

Pupil premium impact statement



Teaching (for example, CPD, recruitment and retention)

Activity	Impact Autumn	Impact Spring	Impact Summer
Teachers to access weekly CPD on planning and delivery of the teaching of writing.	<p>100% positive feedback from staff about working with Sarah.</p> <p><u>SIP Visit Nov 21:</u> 'Pupils talked enthusiastically in year 1 about their instruction writing about how to clean a woolly mammoth. Leaders have identified the important knowledge pupils need to gain, and the order in which it should be taught. Work in pupils' books, and conversations with pupils, show that pupils understand and remember what they have been taught. Leaders have ensured that pupils' writing is of a consistently high standard.'</p> <p>Age Related: Steps Progress: Y1 – 28.6% 1.7 points Y2 – 42.9% 1 point Y3 – 25% 1.2 points Y4 – 37.5% 2.4 points Y5 – 60% 1.8 points Y6 – 80% 2.4 points</p>	<p><u>SIP Visit Feb 21:</u> The school continues to benefit from the work of Clever Writer. Interventions are carefully planned so that children can progress well. The developed school wide approach ensures that pupils have more opportunities to write at length particularly about aspects that captured their interest and imagination, therefore, they now have more purpose in their writing. For example, in a year 1 class children were learning about the monarchy, they were enthusiastically writing about their findings from various objects such as crowns, swords and money.</p> <p>Age Related: Steps Progress: Y1 – 28.6% 3.6 points Y2 – 42.9% 4.3 points Y3 – 25% 3 points Y4 – 37.5% 4.7 points Y5 – 60% 3.6 points Y6 – 60% 4.2 points</p>	<p>Age Related: Steps Progress: Y1 – 28.6% 5 points Y2 – 42.9% 6.3 points Y3 – 20% 5.7 points Y4 – 37.5% 7 points Y5 – 60% 5.8 points Y6 – 80% 6.6 points</p> <p>Staff moving to different year groups next academic year have been supported with planning overviews for their next class - working in collaboration with current year group teacher. Staff feel prepared for next year.</p>
All relevant staff to receive CPD on planning and delivery of teaching of whole class reading.	<p>As a result of training, WCR overviews are being drafted by staff so provision can be monitored.</p> <p>Age Related: Steps Progress: Y1 – 28.6% 2 points Y2 – 42.9% 1 point Y3 – 25% 1.7 points Y4 – 75% 2.3 points Y5 – 60% 2 points Y6 – 80% 2.4 points</p>	<p>Staff have ordered new reading resources for their classes. They feel more confident knowing which texts are suitable.</p> <p>Age Related: Steps Progress: Y1 – 28.6% 4 points Y2 – 57.1% 3.5 points Y3 – 25% 4 points Y4 – 50% 3.9 points Y5 – 60% 3.6 points Y6 – 60% 3.6 points</p>	<p>Age Related: Steps Progress: Y1 – 28.6% 5.3 points Y2 – 57.1% 5.8 points Y3 – 40% 6.2 points Y4 – 50% 5.7 points Y5 – 60% 5.8 points Y6 – 100% 6.6 points</p> <p>Reading Parent workshop feedback: "It was good to learn what they are doing in reading in school so I can replicate it at home." "I found it very helpful and definitely made me understand more about the reading side of it."</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	<p>Staff feel more confident delivering lessons.</p> <p>Book trawls indicate improvement in fluency in all year groups.</p> <p>Age Related: Steps Progress: Y1 – 28.6% 2 points Y2 – 42.9% 0.8 points</p>	<p>Learning walks indicate that children are noticing a relationship between numbers. Children are more mathematically observant and more confident in their own abilities.</p> <p>Age Related: Steps Progress: Y1 – 42.9% 3.9 points Y2 – 57.1% 3.8 points</p>	<p>Age Related: Steps Progress: Y1 – 42.9% 5.5 points Y2 – 57.1% 5.9 points</p>

