

Pupil Premium Strategy Statement – Saint Ambrose Catholic Primary School

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 | 190 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| 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) | 2025-2028 |
| Date this statement was published | 19th December 2025 |
| Date on which it will be reviewed | 31 st December 2026 |
| Statement authorised by | E. Brocklesby |
| Pupil premium lead | E. Brocklesby |
| Governor / Trustee lead | M. Jones |

Funding overview

| Detail | Amount |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year | £57,570 |
| 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> | £57,570 |

Part A: Pupil premium strategy plan

Statement of intent

At St Ambrose Catholic Primary School, we provide an inclusive education which equips all learners for future success. Our curriculum is designed to overcome the barriers to learning that disadvantaged students face, promote cultural capital by providing enrichment opportunities throughout the curriculum and via involvement in the wider school community whilst bridging the academic gaps in learning and raising attainment.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our Pupil Premium Strategy Plan outlines the additional support that disadvantaged pupils receive to ensure that they meet the same aspirational objectives as their non-disadvantaged peers. Our intention is to ensure non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The key principles of our plan are:

- The most effective way to improve outcomes for disadvantaged pupils is through consistently high-quality teaching.
- Interventions and provisions should be evidence informed and needs-led.
- Interventions and provisions should provide additional and structured support for those who need extra help to succeed.
- Professional development, curriculum design and assessment should particularly benefit those who are disadvantaged.
- Additional challenges that impact upon learning should be addressed such as attendance, well-being, behaviour and access to enrichment.

Our ultimate objectives are:

- To close the attainment gap between disadvantaged and non-disadvantaged pupils so that all pupils achieve at least in line with national expectations and make strong progress from their starting points.
- Ensure equity of access to high-quality teaching through sustained investment in teacher development, evidence-based pedagogy, and a curriculum that meets the needs of disadvantaged learners.
- Address barriers to learning—including attendance, wellbeing, behaviour, and language or communication needs—so that every pupil can fully engage with learning and school life.
- Promote cultural capital and aspiration by providing enriching experiences both within and beyond the curriculum, enabling disadvantaged pupils to develop confidence, curiosity, and a sense of belonging within the wider community.
- Embed a sustainable, evidence-informed approach to the use of Pupil Premium funding—one that is strategically planned, carefully implemented, and regularly evaluated for impact.

- Raise attainment for all pupils by ensuring that strategies which support disadvantaged learners also improve outcomes for non-disadvantaged pupils, fostering a culture of high expectations and inclusion

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Attainment gaps between disadvantaged and non-disadvantaged pupils across all subjects. |
| 2 | Writing outcomes for disadvantaged pupils eligible are less secure than in reading and mathematics and improving consistency and progress in writing is a key school challenge in strengthening overall attainment. |
| 3 | Ensuring attendance of disadvantaged children is in line with their peers across the school while reducing the levels of persistent absence across vulnerable groups in school. |
| 4 | Some disadvantaged pupils begin school with less secure early language, literacy and fine motor development, and addressing these differences early is a key priority to support long-term attainment. |
| 5 | Oral fluency by 90 words per minute with an age appropriate text as measured by a standardised fluency assessment. |

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 |
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| Disadvantaged pupils make accelerated progress so that attainment gaps with non-disadvantaged pupils narrow across reading, writing and mathematics. | <ul style="list-style-type: none"> • Internal school attainment data will demonstrate that the gap is diminishing between disadvantaged pupils and their peers. • Outcomes at the end of Key Stage 2 will demonstrate that the attainment and progress gap for disadvantaged |

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| | <p>pupils is closer to national expectations.</p> |
| Writing outcomes for disadvantaged pupils improve so that they are closer to maths outcomes. | <ul style="list-style-type: none"> • The percentage of disadvantaged pupils achieving ARE in writing increases across all year groups. • The gap between disadvantaged and non-disadvantaged pupils in writing narrows each term. • Combined RWM outcomes for disadvantaged pupils improve as writing outcomes strengthen. • Work scrutiny shows improved sentence structure, spelling, handwriting and independence for disadvantaged pupils. |
| Improve oral fluency to 90 words per minute with an age appropriate text as measured by a standardised fluency assessment. | <ul style="list-style-type: none"> • By the end of the term, the pupil will increase oral reading fluency to 90 words per minute as measured by a standardised fluency assessment. • The pupil will read an age-appropriate text aloud with 95% accuracy, demonstrating appropriate pace and expression. • The pupil will reduce decoding errors when reading unfamiliar texts, evidenced through half-termly running records. |
| Attendance of disadvantaged pupils improves to be closer to that of their non-disadvantaged peers. Levels of persistent absence for disadvantaged pupils are significantly reduced. | <ul style="list-style-type: none"> • School attendance target of 94% met. • Gap between attendance of disadvantaged pupils and their non disadvantaged peers is narrowed. • Persistent absence is below 20% and in line for disadvantaged pupils and their peers. • Strategies to improve attendance have a positive impact: making it a collective responsibility, golden phone calls, rewards, pastoral support. |
| To ensure that all pupils have access to high quality mental health and well-being support with targeted provision for those experiencing EBSA. | <ul style="list-style-type: none"> • 100% of pupils identified with EBSA have a personalised mental health and wellbeing support plan in place. • Attendance for pupils experiencing EBSA improves by at least 10% over the year. • The proportion of pupils with EBSA classed as persistently absent reduces year on year. |

