

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	184
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 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
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	£44,385
Recovery premium funding allocation this academic year	£5655
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	£ 50040

# 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.
- 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.
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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth in Writing	Achieve national average for greater depth writing
Other	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Reduction of incidents on Safeguard and improved outcomes on Boxall Profiles

## 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: £7232

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers to access weekly CPD on planning and delivery of the teaching of writing. £5700</p> <p>(Cover cost to release staff members to be confirmed) £1052</p>	<p><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></p> <p>We have continued working with a writing specialist to support staff PD in teaching writing for this academic year.</p>	1, 2,
<p>All relevant staff to receive CPD on planning and delivery of teaching of whole class reading.  £250 (Cost of training)</p>	<p><i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i></p> <p>We have received paid-for training for all relevant staff to deliver (or support) Whole Class Reading effectively.</p>	1
<p>Reception and KS1 staff to receive CPD on how to build up children’s fluency in mathematics and staff’s understanding of children’s mathematical development.  £230</p>	<p><i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i></p> <p><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.</i></p> <p>We have applied and been accepted on the ‘Mastering Number’ programme through the NCETM.</p>	1

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

Budgeted cost: £24,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor to work with disadvantaged pupils across the school to support their learning.</p> <p>£7530</p>	<p>EEF (+4) <i>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></p>	<p>1, 2, 5</p>
<p>TA's deployed across the school to work in classrooms alongside the teacher to enable delivery of high quality classroom teaching.</p> <p>£11346</p>	<p>EEF suggest that school leaders should develop effective teams of teachers and Teaching Assistants, 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.</p>	<p>1, 2, 5</p>
<p>Skilled phonics trained adults to run phonics booster sessions.</p> <p>£880</p>	<p>EEF (+4). <i>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></p>	<p>1, 2, 5</p>
<p>Skilled TA deployed to tutor children across the school.</p> <p>£4730</p>	<p>EEF (+4). <i>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></p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £18,346

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>£1447 per annum</p> <p>Vice Principal to work closely with Office Administrator to analyse attendance and contact low attenders. Well-Being &amp; Nurture HLTA to work with families needing support.</p> <p>£567 per annum – Office Administrator</p>	<p>EEF (+3)</p> <p><i>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>	<p>3, 4,</p>
<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>£14,832 per annum</p>	<p>EEF (+4) <i>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>	<p>1, 2, 3, 4, 5</p>
<p>Enrichment opportunities supported e.g. trips and clubs. Support with uniform.</p> <p>£1500 per annum</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>	<p>3, 5</p>

**Total budgeted cost: £50,064**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

#### **2020-2021**

##### Progress:

Overall, PP pupils made **expected** progress (at least six steps) in Reading, Writing and Maths.

##### Attainment:

	Reading	Writing	Maths
Year 1	4: 80%	4: 80%	4: 80%
Year 2	1: 25%	1: 25%	2: 50%
Year 3	5: 83%	3: 50%	5: 83%
Year 4	3: 60%	3: 60%	4: 80%
Year 5	5: 100%	3: 60%	3: 60%
Year 6	4: 100%	3: 75%	4: 75%

##### **PP Nurture:**

Overall, PP Pupils receiving nurture support made expected progress in Writing and made **better** than expected progress in Maths and Reading.

##### May 2021: Whole School PP Children

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.

## 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

## 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.*