

Pupil Premium Strategy Statement

St Ambrose Catholic Primary School, Kidderminster

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	197
Proportion (%) of pupil premium eligible pupils	26.2%
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)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Emma Brocklesby
Pupil premium lead	Mrs Sarah Laskey
Governor / Trustee lead	Mr Michael Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 62,123.31
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 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>	£62,123.31

Part A: Pupil premium strategy plan

Statement of intent

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”.

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
- 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.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To provide a Well-being & Nurture HLTA to focus on well-being of disadvantaged pupils and families.
- 1:1 support
- Additional learning support.
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1.	Through phonic assessments there is evidence that disadvantaged pupils have more difficulty with phonic retention plus there are greater difficulties with segmenting, blending and application of phonic knowledge to reading and writing.
2.	Internal and external assessments indicate that writing and SPAG attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This gap remains steady to the end of KS2.
3.	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This gap remains steady to the end of KS2.
4.	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high.
5.	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations

	indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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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
Improved phonic retention and application in reading and writing	Assessments and observations indicate significantly improved use of phonics among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, interventions, book scrutiny and ongoing formative assessment. Higher % of disadvantaged pupils achieve the expected standard in the phonics screen at Year One and rescreening in Year Two
Improved writing and SPAG attainment among disadvantaged pupils.	KS2 writing and SPAG outcomes in 2026/2027 show that more than 60% of disadvantaged pupils met the expected standard. The same or better progress is made in line with non-disadvantaged.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 70% of disadvantaged pupils met the expected standard. The same or better progress is made in line with non-disadvantaged.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupil and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of all pupils who are persistently absent being below national

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: £197.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on the importance of attendance and punctuality and its impact on teaching and learning (in house)	EEF guide to professional development states that PD activities are unlikely to be successful without ensuring there is both high-quality content and a sharp focus on pupil outcomes.	1, 2, 3 and 5
Purchase of standardised diagnostic assessments – Testbase £197.50 Training for staff to ensure assessments are interpreted and administered correctly (in house).	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2 and 3

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

Budgeted cost: £ 43123.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA's deployed across the school to work in classrooms alongside the teacher to enable the delivery of high-quality classroom teaching £40,866.98	<i>EEF suggest that school leaders should develop effective teams of teachers and Tas, who understand their complementary roles in the classroom. School should try and organise staff so that the pupils who struggle most have as much time with the teacher as others.</i>	1,2 and3

<p>Interventions to take place to support the progress of maths across the school where identified – Booster Groups £1478.20</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Phonic interventions to take place to support the progress across the school £778</p>	<p>EEF research finds that:</p> <ul style="list-style-type: none"> • Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. • It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. 	<p>1</p>

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

Budgeted cost: £19409.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA to support disadvantaged children who are having difficulties accessing curriculum</p>	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p>	<p>4</p>

<p>due to their self-esteem issues and difficulties in managing their own emotions</p> <p>Through teapot time-parent and school discussion group led by HLTA</p> <p>£5,167.35</p>	<ul style="list-style-type: none"> • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	
<p>Head of School and Office Administrator to work closely together in the analysis of attendance and punctuality.</p> <p>Considering weekly percentages, lates and persistent absenteeism.</p> <p>Head of School to work with EWO to improve attendance.</p> <p>Targeted attendance activities include</p> <ul style="list-style-type: none"> • Policy and Procedure • Data analysis • Meetings with parents <p>HOS £9,167.84 OA £2,392.20</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Teacher to provide strategies to the children through a well-being club</p> <p>£1172.74</p>	<p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are</p>	4

	targeted at students with particular social or emotional needs.	
<p>Enrichment opportunities are supported e.g. trips and clubs</p> <p>Support provided with uniform and transport</p> <p>Before and After School Club £500</p> <p>Uniform £300</p> <p>Eden Vouchers £109</p> <p>Trips £600</p>		4

Total budgeted cost: £62,729.81

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching (for example, CPD, recruitment and retention)