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| | <ul style="list-style-type: none"> • Pupil and parent feedback shows improved confidence and engagement with school support. • Staff report increased confidence in supporting EBSA through trauma-informed practice. |
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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: £ 7011.12

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Deliver structured CPD using the WalkThrus approach to strengthen high-quality, consistent teaching practice across the school, with a specific focus on improving outcomes for disadvantaged pupils. | Effective Professional Development EEF | 1,2 |
| Provide whole-school CPD and ongoing coaching for teaching staff to consistently implement the I Am a Clever Writer approach, strengthening the quality of writing instruction, feedback and scaffolding so that disadvantaged pupils develop greater confidence, independence and progress in writing. | The EEF highlights high-quality teaching and sustained professional development as the most effective ways to improve outcomes for disadvantaged pupils. Coaching and consistent whole-school approaches to writing support improved instruction, feedback and pupil independence. | 1,2 |

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| <p>Engage an Educational Psychologist to carry out detailed learning and developmental assessments, provide professional guidance, and support staff and families in implementing targeted strategies to meet additional needs and remove barriers to learning.</p> | <p>EEF guidance highlights that early, specialist assessment and professional input support schools to accurately identify additional needs and implement targeted, evidence-informed strategies that remove barriers to learning and improve outcomes for disadvantaged pupils.</p> <p>Target classes have been identified based on SEN need, demographics</p> | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Implement targeted spelling interventions and daily handwriting practice across the school to strengthen writing fluency and accuracy for disadvantaged pupils.</p> | <p>The EEF identifies spelling and handwriting as critical components of effective writing, particularly for disadvantaged pupils. Targeted spelling interventions and daily handwriting practice support the development of transcription skills, enabling pupils to write more fluently and independently and improving overall writing outcomes.</p> <p><u>Deployment of Teaching Assistants EEF</u></p> | 1,2 |
| <p>Teaching assistants deliver targeted, structured and time-limited interventions, including fluency focus sessions using RWI portal, precision teaching, to support disadvantaged pupils based on identified gaps.</p> | <p>EEF evidence shows that teaching assistants can have a positive impact on attainment when they deliver structured, targeted interventions to specific pupils in small groups or one-to-one settings. These approaches can result in around 3–4 months' additional progress, particularly when teaching assistants are well trained, closely supported by teachers, and interventions are carefully planned and monitored. In contrast, evidence suggests that teaching assistants are less effective when used for general classroom support without a clear focus or structure.</p> | 1,2,4,5 |

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

Budgeted cost: £40559.48

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Provide personalised mental health and wellbeing interventions for pupils requiring targeted support, including trauma-informed approaches, to reduce anxiety, support emotional regulation and improve engagement, attendance and readiness to learn for pupils experiencing or at risk of EBSA. | <p><u>Promoting children and young people's mental health and wellbeing</u></p> <p>EEF evidence highlights that social and emotional learning approaches can improve pupils' wellbeing and lead to positive impacts on engagement and attainment, particularly when targeted at pupils with identified needs. For pupils experiencing emotionally based school avoidance (EBSA), trauma-informed and personalised mental health support helps reduce barriers linked to anxiety, enabling improved attendance and access to learning.</p> | 3,6 |
| Implement an inclusive, trauma-informed attendance strategy with early identification of concerns, regular monitoring, and targeted pastoral support for disadvantaged pupils and those experiencing EBSA, working closely with families and external agencies to remove barriers to regular attendance. | EEF evidence shows that poor attendance is strongly linked to lower attainment, particularly for disadvantaged pupils. An inclusive, trauma-informed approach that identifies barriers early, builds trusting relationships with families and provides targeted pastoral support is effective in improving attendance for pupils experiencing anxiety and emotionally based school avoidance (EBSA), helping them re-engage with learning and make sustained progress. | 3,6 |
| Implement attendance-based support and reward systems, including personalised plans for individual pupils and whole-school initiatives that promote | EEF evidence shows that improving attendance requires a whole-school approach alongside targeted pastoral support; positive recognition, strong relationships and inclusive strategies are particularly effective in improving | 1 |

