

Pupil premium strategy statement – Amblecote Primary

School overview

Detail	Data
School Name	Amblecote Primary
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026 and updated annually
Statement authorised by	Jane Cook
Pupil premium lead	Jane Cook
Governor / Trustee lead	Claire Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,585
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£117,585

Part A: Pupil premium strategy plan

Statement of intent

At Amblecote Primary School we have high expectations for all pupils in our school, and believe that with good quality first teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. We firmly believe that disadvantage should never be a barrier to success. To achieve this, our pupil premium strategy aims to close the academic, social and emotional gaps between disadvantaged pupils and their peers, meeting individual needs, developing the whole child and providing the support, opportunities and encouragement that children need to achieve their full potential.

At Amblecote, we aim to do this through prioritising high levels of attendance, mental health and well-being of children, families and staff. We also engage in a range of strategies which challenge pupils at an appropriate level and provide support to overcome barriers to learning. We provide a rich, engaging, and varied curriculum, which makes positive contribution to pupils' outcomes so that children have a positive view of themselves, are excited about their learning and achieve to the best of their ability.

Our pupil premium strategy plan, whilst prioritising those eligible for additional funding, aims to make a positive difference to all children in our school. As a result of this approach, key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the pupil premium. Some specific interventions and school initiatives have been made possible by allocating the pupil premium funding to them. Our strategies target the individualised needs of our children in receipt of pupil premium, with the main aim being that our pupils eligible for pupil premium receive the highest quality of education to enable them to reach their potential and to be as well prepared for the next stage of their education as their non-disadvantaged peers.

Our pupil premium strategy plan will work towards providing children with the educational support required to accelerate learning as well as support their emotional wellbeing and mental health. By looking carefully at assessment data and through regular and detailed discussions at pupil progress meetings, both teaching staff and senior leaders ensure that additional support is tailored to meet the individual needs of our pupils eligible for the pupil premium funding. We also aim to provide opportunities such as learning to play musical instruments and provide wider experiences that they otherwise might not have access to.

As a school, we recognise that these children can face a wide range of barriers which may impact on their learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments (including on entry data), observations, and discussions with pupils indicate underdeveloped speech, language and communication skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Reception through to KS2 but in particular in EYFS and KS1 and in general, are more prevalent among our disadvantaged pupils than their non-disadvantaged peers. There is the need for these children in particular to develop their listening, speech, language and communication skills in order to enhance their levels of engagement and promote opportunities for progress across the curriculum.</p> <p>Additional strategies for extending the speech, language and communication and the vocabulary for identified disadvantaged children in KS2 is also required.</p> <p>Many of our disadvantaged children do not have the rich and varied experiences as non-disadvantaged children seem to have, meaning that knowledge of the world and vocabulary acquisition is limited.</p>
2	<p>Academic Gaps – Disadvantaged pupils (many who have additional special needs) are making slower progress, especially in writing. Therefore assessment (both formative and summative) needs to be used more effectively to inform teaching and ensure all pupils make strong progress and additional learning support which utilises the effective deployment of support assistants to provide timely and targeted intervention is required.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. End of Key Stage 2 data for 2025 highlights that our disadvantaged pupils underperformed compared to disadvantaged pupils nationally and our non-disadvantaged pupils.</p>
4	<p>Wellbeing Needs – Some pupils and families face emotional, social, and mental health challenges.</p> <p>Resilience, self-esteem and coping strategies and attitudes to learning of our disadvantaged children are often lower than the non-disadvantaged children, which is impacting on the ability to flourish personally and academically. Building positive attitudes to learning and developing resilience is prioritised.</p>
5	<p>The attendance of our disadvantaged pupils (93% for 24/25) is not as high as their non-disadvantaged peers (96.8% for 24/25) and often these pupils fall below expected levels of attendance.</p> <p>Whilst the strong focus last academic year has resulted in improvements for our disadvantaged pupils (an increase of 3.3% from 2024), lower levels attendance and persistent absence continue to threaten progress for some of our disadvantaged pupils.</p>