Activity	Impact
<p>Teachers to access weekly CPD on planning and delivery of the teaching of writing.</p>	<ul style="list-style-type: none"> • EYFS Lead worked with writing specialist to review this spelling approach and how these should be rolled out in classrooms to support those children who cannot access this support at home and need ample opportunities to practise. Materials have been created to support specific pupils and these have been used. • Class Teachers also considered outcome approach for PP pupils to access the curriculum. Use of picture, time word and cubes to represent each word. CPD about spelling and how to deliver – use of video clips, songs, games to support a rule and keep it fun. Model the rule and create a piece for the working wall so the pupils can refer back to it. Ensuring that pupils have time to practise their spellings and the rule. Teach them different strategies e.g. pyramid spellings, rainbow words etc. • Class Teachers have received support from the writing specialist about the importance of adapting WAGOLL's to ensure children who are not working at expected are focusing on the skills relevant to them to make progress. Class Teachers speak of greater involvement of PP pupils as they access the curriculum. Adapting WAGOLLs have helped to reduce the cognitive load for those pupils working well below. Books demonstrate evidence of this. • Year Four Class Teacher was supported with presentation and handwriting expectations as this was a barrier to some PP pupils' attainment. PP writing at expected plus rose from 37.5% to 44% • Evidence of PP pupils work used for moderation with writing specialist demonstrated that the sequence of learning promoted more writing and supported the pupils with stamina and in the producing of good work (Year 5 – PP focus pupil for GD at Year 6 – accelerated progress measured in Year 5) • Year 6 Booster Groups focused on writing for meaning moved Child 1 from 4S+ (Aut 23) to 6W (July 24) and Child B from 5B+ (Aut 23) to 6W

<p>All relevant staff to receive CPD on providing high quality teaching.</p>	<ul style="list-style-type: none"> • Staff received training by Natalie Packer about inclusion and the importance of ensuring the tiered approach to SEND provision is in place. This impacts on our PP pupils as a high number have additional needs as well. Staff felt well equipped in their understanding and importance of tier one (high quality teaching) and its impact on all. • A new SENDCo had a comprehensive handover and induction period of time to ensure pupils and their needs are know and that there is no lost time due to transition, this was over a period of several weeks. • Provision Mapper training (Summer 24) provided by the new SENDCo ensures that all interventions are plotted so that need and progress can be measured. This will help with future provision for PP pupils.
<p>Maths - Enhance teachers' pedagogical knowledge; focus upon the use of resources to develop pupils' conceptual understanding & focus upon challenging pupils through deepening their learning</p>	<ul style="list-style-type: none"> • CPD provided by a Maths specialist for staff with a high % of PP pupils. The CPD was personalised to need in Reception, Year 3 and Year 4. Class Teachers completed a study of how their teaching support pupils with particular barriers or confidence difficulties. Class Teachers have been more reflective of own practice and developed their awareness and understanding of approach. • Regular Pupil Progress meetings provided opportunities for Class Teachers to share and discuss current barriers in Maths and adapted teaching was encouraged and supported. Tightly tracked PP pupils ensure that all staff are aware of individuals barriers and gaps in learning and professional dialogue supports future steps and actions. • Inhouse and external Maths moderation ensured that Class Teacher judgements are consistent and discussions help to support the provision provided to those PP pupils with particular barriers. The focus of deepening learning and providing appropriate challenge for those pupils to ensure they feel supported and reassured • Extra resources were purchased to support the CPA approach in upper year groups as PP pupils still required the concrete resources to aid the learning. This was highly evident in lesson observations and learning walks and demonstrated access to learning and appropriate challenge. • Jonathan Hughes – targeted support focusing on conceptual understanding and deepening learning - <i>Pupils' demonstrated their learning has involved the engagement and familiarity with a range of suitable resources; resources that promote the development of their conceptual understanding of mathematics. Their enthusiastic responses to questioning illustrated a willingness and confidence to tackle and grapple with problems; providing their own suggested solutions and listen to the answers and strategies of others.(Year 2)</i> • Case Study – Year 3 1Secure (Aut 23) to 3B+ - moderated

Targeted academic support (e.g, tutoring, 1:1 support structured interventions)

