



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Ambrose Catholic Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	32 17.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 <b>2022/2023</b> 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs Emma Brocklesby
Pupil premium lead	Miss Leigh-Ann Holtom
Governor / Trustee lead	Mr Michael Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 57,578
Recovery premium funding allocation this academic year	£ 5823
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 63,401

# 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 residentials. 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.
- To provide a Learning Mentor to focus on narrowing the gaps between pupil premium and non-pupil premium pupils.
- 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	Narrowing the attainment gap across Reading, Writing and Maths.
2	Attainment gap in children achieving greater depth particularly in writing
3	Poor parental engagement
4	Attendance and Punctuality issues of PP pupils
5	Behaviour difficulties within a core group of children

## 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
Most Pupil Premium pupils to achieve the same, if not better attainment within <b>Reading</b> compared to non PP pupils	Progress measures on Arbor indicate same or better progress seen in PP children by 2024
Most Pupil Premium pupils to achieve the same, if not better attainment within <b>Writing</b> compared to non PP pupils	Progress measures on Arbor indicate same or better progress seen in PP children by 2024
Most Pupil Premium pupils to achieve the same, if not better attainment within <b>Maths</b> compared to non PP pupils	Attainment measures on Arbor indicate same or better attainment seen in PP children by 2024
Improved number of pupils to achieve <b>Greater Depth in Writing</b>	Attainment measures on Arbor indicate an improvement in the number of pupils achieved GD for writing by 2024
Increase in <b>attendance</b> - pupils who have a greater attendance at school have better opportunities to access the required learning to achieve in school.	Pupils' attendance increases across the year and they become more punctual – monitored using Arbor. Ensure attendance of disadvantaged pupils has improved by 2024

Improved attitudes to learning for PP pupils.	Reduction of incidents on Arbor and improved outcomes on Boxall Profiles by 2024
---	--

## 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: £ 5740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to access fortnightly CPD on planning and delivery of the teaching of writing.	<i>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. It is recommended to provide explicit support to help teachers apply general pedagogy to specific subject domains.</i>	1, 2,
All relevant staff to receive CPD on teaching of whole class reading. Teachers to have the opportunity to observe excellent WCR teaching.	<i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. EEF - High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</i>	1
Maths - Enhance teachers’ pedagogical knowledge; focus upon the use of resources to develop pupils’	<i>EEF – Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy. EEF guide to professional development states that PD activities are unlikely to be successful without ensuring there is both high-quality content and a</i>	1
conceptual understanding & focus upon challenging pupils through deepening their learning	<i>sharp focus on pupil outcomes. It is recommended to provide explicit support to help teachers apply general pedagogy to specific subject domains.</i>  2022-2023 - This academic year, we will be working with a mathematics consultant to support staff CPD and develop pedagogical knowledge.	

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

Budgeted cost: £ 54573.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to work with disadvantaged pupils across the school to support their learning.	<i>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i>	1, 2, 5
TA's deployed across the school to work in classrooms alongside the teacher to enable delivery of high quality classroom teaching. (10% of time)	<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, 5
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	<i>EEF (+4). Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i>  <i>EEF (+4). Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i>	1
Skilled phonics trained adults to run phonics booster sessions.	<i>EEF (+4). Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a</i>	1, 2, 5
	<i>more general strategy to ensure effective progress, or to teach challenging topics or skills.</i>	

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

Budgeted cost: £ 963.07

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Well-Being &amp; Nurture HLTA to work with vulnerable families and improve parental engagement.</p> <p>Tea-Pot Time – parent and school discussion group led by HLTA.</p>	<p><i>EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</i></p> <ul style="list-style-type: none"> <li>• <i>general approaches which encourage parents to support their children with, for example reading or homework;</i></li> <li>• <i>the involvement of parents in their children's learning activities; and</i></li> <li>• <i>more intensive programmes for families in crisis.</i></li> </ul>	3
<p>Vice Principal to work closely with Office Administrator to analyse attendance and contact low attenders.</p> <p>2022-2023 - work with EWO to improve attendance. Targeted attendance activities, including:</p> <ul style="list-style-type: none"> <li>• Review and update attendance policy</li> <li>• Work with PP parents and students to identify specific barriers to attendance</li> </ul> <p>Target support based on specific barriers.</p>	<p>Research presented by organisations such as Welsh Assembly Government (2011) &amp; Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student</p>	4
<p>Well-being &amp; Nurture HLTA to support children who are having difficulty accessing curriculum due to self-esteem issues or difficulty managing emotions.</p>	<p><i>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 targeted at students with particular social or emotional needs.</i></p>	1, 2, 3, 4, 5
<p>Enrichment opportunities supported e.g. trips and clubs. Support with uniform.</p>	<p><i>Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't an issue for families, they almost always want their children to experience these.</i></p>	3, 5

**Total budgeted cost: £ 61276.78**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Please see Pupil premium Impact Statement document 2021-2022

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
'I am a clever writer'	Sarah Lilley Consultant – I am a clever writer (2021-2023)
Excellence for Schools – Maths	J D Hughes (2022-2023)

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

### Further information (optional)

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