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
Early identification and effective intervention addressing speech, language and communication gaps.	<p>Increased number of targeted pupils working within age related expectation ranges.</p> <p>Accelerated progress in speech and language skills of targeted children.</p> <p>Assessments and observations indicate significantly improved language and understanding for disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, Wellcomm and other interventions data and ongoing formative assessment.</p>
Improved attainment for disadvantaged pupils in Writing and Maths by the end of Key Stage 2. Accelerated progress in writing and maths so that disadvantaged pupils make at least expected progress and gaps close across year groups.	<p>Gap is narrowed in attainment at expected standard between disadvantaged pupils and their non-disadvantaged peers.</p> <p>Accelerated progress in writing and maths for our disadvantaged pupils, so they make at least expected progress and gaps close across year groups.</p> <p>Attainment of disadvantaged pupils is in line with national attainment data for disadvantaged pupils in particular in writing through the delivery of the 'I am a Clever Writer' approach.</p>
To ensure quality-first teaching of writing across the whole school, with a consistent and progressive approach using the 'I am a Clever Writer' framework so writing outcomes improve.	<p>Increased staff confidence from writing support materials and CPD resulting in consistent, successful approach to writing – using the 'I am a Clever Writer' approach.</p> <p>Increased number of disadvantaged pupils working at age related expectations within writing.</p>
Ensure that our disadvantaged pupils (many of whom also have additional special educational needs) make suitable progress from their starting points.	<p>Increased progress of disadvantaged pupils with SEND.</p> <p>Quality first teaching and effective deployment of teachers and support staff ensures that pupils in receipt of pupil premium are given high priority therefore strengthening the outcomes of at least expected progress.</p> <p>The needs of pupil premium are discussed regularly with phase leaders, senior leaders and support staff at phase meetings, pupil progress meetings and planning meetings.</p>

	<p>This will also include analysis of data enabling support to be targeted exactly where individuals most need it.</p> <p>KS2 reading, writing and maths outcomes show an upward trend over the next three years in the percentage of disadvantaged pupils meeting the expected standard and the school disadvantaged data is in line with national disadvantaged data.</p>
<p>To achieve and sustain improved wellbeing, resilience and learning behaviours for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Children's improved resilience and well-being impact positively on academic achievements.</p> <p>Consistent application of the school's behaviour policy in and out of the classroom.</p> <p>Specific pupils and families targeted for participation in curriculum enrichment and after-school activities.</p> <p>Pupils with low level well-being concerns identified quickly and supported to prevent further escalation of those concerns.</p> <p>Support staff used effectively to challenge, scaffold and guide children without creating an over reliance on adult support, which will result in pupils gaining confidence, self-belief and becoming more independent learners.</p>
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance data reflects consistent engagement. Support systems are in place where needed.</p> <p>Attendance & punctuality support plans created with parents to support improved attendance with regular reviews implemented.</p> <p>Attendance and punctuality for disadvantaged pupils to be in line with that of non-disadvantaged pupils.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching To ensure quality first teaching for PP children is consistently good across the school and over time.	EEF research states that: Improvements in quality first teaching have the greatest impact on pupils' progress. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	2,3,4,
Additional Maths teacher to support targeted pupils at the end of Key Stage 2	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	1,3
Investment in 'I am a Clever Writer' materials and CPD to ensure a consistent and streamlined approach to writing which utilise both skill and genre progression documents.	EEF research states that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1,3
Continue to embed Little Wandle Letters and Sounds Revised Phonics programme (including hard copy decodable books, resources and training for ALL teachers and TAs) Further purchasing of books from a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	The EEF shows phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Pupils should practise their decoding skills through regular home reading, particularly with phonetically decodable books. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,4

<p>Further embed Accelerated Reading Programme subscription.</p> <p>Further purchasing of banded books for KS2 (including high interest low demand texts) to further secure reading for our disadvantaged pupils and whole class copies of quality novels.</p>	<p>The EEF has strong evidence to support that developing approaches to reading comprehension improves outcomes (+6 months). With support of teachers, pupils can also read breadth of novels that broaden vocabulary and cultural capital. Schools should also target teaching and support through accurate assessment which is provided within AR.</p> <p>There is research evidence which suggests that reading for pleasure is important for both personal and academic development.</p> <p>Improving Literacy in KS2</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1700446879</p>	<p>2,3,4</p>
<p>Purchase of standardised diagnostic assessments (TESTBASE assessments) Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified. Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.</p> <p>Research also suggests that standardised testing does not negatively affect wellbeing of pupils as previously thought: Full article: National tests and the wellbeing of primary school pupils: new evidence from the UK</p>	<p>2</p>

