

## Pupil premium strategy statement

### School overview

Metric	Data
School name	Saint Ambrose Catholic Primary School
Pupils in school	191
Proportion of disadvantaged pupils	18% (35)
Pupil premium allocation this academic year	£51,430
Academic year or years covered by statement	2020-21
Publish date	01 December 2020
Review date	July 2021.
Statement authorised by	E.Brocklesby
Pupil premium lead	L.Holtom
Governor lead	M.Jones

### Disadvantaged pupil progress scores for 2018/19

Measure	Score
Reading	-0.44 (av)
Writing	-0.32 (av)
Maths	-1.92 (av)

### Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	School 43%    National 71%
Achieving high standard at KS2	School 14%    National 13%
Measure	Activity
Priority 1	Increase progress and attainment for pupil premium pupils across the school focusing on greater depth

	£7000
Priority 2	Provide support for pupils with specific needs £13,700
Barriers to learning these priorities address	Ensure staff use evidence-based whole-class teaching interventions. £3,500
Projected spending	£24,200

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading 0	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 writing 0	Sept 21
Progress in Mathematics	Achieve national average progress scores in mathematics 0	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to 96% Attendance for PP pupils 2018-19 91.06% Not PP 96.15%	Sept 21

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Embed I am a clever writer approach across the school targeting pupils to achieve greater depth.</p> <p>“Books now show a clear progression of the standards in writing from the start of term. Writing tasks have clear steps which children need to make to succeed and improve in their writing. ‘Books show a consistent approach and higher standards of presentation. There are good amounts of work in books and outcomes are linked to the learning intentions. Marking shows children what they had done well and there is consistent feedback across the school’. SIP Report, March ‘21.</p> <p>Percentage of PP children at ARE end of year 2021:</p> <p>Reception: 29% Year 1:80% Year 2: 25% Year 3: 50% Year 4: 60% Year 5: Year 6: 75%</p>

Priority 2	<p>Establish small group phonics and reading comprehension groups for disadvantaged pupils falling behind age-related expectations.</p> <p>2/4 Y2 PP pupils passed December phonics assessment 2020 3/4 Y2 PP pupils passed June phonics assessment 2021</p> <p>End of Year Data July 2021:</p> <p>R: 28.6% Age Related</p> <p>Year 1: 80% Age Related</p> <p>Year 2: 25% Age Related</p> <p>Year 3: 83% Age Related</p> <p>Year 4: 60% Age Related</p> <p>Year 5: 100% Age Related</p> <p>Year 6: 100% Age Related</p>
Barriers to learning these priorities address	Improve attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	From school budget

### Wider strategies for current academic year

Measure	Activity
Priority 1	Develop the knowledge of pupils' individual social and emotional needs which affects their learning and improve their readiness to learn. This includes promoting self-confidence strategies through nurture and mindfulness/mental health programmes £16,000
Priority 2	Improve the attendance and punctuality rates of pupils
Priority 3	Provide further enrichment learning opportunities within different curriculum areas £11,230
Priority 4	Foster positive home support packages such as Family Support worker and nurture for parents
Barriers to learning these priorities address	Improve the attendance and punctuality rates of pupils
Projected spending	£27,230

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure time is given to allow for staff professional development	Use of INSET days and additional cover provided by senior leaders
Targeted support	<p>Ensure phonics lead has time to monitor and support phonics across the school</p> <p>Ensure VP and P have time to monitor the implementation of I am a clever writer and greater depth groups</p>	<p>Time provided for EYFS lead to monitor</p> <p>VP paired with an NQT to free up time to monitor</p>
Wider strategies	Monitor the knowledge of pupils' individual social and emotional needs which affects their learning and improve their readiness to learn. This includes promoting self confidence strategies through nurture and mindfulness/mental health programmes	Time to administer Boxall profiles to demonstrate emotional well-being progress

## Review: last year's aims and outcomes

Aim	Outcome
Increase progress and attainment across the curriculum for pupil premium children.	<p>Progress and attainment maintained in most year groups despite COVID.</p> <p>Focus areas for 2020-21:</p> <p>Year 2 reading, writing and maths</p> <p>R: 0% made 6+ steps progress</p> <p>W: 25% made 6+ steps progress</p> <p>M: 50% made 6+ steps progress</p> <p>Year 6 writing: 75% ARE / 8 points progress – better than expected progress.</p>
To develop the knowledge of pupils social and emotional needs which affect their learning and improve their readiness to learn.	<p>The Key stage 2 Pupil Premium children were questioned in October 2019 and again February 2020</p> <p>The questionnaire has 27 questions and is RAG rated – Red = No Amber = Sometimes Green = Yes</p> <p>The below figures were taken from the Emotional Wellbeing questionnaire, that is collated quarterly.</p> <p><u>October 19</u></p> <p>The average score - answered Yes - 13.4</p>

	<p>The average score for- Sometimes - 11.4 The average score for No - 4.4</p> <p><u>February 20</u> The average score - answered Yes - 17.7 The average score for- Sometimes - The average score for No- 4.2</p> <p>You can see right away that there was a jump in the positive yes answers and a decrease in both sometimes and No. This indicates that the overall average Pupil Premium child was emotionally more stable in Feb 2020, that Oct 2019.</p> <p><u>May 2021: Whole School PP Children</u></p> <p>89% of pupils know where to go for help and support with a problem. 96% said their teacher wants them to do their best. 83% like coming to St Ambrose 89% of pupils feel safe in school. 87% feel their teacher helps if they have worries. 83% feel they belong to St Ambrose. 85% said that their teacher tells them when they have done something well. 91% said teachers help them improve their work. 89% of pupils feel that the three school rules are fair. 77% think they are clever. 89% said they work hard. 70% said they ask for help if they don't understand a question.</p>
<p>To improve attendance and punctuality rates of PP pupils.</p>	<p>Attendance 1/9/2019-14/2/2020 91.25% up on previous year but difficult to compare due to covid.</p> <p>1/3/2021-30/6/21: 92.53% PP - 95.53 not PP.</p>

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