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

Activity	Impact Autumn	Impact Spring	Impact Summer
Learning Mentor to work with disadvantaged pupils across the school to support their learning.	<p>Reading: 52.8% ARE 1.9 Points Writing: 44.4% ARE 1.8 Points Maths: 55.6% ARE 1.7 Points</p>	<p>Reading: 47.2% ARE 3.8 Points Writing: 41.7% ARE 4 Points Maths: 55.6% ARE 3.9 Points</p>	<p>Reading: 54.1 ARE 5.9 Points Writing: 43.2% ARE 6.1 Points Maths: 56.8% ARE 5.7 Points</p>
TA's deployed across the school to work in classrooms alongside the teacher to	<p>Reading: 52% ARE 1.9 Points Writing: 44.4% ARE 1.8 Points Maths: 55.6% ARE 1.7 Points</p>	<p>Reading: 47.2% ARE 3.8 Points Writing: 41.7% ARE 4 Points Maths: 55.6% ARE 3.9 Points</p>	<p>Reading: 54.1 ARE 5.9 Points Writing: 43.2% ARE 6.1 Points Maths: 56.8% ARE 5.7 Points</p>

enable delivery of high quality classroom teaching.			
Skilled phonics trained adults to run phonics booster sessions.	Improved phonics screening scores for all PP in Y1. Improvement in number of children blending in Y1. 57% of pupils could blend when they started Y1 – now 100% All PP in Y2 improved score on phonics screening check.	Continued improvement in phonics screening scores for all PP in Y1. Improvement in number of digraphs known in Y1 and Y2. On average, pupils have moved up two colour bands on reading scheme in Y1 and Y2 (excluding 1 SEN pupil in Y2)	50% of PP pupils passed phonics test – 2 not attending school. 3 pupils passed. All 4 PP children in school improved on their screening score. 1 pupil improved by 8 marks from Spring to Summer to obtain a score of 37. PP children moved up reading bands in Y1.
Skilled TA deployed to tutor children across the school.	See additional report	See additional report	See additional report

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

Activity	Impact Autumn	Impact Spring	Impact Summer
<p>Well-Being & Nurture HLTA to work with vulnerable families and improve parental engagement.</p> <p>Vice Principal to work closely with Office Administrator to analyse attendance and contact low attenders.</p> <p>Well-Being & Nurture HLTA to work with families needing support.</p>	<p>Successful Tea Pot time meetings. Parents have been provided with the opportunity to meet with a trainee chaplain for well-being chats – positive feedback.</p> <p>Sept – End Dec PP Attendance: 89.9% Persistent Absence: 41.9%</p>	<p>Successful Tea Pot time meetings. Parent voice supporting improvement in school. They have also help raise money for school by organising colouring competitions.</p> <p>Sept – April 8th PP Attendance: 88.4% Persistent Absence: 51.1%</p> <p>1 PP pupil 73.7% - 14.01.22, 77.3% - 18.03.22 but dropped towards end of term. Morning check ins with HLTA.</p> <p>140 pupils (Y1-Y6) Questionnaire: 91% agree that they understand the important of being in school on time each day 2% disagree 7% neutral response.</p> <p><u>Sip Visit – 8th April</u> Progress has been good in this area. Although PA still remains high at 28.9% leaders have worked tirelessly to address this. Good attendance is celebrated and older children understand the value of good attendance. Attendance was raised with parents within parents evenings. Mrs Wallace- Pastoral lead supports parent with attendance through regular tea pot time.</p>	<p>Sept – June 30th PP Attendance: 89% Persistent Absence: 54.2%</p> <p>TAPP members during Tea Pot time have helped organise our school fete (July 8th)</p> <p>Summer Questionnaire July 22: 85% said they understand the importance of being in school on time each day. 13% gave a neutral response</p>
<p>Well-being & Nurture HLTA to support children who are having difficulty accessing curriculum due to self-esteem issues or difficulty managing emotions.</p>	<p>80% of PP children and children receiving nurture support across school like coming to St Ambrose. 90% have someone in school they trust.</p> <p>92% feel they have friends at school.</p> <p>80% know where to go for help and support with a problem. 14% sometimes know.</p> <p>86% feel that they belong to our school. 16% said sometimes they do.</p>	<p>Improvements in Boxall profiles.</p> <p>140 pupils (Y1-Y6) Questionnaire: 97% of agree that St Ambrose is a friendly school.</p> <p>93% agree that they try their best in school.</p> <p>94% agree that there is an adult in school they can talk to. 4% neutral response</p> <p>97% agree that St Ambrose encourages them to respect other people from different backgrounds and to treat everyone equally.</p>	<p>Summer Questionnaire July 22: 87% of pupils said that there is an adult in school they can talk to if something is worrying them.</p> <p>85% speak to others (teachers or friends) if they are unhappy.</p> <p>83% said that they try their best in school.</p>
<p>Enrichment opportunities supported e.g. trips and clubs. Support with uniform.</p>			<p>All PP children attended Y6 Pioneer Centre Residential Trip 25.4.22 – 27.4.22</p>