

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 RC Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	55.09%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2024/25
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ruth Vayro
Pupil premium lead	Catherine Grundy
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,100.00
Recovery premium funding allocation this academic year	£7467.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£154,567

Part A: Pupil premium strategy plan

Statement of intent

At St. Ambrose we offer an inclusive education for all children, regardless of background or challenges they face. Our intention is that all children will make good and outstanding progress from their starting points to achieve highly across all subject areas.

Our pupil premium strategy has been designed to support disadvantaged pupils in all areas of the curriculum. We aim to narrow the gap between all pupils as well as challenge those disadvantaged pupils who are already high attainers.

The activities mentioned in this statement, although have a focus on disadvantaged children are being implemented to support all children achieve and support their individual needs. Non-disadvantaged pupils will be supported to achieve their outcomes and their progress will be improved alongside their disadvantaged peers.

St. Ambrose, consider a tiered approach to Pupil premium spending, aligning with the DfE strategy template. Leaders are confident that our school improvement approach meets the needs of our pupils and fulfils the expectations of the pupil premium strategy.

High-quality teaching

Spending on high quality teaching includes investment in professional development, training and support for early-career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving.

Targeted Academic Support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum.

Wider Strategies

Wider strategies relate to the most significant non-academic challenges to success at St. Ambrose, including attendance, behaviour, and social and emotional support., which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance.

Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as St Ambrose priorities change.

High quality teaching is and always will be our first priority as the evidence shows that this is what has the biggest impact on pupil's attainment and progress. In house and external CPD are integral to our strategy to ensure that teachers are continually improving and every class has the best teacher it can.

Our strategy and approach is not based on assumptions about disadvantaged children and is responsive to individual needs and challenges.

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment in Communication and Language
2	Low prior attainment in PSED
3	Low prior attainment in Literacy and Maths
4	Low self-esteem/self confidence
5	Low attendance and poor punctuality
6	Loss of learning due to pandemic

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 oral language skills and vocabulary amongst disadvantaged pupils.	Observations of children show improved vocabulary which may also be seen in the children's writing. We want this for all pupils, but will observe closely amongst disadvantaged pupils to ensure that the word gap is closing. This evidence will come from a range of sources, including book scrutiny, learning walks as well as ongoing assessments and observations.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 will be broadly in line with national average. KS2 reading outcomes at the end of KS2 in 2024/25 show at least 70% of disadvantaged pupils reaching the expected standard.

Improved PSED attainment at the end of EYFS.	End of EYFS outcomes in 2024/25 will be broadly in line with the national average. End of EYFS outcomes in 2024/25 will show at least 70% of disadvantaged pupils achieving the expected standard in PSED.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 will be broadly in line with national average. KS2 reading outcomes at the end of KS2 in 2024/25 show at least 60% of disadvantaged pupils reaching the expected standard.
To improve health and well-being amongst all pupils, particularly our disadvantaged pupils.	There will be improved levels of well being across school from 2024/25. This will be evidenced through: <ol style="list-style-type: none"> 1. Student voice, staff voice and parent voice 2. An improvement in school in cases of children with emotionally based school avoidance. 3. An increase in the number of disadvantaged pupils taking part in enrichment activities.
To improve attendance and punctuality for all pupils, but particularly our disadvantaged pupils.	It is our aim at St Ambrose that all children will have an attendance of 98% and above. It is a parent's legal responsibility to ensure that their child is in school on time every day and on time.

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: £ 28386

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher release time for planning meetings.	At St. Ambrose planning meetings have been a key feature of our practice for a few years and has formed a big part of our CPD for staff. Staff subject knowledge is improved and teaching sequences are clear. What we want the children to know is at the fore front of staff mind's and has made an impact on the knowledge retained in all subjects.	1,2,3,4,6
CPD sessions 1 x a week based on Teaching and Learning.	Teaching and Learning remains a key focus of CPD and ensuring staff are aware of a variety of approaches to enable children to know and remember more. There is a strong evidence base for cognitive load theory to ensure children's knowledge goes into their long term memory.	1,2,3,4,6
Purchase of standardised reading diagnostic assessment.	There is a strong evidence base for children to be reading a book that is appropriate for their age group and phonically decodable to their ability.	1,3,4
ECT release time and CPD.	There is a strong evidence base for ensuring ECT's have good professional development and CPD with regular opportunities to work with and observe other staff to ensure excellent practice.	1-6