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

Budgeted cost: £71,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Independent specialist Speech & Language therapist employed to assess and work with targeted pupils across school (EYFS to KS2)</p> <p>Independent specialist Speech & Language therapist to provide CPD for teachers and support staff to deliver effective speech and language interventions.</p> <p>Use of WellComm programme. The aim of WellComm is to help practitioners identify students who may have speech, language and social communication needs and support those needs through implementing appropriate and targeted interventions.</p>	<p>Speech, language and communication difficulties affect 7- 10% of all children (that is roughly 3 children per class but can be much higher in areas of social deprivation and 'Speech, language and communication difficulties are now the most common type of special education need in 4-11 year old children. (Marie Gascoigne 2012)</p> <p>EEF Guidance Report: Improving Literacy in Key Stage 1 (2020) — Oral language interventions show strong positive impact on spoken language and early literacy. EEF Early Years Toolkit – Oral Language Interventions — Strong evidence for communication and vocabulary development.</p> <p>The early identification of any speech and language difficulty or delay is key to the progressive development of a young child's overall development. It is therefore important to ensure that all practitioners have a good awareness of what represents appropriate development at each stage, and have access to programmes that assist them to support children's language.</p>	1,2,4
<p>Utilise the effective deployment of teachers and support staff to provide additional targeted intervention and timely keep up sessions.</p>	<p>Use teachers and well-trained support staff to carry out pre teaching and keep up activities and target intervention based on identified need.</p> <p>Keep-up' sessions are designed for students who generally cope well with classroom instruction when appropriate differentiation is provided but require additional practise with current content. These interventions are a proactive approach to preventing learning gaps and ensuring all students stay on track.</p>	1,2,3,4

	<p>It is important that these ‘keep-up’ interventions are provided to identified students as soon as a teacher sees that additional practise would be beneficial.</p> <p>Evidence suggests that pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.</p> <p>Intervention targeted at the specific needs and knowledge gaps can be an effective method to support low attaining pupils and those who have fallen behind. This is effective both 1:1 and as small group interventions. This needs to be reviewed and adapted regularly.</p> <p>Small group tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>One to one tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF recommendation to making best use of teaching assistants: Use TAs to deliver high quality one-to-one and small group support using structured interventions; use TAs to help pupils develop independent learning skills and manage their own learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics and reading support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,3,

	org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	
Year 6 SATs revision study material to be purchased and used at home and in school for all Year 6 children. To be used whole class and for intervention to accelerate progress.	<p>Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p> <p>Reading comprehension interventions. Reading comprehension strategies are high impact on average (+6 months).</p>	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to SEMH support through in – school pastoral support. Mental wellbeing support groups Social groups Additional behaviour support and mentoring	EEF evidence highlights the need to use targeted approaches to meet the needs of individuals in your school <ul style="list-style-type: none"> Universal behaviour systems are unlikely to meet the needs of all your students For pupils with more challenging behaviour, the approach should be adapted to individual needs Teachers should be trained in specific strategies if supporting pupils with high behaviour needs 	4,5
Outside agencies and specialists to be involved with individual pupils who require a targeted individual approach to tackle behaviour, social and emotional issues	Emotional wellbeing should be seen as everyone's responsibility and needs to be a continual consideration in day-to-day classroom. EEF also state that Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	
High focus across school on attendance with all stakeholders promoting good attendance. Attendance is a focus on our SDP	EEF research has found that poor attendance is linked to poor academic attainment across all stages. Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	1,2,3,4 & 5
Engaging with parents about the importance of attendance and the effects that not being in school can have on progress. Early help packages Attendance focus is on the SDP	NfER briefing for school leaders. identifies addressing attendance and providing emotional support strategies as a key step. Attendance concerns, and reasons behind them, need to be followed up immediately. Pupils need regular opportunity to discuss their worries and be supported to address them more quickly. They need additional support in aspects such as behaviour, progress, attitude in class, attendance, completion of homework and opportunity to help identify underlying issues.	