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| <p>positive attendance, recognise improvement, and build a culture of belonging and inclusion.</p> | <p>attendance for disadvantaged pupils and those experiencing EBSA.</p> <p>Wayne Harris' Inclusive Attendance model emphasises understanding and addressing the underlying causes of absence rather than relying on punitive measures; personalised support combined with positive reinforcement helps remove barriers, build trust with families, and improve attendance for disadvantaged pupils and those experiencing EBSA.</p> | |
| <p>Contingency fund to remove barriers to inclusion and equity e.g. transport to school, uniform, trips, enrichment opportunities</p> | <p>Based on our experiences, we have identified a need to set aside a sum of funding to respond quickly to needs that have not yet been identified.</p> | <p>6</p> |

Total budgeted cost: £ 57570.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Activity | Impact | | | | | | | | | | | | | | | | | | | | | | | | |
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| CPD on the importance of attendance and punctuality and its impact on teaching and learning (in house) | <ul style="list-style-type: none"> Increased staff understanding of the direct link between attendance, punctuality, and pupil outcomes Greater consistency in staff expectations and messages shared with pupils and parents via Parents' Evening with attendance certificate shared Improved identification and monitoring of pupils with attendance and punctuality concerns – every agenda of briefings and meetings at all levels More proactive and timely interventions to address persistent absence and lateness Reduced learning disruption, leading to improved engagement and continuity in lessons Improved classroom routines due to pupils arriving on time and ready to learn Enhanced use of data to inform discussions with parents and carers Positive impact on teaching and learning through increased time on task and improved progress <p><i>71% (29 pupils) of pupils eligible for Pupil Premium had an increased attendance for 2024-2025 compared to 2023-2024.</i></p> | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" data-bbox="504 1320 1399 1439"> <thead> <tr> <th></th><th>2023-2024</th><th>2024-2025</th></tr> </thead> <tbody> <tr> <td><i>Attendance for PP Pupils</i></td><td>88.5%</td><td>90.4%</td></tr> <tr> <td><i>PA for PP Pupils</i></td><td>42.9%</td><td>34.1%</td></tr> </tbody> </table> <p><i>Case Studies</i></p> <table border="1" data-bbox="504 1551 1399 1769"> <thead> <tr> <th></th><th>2023-2024</th><th>2024-2025</th></tr> </thead> <tbody> <tr> <td><i>Pupil A</i></td><td>89.7%</td><td>97.6%</td></tr> <tr> <td><i>Pupil B</i></td><td>85.8%</td><td>92.4%</td></tr> <tr> <td><i>Pupil C</i></td><td>68.7%</td><td>86.0%</td></tr> <tr> <td><i>Pupil D</i></td><td>73.9%</td><td>92.6%</td></tr> </tbody> </table> | | 2023-2024 | 2024-2025 | <i>Attendance for PP Pupils</i> | 88.5% | 90.4% | <i>PA for PP Pupils</i> | 42.9% | 34.1% | | 2023-2024 | 2024-2025 | <i>Pupil A</i> | 89.7% | 97.6% | <i>Pupil B</i> | 85.8% | 92.4% | <i>Pupil C</i> | 68.7% | 86.0% | <i>Pupil D</i> | 73.9% | 92.6% |
| | 2023-2024 | 2024-2025 | | | | | | | | | | | | | | | | | | | | | | | |
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| <i>Pupil D</i> | 73.9% | 92.6% | | | | | | | | | | | | | | | | | | | | | | | |
| Purchase of standardised diagnostic assessments – Testbase £197.50 Training for staff to | <ul style="list-style-type: none"> Enabled the use of standardised diagnostic assessments to accurately identify gaps in learning across the school Improved consistency and reliability of assessment data through standardised testing Earlier identification of pupils requiring intervention or additional support More precise targeting of interventions, leading to improved pupil progress | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>ensure assessments are interpreted and administered correctly (in house).</p> | <ul style="list-style-type: none"> Enhanced staff confidence and accuracy in administering and interpreting assessments following in-house training Improved use of data to inform planning, teaching, and booster group provision Clearer tracking of pupil progress over time using benchmarked, comparable data Strengthened evidence base for pupil progress meetings and accountability More effective allocation of resources and support based on identified need Positive impact on outcomes through timely, data-led intervention and support | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------|-----------------------------------|----------------------|--------------|------|------|----|--------------|-----|------|-----|
| <p>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</p> | <ul style="list-style-type: none"> Teaching is strengthened through the effective deployment of teaching assistants who work closely alongside class teachers. Pupils receive timely support to address misconceptions, enabling them to keep up with learning. Classroom practice is more inclusive, ensuring pupils with additional needs can access the full curriculum. Learning time is maximised as pupils are well supported and remain engaged in lessons. Behaviour for learning is positive, with improved focus and reduced low-level disruption. Staff work collaboratively to deliver consistently high-quality teaching across the school. As a result, pupils make stronger progress and outcomes continue to improve. | | | | | | | | | | | | |
| <p>Interventions to take place to support the progress of maths across the school where identified – Booster Groups £1478.20</p> | <ul style="list-style-type: none"> Accelerated progress for pupils identified as below age-related expectations Closing gaps in mathematical understanding for targeted groups Improved fluency in key number facts and calculation strategies Increased confidence and engagement in maths lessons Better retention and application of taught concepts in class Improved performance in end-of-unit assessments and standardised tests More pupils achieving age-related expectations and greater depth Targeted support matched precisely to identified areas of need Consistent monitoring enabling rapid adjustment of teaching and intervention Positive impact on whole-school maths outcomes and data trends <table border="1" data-bbox="484 1830 1373 2055"> <thead> <tr> <th>Yr Group</th> <th>Achieved Expected for their year group</th> <th>Expected and Accelerated Progress</th> <th>Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td>Year One (2)</td> <td>100%</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Year Two (4)</td> <td>25%</td> <td>100%</td> <td>25%</td> </tr> </tbody> </table> | Yr Group | Achieved Expected for their year group | Expected and Accelerated Progress | Accelerated Progress | Year One (2) | 100% | 100% | 0% | Year Two (4) | 25% | 100% | 25% |
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| Year Two (4) | 25% | 100% | 25% | | | | | | | | | | |

