

Pupil premium strategy statement - Ambergate 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026
Date this statement was published	9 th December 2025
Date on which it will be reviewed	3 rd February 2026
Statement authorised by	Carly Howell
Pupil premium lead	Carly Howell
Governor / Trustee lead	Cate Bush

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,235
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>	£13,235

Part A: Pupil premium strategy plan

Statement of intent

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 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 adequately assessed and addressed

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved by providing high quality CPD.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Additional teaching and learning opportunities provided through external agencies including Educational Psychologist and Behaviour support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary, communication & language skills are low for some pupils when they enter school, which slows progress of reading, writing (phonics and spelling) & mathematical reasoning as they move through school.
2	Low aspiration, confidence and self-esteem of some pupils affects their capacity to learn from mistakes and accept or respond to feedback.
3	Additional SEN, including processing, memory retention and specific English difficulties.
4	Low socioeconomic status means difficulty in paying for trips, residential visits, music lessons and out of school club activities.

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
- Pupils' vocabulary is broader; they show greater comprehension when reading and use a wider range when writing. - Pupils are able to show their understanding of mathematical concepts through written expression. - All pupils working below ARE, make accelerated progress with RWM, so that the gap between them and their peers narrows. - Pupils are reading age appropriate books with understanding and are able to communicate this both verbally and in writing.	- All pupils below ARE make at least 4 steps progress in R/W/M. - Gaps significantly narrow between them and others nationally by the end of KS1/ 2.
- Pupils are resilient & able to learn. - Pupils concentrate and are engaged throughout lessons. - Pupils require less external motivation but show determination and drive themselves (engagement in lessons; response to feedback in books; engagement in wider school activities). - The most-able pupils achieve the higher standard in R/W/M in Y2 & 6. - Pupils accept & respond to feedback-written & oral - Children's awareness, of the variety of opportunities they have now and in the future, is raised and they develop an attitude of self-challenge to achieve these.	- The attainment gap between pupils and national "others" significantly diminishes for all areas by the end of KS1/ 2. - The progress of pupils improves compared to their peers. - Pupils take pride in themselves as learners, as shown by the quality of their books and their engagement & attitude to learning in lessons. - Pupils actively involved with opportunities they are given – the default is 'yes I will'.

• Pupils have the opportunity to learn an instrument. • Pupils are able to access trips and extra-curricular activities.	• All pupils attend the residentials. • Increase in pupils attending extra-curricular activities
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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: £ 940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop Mastery Maths approach working alongside Maths Hub, Primary Maths Specialists and Embark Trust's Maths Strategy Group. Effective use of White Rose Resources and development of the teaching of times tables.	Pupils with a secure, deep understanding of maths are able to rationalise and problem solve.	1
Development of the writing curriculum using Pathways to Write.	Staff subject knowledge is increased. Children are explicitly taught how to use different language structures effectively using higher order vocabulary.	1
Development of the phonics curriculum (Little Wandle), staff training and resources.	Staff subject knowledge is increased. Children are taught explicitly how to segment and blend to read and spell.	1
Training and resources for staff on supporting the communication and interaction area of need and specific English difficulties.	Staff subject knowledge is increased. Effective adaptations are made to support the communication and interaction area of need and specific English difficulties.	3

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

Budgeted cost: £ 11,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group or 1:1 sessions in target subject areas personalised to need with experienced TA for short, regular sessions in the afternoons.	EEF toolkit shows that feedback has high impact (+8) & individualised instruction has (+3).	1 and 3
TA in class for morning to target pupils in need of catchup, using school's Pupil Progress Review sheets to pinpoint skills/knowledge needed. Target pupils for support with communication and interaction interventions (Class 1)	EEF toolkit shows that feedback has high impact (+8) & individualised instruction has (+3).	1,2 and 3

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

Budgeted cost: £ 1230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure pupils that require positive play/ ELSA receive this.	An evaluation by Sheffield Hallam University found evidence for both the need for the Positive Play Support Programme and its effectiveness. It found that the majority of children and young people referred to the programme had the ability to learn, but their emotional and behavioural difficulties had a self-limiting effect on	2

	their progress in school, hindering the chances of them achieving their potential in life.	
Ensure that all children are able to access the wider curriculum and extra-curricular activities.	EEF toolkit shows social and emotional learning (+4) has high impact on engagement. Enable access for PP pupils to create shared experience, build self-esteem & positive attitudes to life.	4

Total budgeted cost: £ 13,235

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole Class teaching strategies and small group interventions impact

The progress of these children is carefully tracked and reported, anonymously, to the Governing Body. Due to the very small numbers of pupils receiving Pupil Premium this data is not available on our website to ensure that the progress of individual pupils can not be identified.

Other indicators include: improved confidence, positive impact seen in progress even if ARE not yet achieved and transference of skills/understanding demonstrated in class.

Forest Schools and ELSA programmes

All children enjoy the Forest Schools programme. Profiles demonstrate increased levels of self-esteem and confidence. Teachers noticed the difference in ability to manage different situations during lesson time.

Involvement in residential experiences

All pupils eligible for Pupil Premium (who wanted to attend) accessed the KS2 residential.

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
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

This strategy was developed using the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. The evaluation of the strategy takes place each term when each eligible child is discussed in detail to ensure that it is having impact. The provision is reviewed as needed.

To support Challenge 2 '*Low aspiration, confidence and self-esteem of some pupils affects their capacity to learn from mistakes and accept or respond to feedback*' we have developed challenge days for all the children which encourage the use of our learning behaviour characters. These characters are constantly referred to during the day and our special mention assemblies specifically promote these attributes.

We run Forest School for our Class 1 and Class 3 children which aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.

Our children are also encouraged to take up leadership opportunities across the school including hall helpers, librarians, school councillors and sports leaders.