Attendance Monitoring Attendance Officer to work 1/2 day a week to analyse attendance and contact low attenders. Attendance Officer to complete first day call and work with HT to support families to raise attendance. Wellbeing and attendance support	SDP priority - Ensuring parents understand the importance of attendance and the negative effect days from school can have on learning. Support resources for schools and parents EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/support-resources-for-schools-and-parents?utm_source=/guidance-for-teachers/covid-19-resources/support-resources-for-schools-and-parents&utm_medium=search&utm_campaign=site_search&search_term	1,2,3,4 & 5
Additional credits for Educational Psychologist for additional support for identified disadvantaged pupils.	Removing and supporting barriers to learning https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-educational-and-childpsychology-service/ 1,2,3,4,& 5	1,2,3,4 & 5
Forest School	Measurable intervention specific to individual needs https://cdn.forestresearch.gov.uk/2022/02/fr0112forestschoolsreport.pdf EEF recommendations for improving social and emotional learning in primary schools: Teach SEL skills explicitly https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4,5
Subsidising school trips	Greene et al. (2014) found that the benefits of an educational visit are much larger for those from a disadvantaged background.	4,5

Total budgeted cost: £117,585

Part B: Review of the previous academic year 24/25

Pupil premium strategy outcomes

Pupil premium strategy outcomes This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school’s disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, phonics check results and our own internal assessments and our attendance data.

To help us gauge the performance of our disadvantaged pupils, where possible we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our pupils overall. A complication in making comparisons is that many of our disadvantaged pupils also have additional special education needs.

End of Key Stage 2 Results

	READING EXS+		WRITING EXS+		MATHS EXS+		R,W & M EXS+	
	2024	2025	2024	2025	2024	2025	2024	2025
Amblecote Disadvantaged Data	60%	71%	50%	36%	40%	50%	30%	29%
National Disadvantaged Data	62%	63%	58%	59%	59%	61%	46%	47%
Amblecote Data	82%	87%	73%	76%	76%	80%	69%	71%
National Data	74%	75%	72%	72%	73%	74%	61%	62%

Concerns that the gap between school disadvantaged and national disadvantaged is widening in writing.

Year 1 Phonics Screening Check

	Amblecote Disadvantaged Data		National Disadvantaged Data		Amblecote Data		National Data	
	2024 (7 pupils)	2025 (11 pupils)	2024	2025	2024 (44 pupils)	2025 (45 pupils)	2024	2025
Expected Standard Achieved	71.4%	91%	68%	67%	89%	95%	80%	80%

At Amblecote, our disadvantaged pupils performed well in the phonics screening check and performed significantly better than national data for disadvantaged pupils and national data overall.

There has been an improvement each year in the performance of our disadvantaged pupils in the phonics screening test.

Attendance

	Amblecote 2023-2024	Amblecote2024- 2025	
Amblecote Disadvantaged Data	89.7%	93%	+3.3%
Amblecote Non-Disadvantaged Data	95.8%	96.8%	+1%

Amblecote Whole School Data	94.2%	95.4%	+1.2%
National Data	94.5%	94.8%	+0.1%
Amblecote vs National	-0.3%	+0.8%	

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The strong focus on attendance has shown notable improvement in the attendance of our disadvantaged pupils over the last year, however, the data demonstrates that the attendance of disadvantaged pupils remains lower than non-disadvantaged pupils, but this gap is decreasing (6.1% in 23/24 to 3.8% in 24/25).

Attendance continues to be a priority for the school.

Disadvantaged pupils receive more support for behaviour and wellbeing needs. This includes access to pastoral provision.

Social, Emotional and Mental Health support

Reflexions and Arts of Change counselling services remains invaluable to the SEMH support we offer our children.

Dedicated pastoral lead and a senior mental health lead, who is also trained in Mental Health First Aid

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance
White Rose Maths	