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| | <table border="1"> <tr> <td>Year Three (8)</td><td>50%</td><td>100%</td><td>87.5%</td></tr> <tr> <td>Year Four (8)</td><td>37.5%</td><td>100%</td><td>12.5%</td></tr> <tr> <td>Year Five (8)</td><td>50% (2xGD)</td><td>100%</td><td>12.5%</td></tr> <tr> <td>Year Six (8)</td><td>75% (1xGD)</td><td>100%</td><td>37.5%</td></tr> </table> | Year Three (8) | 50% | 100% | 87.5% | Year Four (8) | 37.5% | 100% | 12.5% | Year Five (8) | 50% (2xGD) | 100% | 12.5% | Year Six (8) | 75% (1xGD) | 100% | 37.5% |
| Year Three (8) | 50% | 100% | 87.5% | | | | | | | | | | | | | | |
| Year Four (8) | 37.5% | 100% | 12.5% | | | | | | | | | | | | | | |
| Year Five (8) | 50% (2xGD) | 100% | 12.5% | | | | | | | | | | | | | | |
| Year Six (8) | 75% (1xGD) | 100% | 37.5% | | | | | | | | | | | | | | |
| | <ul style="list-style-type: none"> Internal data shows steps of progress. | | | | | | | | | | | | | | | | |
| Phonic interventions to take place to support the progress across the school £778 | <ul style="list-style-type: none"> Improved phonics attainment across year groups, with a higher percentage of pupils meeting or exceeding age-related expectations Accelerated progress for pupils identified as below expected levels, narrowing attainment gaps Increased confidence and accuracy in decoding and blending skills Improved reading fluency and comprehension as a result of stronger phonics foundations More consistent phonics teaching and intervention approaches across the school – RWI Development Days Earlier identification and support for pupils at risk of falling behind Greater staff confidence and expertise in delivering targeted phonics interventions - RWI Development Days Improved outcomes in phonics screening checks and internal assessments <table border="1"> <tr> <td>Year One</td><td><i>100% of pupils eligible for Pupil Premium achieved the expected standard following good attendance at Phonic Booster groups twice a week for the Spring and Summer terms</i></td></tr> <tr> <td>Year Two</td><td><i>75% of pupils eligible for Pupil Premium achieved the expected standard at the end of Year Two. Support continues.</i></td></tr> </table> | Year One | <i>100% of pupils eligible for Pupil Premium achieved the expected standard following good attendance at Phonic Booster groups twice a week for the Spring and Summer terms</i> | Year Two | <i>75% of pupils eligible for Pupil Premium achieved the expected standard at the end of Year Two. Support continues.</i> | | | | | | | | | | | | |
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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 |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.