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

Budgeted cost: £ 29920

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Literacy and phonics lead to co-ordinate phonics groups, Assessing and supporting children, RWI RWI development days for staff.	Phonics approaches have a strong evidence base and has an impact on word reading. This is particularly evident with disadvantaged pupils. We are currently using a DfE validated scheme for systematic phonics and ongoing investment in this is vital to continue our upward trend in reading since starting the programme.	1,3,6
TT Rock star / Numbots	Improves engagement at home and improves attitudes towards learning at home. Extra practice enables children to become more fluent and basic skills enable children to achieve more within lessons.	3,6
Additional adults to support in class and perform interventions including in EYFS. Staff trained to deliver small group interventions.	Particularly in EYFS, there is strong evidence that communication and language is the foundation of all other learning. Language interventions are vital for the development of vocabulary and this provides a strong foundation for future learning.	1,2,3,4,6
Speech and Language Therapist 1 day a week	Evidence suggests that early identification of speech and language concerns is vital to narrowing attainment gaps. Targeted interventions and staff training are vital to close gaps as quickly as possible.	1,2,3,4,6

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

Budgeted cost: £ 95931

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child Therapies	Art therapy has been proven to help with emotional difficulties and aid children in expressing their inner thoughts. It is also been proven to help with understanding your mental health and therefore improve emotional school based avoidance.	1-6
Parental support - Early Help referrals.	Early help has proven to help families in supporting their children. Identification of these families through safeguarding is key and supporting the families through this process enables	1-6

	<p>children's wellbeing to improve at home and in school.</p> <p>Uniform donations.</p>	
Educational Psychology	<p>Educational Psychology is key to early identification of additional needs and due to extended waiting times at CAMHS etc the bought in sevice is vital to ensure additional needs are picked up on and acted upon to avoid gaps becoming wider and school avoidance.</p>	1-6
Behaviour Consultant	<p>Experts are used both with teachers and parents to support behaviour. Supporting parents helps with emotional school based avoidance. Supporting teachers enables children to access lessons and learning more readily and help narrow the gap.</p>	1-6
Attendance incentives, including a free breakfast club for all children.	<p>Monthly prizes for individual 100% attendance, end-of-term and endof-year prizes.</p> <p>Free daily breakfast club from 8 am with resources, to increase in attendance and punctuality. Subsidied after-school clubs to keep costs down for parents of lower-income.</p> <p>Improving School Attendance CPD for attendance admin.</p>	

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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 2021 to 2022 academic year.

Challenge 1 Low prior attainment in Communication and Language

EYFS data shows outstanding progress in both Nursery and Reception cohorts.

In Nursery, the communication and language baseline showed that 77% children were below and 23% were significantly below. In Summer 2022, 8% were significantly below, 23% were below and 69% of children were at the expected level.

In Reception, the communication baseline showed that 11% were significantly below, 43% were below and 46% were at the expected level. In Summer 2022, 23% of children were significantly below, 6% were emerging, 71% were at the expected standard.

Challenge 2 Low prior attainment in PSED

EYFS data shows outstanding progress in both Nursery and Reception cohorts.

In Nursery, the PSED baseline showed that 77% were below and 23% were significantly below. In Summer 2022, 15% were significantly below, 8% emerging and 77% were achieving the expected standard.

In Reception, the PSED baseline showed that 11% were significantly below, 43% were emerging and 46% were achieving the expected standard. In Summer 2022, 23% were significantly below, 7% were emerging and 71% were achieving the expected standard.

Challenge 3 Low prior attainment in Literacy and Maths

Phonics screening data is strong.

In July 2021, it was a 64% pass rate. Data submitted in Autumn term 2021 was 94% showing interventions are working.

In Autumn 2021, 45% of children in year 1 were on track to pass the phonics screening check.

In July 2022, 73% of children passed, showing a significant improvement again. This is broadly in line with the national average which was 75%.

End of EYFS data 2022

Reading – 71%

Writing – 58%

Maths – 74%

Pupil premium data

Reading – 65%

Writing – 47%

Maths – 71%

End of KS1 data 2022

	Reading		Writing		Maths		RWM	
Year 2	48%	24%	38%	5%	52%	10%	34%	5%
National	67%	18%	58%	8%	68%	15%		

Phonics	Year 1 (33) 73%	Year 2 (3) 33%
National	75%	

	Reading		Writing		Maths		RWM	
SEND	50%	33%	50%	0%	50%	17%	9%	0%
PP	42%	25%	33%	8%	34%	17%	47%	33%

End of KS2 data 2022

Reading – Expected – 75%
(+1% national) (+12% compared to end of year 5 for the cohort.)

Reading – Exceeding – 18% (-10% national) (-3% compared to end of year 5 data for the same cohort.)

Writing – Expected – 64% (-5% national) (+12% compared to end of year 5 data for the cohort)

Writing – Exceeding – 0% (-13% national) (same as end of year 5 data for the cohort.)

Maths – Expected – 57% (-14% national) (+2% compared to end of year 5 data for the cohort)

Maths – Exceeding – 21% (-1% national) (+7% compared to end of year 5 data for the cohort)

Combined – Expected – 54% (-5% national) (+9% compared to end of year 5 data for the cohort)

Combined - Exceeding – 0% (-7% national) (same as the end of year 5 data for cohort)

End of KS2 data 2022 for PP

Reading – Expected – 67% (+14% compared to end of year 5 for the cohort.)