Activity	Impact
<p>Learning Mentor to work with disadvantaged pupils across the school to support their learning.</p>	<ul style="list-style-type: none"> • Learning Support worked very closely with SENDCo and Nurture HLTA to source the appropriate intervention to suit the specific needs. • A variety of interventions took place throughout the school and a high percentage of PP pupils have access to this <p>A few examples of these are:</p> <ul style="list-style-type: none"> • Jimbo Fun (fine and gross motor skills)– 5PP pupils attend 4x20minute sessions a week throughout the year (Child A 43 score to 61 score) • Memory Games (strategies to improve memory) – 3PP pupil 4x30minutes individual sessions a week (Confidence has grown and moving through the games) • Language for Thinking (language development and comprehension) - Child A – score of 22 to score of 35 • SALT (varies as personal targets for each child) – Liaising with SALT is strong and has desired impact of progress over time • Nessy (Dyslexia – reading and spelling) 8PP pupils 4x 30minutes a week for 12 week blocks (Child A 1.2 to 1.7 over 12 weeks)
<p>TA's deployed across the school to work in classrooms alongside the teacher to enable delivery of high quality classroom teaching.</p>	<ul style="list-style-type: none"> • Teaching Assistants are upskilled in the areas required, RWI, Maths Interventions, English Interventions to support the pupils • Teaching Assistants liaise with Class Teachers about progress PP pupils make in a lesson and ensure they are aware of any gaps or pre-teaching requirements before the next lesson. This supports the pupils in retention and preparing them for the next concepts taught • Interventions are run by Teaching Assistants to support the learning and these are arranged by the Class Teacher/SENDCo • Pupil Progress Meetings involved the Teaching Assistants to ensure they were fully aware of the needs and targets set for each child in the class. • The Year 6 Teaching Assistant, who is highly skilled in Year 6 expectations led the Booster Sessions and ensured that practise and retention was key <ul style="list-style-type: none"> • Case Study One – Reading 4B+ (Aut 23) to 6B (EOY 24) • Case Study Two – Reading 4S (Aut 23) to 6B (EOY 24) • Case Study Three – Writing 4S+ (Aut 23) to 6W (EOY 24) • Case Study Four – Writing 5B+ (Aut 23) to 6W (EOY 24)
<p>Interventions in place to support the progress of maths across the school where identified – Third Space Learning Maths Closing the gap with 1:1 tuition</p>	<ul style="list-style-type: none"> • Through Pupil Progress Meetings Class Teachers identify those pupils who require additional support. Last year in addition to high-quality teaching in the classroom • All children in EYFS received daily 1:1 sessions for maths (Rapid Recall) and Teaching Assistant supported PP child who achieved Expected in both Mathematic strands for the EYFS Profile • 8 PP children across school received daily support in the classroom, either 1:1 or small groups • 7 Y6 PP children received weekly online tutoring sessions for Maths (Third Space Learning) <ul style="list-style-type: none"> • Case Study One – 4B+ to 5W • Case Study Two – 5W+ to 6S

	<ul style="list-style-type: none"> • Case Study Three – 5B+ to 6W • Case Study Four – 5W to 6W+ • 7 Y6 PP children received weekly Maths Booster Group sessions (before/after-school) with experienced Teaching Assistant – impact as above • 7 Y5 PP children received weekly online tutoring sessions for maths (Third Space Learning)
Skilled phonics trained adults to run phonics booster sessions.	<ul style="list-style-type: none"> • Year One Phonics – support provided via Class Teaching Assistant and progress is evident <ul style="list-style-type: none"> • Case Study One – Phonic Screening - Sept (4) Dec (11) Mar (15) and Screening (27) • Case Study Two – Phonic Screening - Sept (0) Dec (7) Mar (10) and Screening (18) • Year Two Phonics – 57% of PP (4/7) in cohort achieved expected by the end of Year Two

