.5
Writing	-1.8	-3.3	1.0	2.7	-0.7	4.9
Maths	-0.5	1.0	0.6	-0.7	-0.4	-0.9