Reading – Exceeding – 10% (+7% compared to end of year 5 data for the same cohort.)

Writing – Expected – 57% (+16% compared to end of year 5 data for the cohort)

Writing – Exceeding – 0% (same as end of year 5 data for the cohort.)

Maths – Expected – 53% (+2% compared to end of year 5 data for the cohort)

Maths – Exceeding – 5% (same as end of year 5 data for the cohort)

Combined – Expected – 43% (+7% compared to end of year 5 data for the cohort)

Combined - Exceeding – 0% (same as the end of year 5 data for cohort)

Challenge 4 Low Self Esteem/Confidence

Post pandemic, children's resilience and attitude to learning took a lot of time to rebuild and emotional school based avoidance increased.

Work with parents through Early help, the behaviour consultant and regular meetings have helped to improve the situation and children are making more progress and becoming more confident again with their learning.

Pupil voice in different subjects shows that children enjoy their learning and enjoy coming to school.

Challenge 5 Low Attendance/Punctuality

Whole School Attendance Academic Year:

2018 - 2019 - 95.1%

2019 – 2020 – 90.4% - (Lockdown Mar 2020 – Sept 2020)

2020 – 2021 – 91.2% - (Lockdown Jan 2021 – Mar 2021)

2021 – 2022 - 91.9 %

Analysis of attendance data is an on-going process in its first stages of development in line with new DfE '**Working together to improve school attendance**' guidance for 2022.

Office staff have attended attendance training and LA conferences and network meetings, with training on reporting and analysis of attendance ongoing.

An attendance tracker has been implemented which reports on three years attendance percentages clearly identifying pupil premium children and vulnerable groups. This tracker is updated half termly. A further report on vulnerable groups report is produced and shared with senior leaders on a weekly basis. Office staff analysis data weekly to identify patterns to enable targeted support is offered if required.

Last year's attendance data shows a slight improvement on the previous year, parent's anxieties regarding the pandemic continue to challenge. The analysis of data doesn't show any pattern of attendance and that attendance is sporadic throughout the year. The data collected from new trackers and reporting put in place will be analysed on a weekly basis by office staff.

SENCO works closely with the Attendance officer to engage parents to improve attendance, including engaging them in an EHA.

School uses the Anxiety Based School Avoidance Pathway and Mental Health First Aid to support school refusal; EP service and Behaviour Consultant has provided support to individuals and parents.

The work and support put in place in 2021 - 2022 with individual families in certain cases has seen a significant improvement in attendance since the start of the academic year 2022 -2023.

Challenge 6 Loss of learning due to pandemic

After the pandemic, upon school reopening Gaps analysis was completed with all cohorts to ensure we knew where lost learning had occurred and how best to target the children. Interventions were put in and regularly monitored by the SENDCo through provision mapping and termly meetings with class teachers.

SALT assessments were conducted if necessary and targeted interventions put in place. Staff training also enabled high quality interactions to take place regularly in all year groups. Teachers were aware of who had struggled to engage with learning during lockdown, particularly disadvantaged pupils.

The data in all year groups (as seen above) is showing an improving trend and children are making good progress.

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

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)

Additional Activity

Following on from work streams that began last year, the pupil premium lead with work alongside a project manager from Manchester Central Foodbank.

The three work streams are:

1. Material Inclusion
2. Income Maximisation
3. Anti-Stigma work and cultural change

Material Inclusion

With support from the foodbank, last year we were given money to support enrichment opportunities and develop cultural capital in school. This was extremely useful and provided lots of exciting opportunities for our children. We had a Mobile Planetarium visit school with four year groups able to experience it and enhance their learning. This was invaluable as it would have cost a lot more to go to a planetarium. It also enabled us to send Years 5/6 to an author workshop in Manchester. They all received a free book by the author and this was followed by a writing workshop in school. This helped to support the challenge faced by raising attainment in Literacy and inspired reluctant writers.

Income Maximisation

Support from the foodbank enabled us to be more aware of the benefits system and how to support parents. 4 members of staff attended 'An Introduction to Benefits' course so we are better placed to support parents. We also had support with the Healthy Start Vouchers. Staff from the foodbank greeted parents for 2 sessions on the playground to ensure parents are aware of the vouchers they can receive. We started a Welfare Advice clinic, where parents were able to attend and get support from an external partner from the Manchester Law centre. This was completely confidential for the parents and they are able to get support with form filling to make sure they were getting the benefits they were entitled to.

Anti-Stigma Work and Cultural Change

2 members of staff, including the Pupil Premium lead attended a course about the stigma around poverty. We looked at attitudes to poverty, how we can support this in school and in turn encourage parents to open up about the support they need. An attitudes to poverty questionnaire was conducted with the staff in September 2022 and the findings from this will inform our work for the next academic year.