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

Activity	Impact																				
Well-Being & Nurture HLTA to work with vulnerable families and improve parental engagement. Tea-Pot Time – parent and school discussion group led by HLTA.	<ul style="list-style-type: none"> • HLTA has a positive relationship with parents • Weekly Tea Pot Time to support families – open forum • As a number of PP pupils have additional needs (SEND), an invitation open morning took place for parents and carers to help them in supporting their child with anxieties, mental health, learning barriers, routines at home and general behaviour concerns. Parents felt happy in a safe space to discuss such concerns that affects their child’s attendance and learning. • HLTA meets with parents/carers who need support with their mental health, grieving and parental worries or struggles • HLTA is a vital part of TAPP (Teachers and Parents Partnership) and encourages parents to take part and support them in a social setting 																				
Head of School to work closely with Office Administrator to analyse attendance and contact low attenders. 2023-2024 - work with EWO to improve attendance. Targeted attendance activities, including: <ul style="list-style-type: none"> • Review and update attendance policy • Adopt Bristol approach 	<ul style="list-style-type: none"> • Head of School supported a number of families throughout the academic year with attendance. This included regular meetings, referrals to Early Help and signposting to other agencies to support with their needs. • Head of School met with EWO and discussed cases which supported the role and provided ideas of support and guidance • All parents received their child’s attendance certificate twice throughout the course of the year to promote its importance <table border="1"> <thead> <tr> <th></th> <th colspan="2">Dec 2023</th> <th colspan="2">EOY 2024</th> </tr> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>%</td> <td>87.08</td> <td>92.98</td> <td>88.82</td> <td>93.57</td> </tr> <tr> <td>% PA</td> <td>44.44</td> <td>22.67</td> <td>41.67</td> <td>18.87</td> </tr> </tbody> </table>		Dec 2023		EOY 2024			PP	NPP	PP	NPP	%	87.08	92.98	88.82	93.57	% PA	44.44	22.67	41.67	18.87
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<ul style="list-style-type: none"> • HOS attended Bristol approach course • Work with PP parents and students to identify specific barriers to attendance • Target support based on specific barriers 	
<p>Enrichment opportunities supported e.g. trips and clubs. Support with uniform.</p>	<ul style="list-style-type: none"> • Pupils supported in extra curriculum activities i.e. Football • Pupils supported with educational visits and residentials ie Pioneer, Ironbridge, Bewdley Museum • Pupils supported with uniform
<p>Well-being & Nurture HLTA to support children who are having difficulty accessing curriculum due to self-esteem issues or difficulty managing emotions.</p>	<ul style="list-style-type: none"> • 22 PP pupils were supported by our Nurture HLTA during 2023-2024. As the needs often overlaps with those on the SEND register, as a school we invest in our Nurture HLTA and SENDco working very closely together to ensure that all children receive the appropriate support. • An emotional questionnaire is conducted every term with the Nurture HLTA and pupil and this then creates, targets and suggests interventions. These are then established, and RAG rated as a measure. • Nurture HLTA is always available to see children who are struggling, having a bad start to the day and decline in mood or emotions are recorded to ensure the correct action is provide. Such as, a chat, checks ins Nurture lunchtime provides pupils with a safe quieter place at lunchtime <ul style="list-style-type: none"> • Durin to a management plan. • Dailyg Autumn 2023 there was a decline with self- esteem and so Pets as Therapy has been invaluable in supporting our children. The majority of PP pupils access this therapy, and they all have the opportunity to build a relationship with the dogs, fuss them and give them a treat. This is the term I begin Check-ins a brief time out of class for children to come and discuss any worries. This often helps children to feel comfortable about coming into school and gives them a safe space. • In Spring 2024 – Anchor Management was introduced; this is a lateral thinking anger management programme and is ideal for supporting reflection and resilience – one of our PP pupils has taken to these strategies very well and is much calmer as a result. During the Summer term more PP pupils benefited from this programme. • Throughout the year Drawing and Talking is offered as it is a gentle, non-intrusive form of therapy, that supports emotional needs and is child led. It is a 30-minute session once a week for 12 sessions. Several PP pupils have attended this and have been able to express concerns, worries, celebrations and proud moments. It creates an opportunity to express feelings that might be hindering their attitude to learning • Pupils speak very highly of all therapies offered.

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
I'm a Clever Writer	Sarah Lilley Consultant – I'm a Clever Writer (2021-2024)