

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	182
Proportion (%) of pupil premium eligible pupils	60.99% (111 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2024/25 (Updated December 2024)
Date this statement was published	July 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Michelle Waterworth
Pupil premium lead	Catherine Grundy
Governor / Trustee lead	Clare Campbell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,132 (23/24 budget)
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	£165,599

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive primary, our intention is to provide an inclusive environment with high expectations and excellent teaching and learning. We are all fully aware of the impact family and community have on a child's school life and education and understand that a child's family are their first educator. We recognise that some of our children live in a community with low aspirations. Our ultimate goal is that no child is left behind socially or academically. We strive to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children with the opportunities to achieve academic success.

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.

At St. Ambrose we 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 are 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 and SEMH needs 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.	<p>KS2 reading outcomes in 2024/25 will be broadly in line with national average.</p> <p>KS2 reading outcomes at the end of KS2 in 2024/25 show at least 70% of disadvantaged pupils reaching the expected standard.</p>
Improved PSED attainment at the end of EYFS.	<p>End of EYFS outcomes in 2024/25 will be broadly in line with the national average.</p> <p>End of EYFS outcomes in 2024/25 will show at least 70% of disadvantaged pupils achieving the expected standard in PSED.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 reading outcomes in 2024/25 will be broadly in line with national average.</p> <p>KS2 reading outcomes at the end of KS2 in 2024/25 show at least 60% of disadvantaged pupils reaching the expected standard.</p>
To improve health and well-being amongst all pupils, particularly our disadvantaged pupils.	<p>There will be improved levels of well-being across school from 2024/25. This will be evidenced through:</p> <ol style="list-style-type: none"> 1. Child voice resources, 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.	<p>It is our aim at St Ambrose that all children will have an attendance of 96% and above. It is a parent's legal responsibility to ensure that their child is in school on time every day and on time.</p>

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: £58,725.00

- CPD meeting time
- Ten Ten subscription
- Staff CPD/training/instructional coaching
- Mastering Number programme
- RWI subscription and training package
- Specialist teachers –Music, Computing and sports coach
- Therapeutic school training

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject leaders will ensure that the progressive curricula for their subject is delivered consistently across the school. Subject leader monitoring will act to review if there are any gaps in learning and where necessary, adaptations will be made within their curriculum.</p>	<p>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 forefront of staff mind's and has made an impact on the knowledge retained in all subjects.</p> <p>Learning walks and monitoring conducted by subject leads feeds into planning meetings and these meetings are tailored to meet the needs of individual staff, their CPD needs and considers any curriculum changes that need to be made on the basis of current cohorts.</p>	<p>1,2,3,4,6</p>
<p>Mastering Number for teachers in Reception, Year 1 and Year 2 (2nd phase)</p>	<p>Staff CPD - NCETM programme that supports the foundations of understanding number in EYFS and KS1. Staff will use the mastery approach to ensure children eligible for Pupil Premium are exposed to first quality teaching.</p>	<p>3</p>

	Mastering number has also been extended to Year 3, 4 and 5.	
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
Specialist teachers to support the delivery of wider opportunities e.g. Music, Computing and PE	School utilises a range of specialist practitioners to support staff CPD and also deliver specialist sessions for groups or classes of children. We have a specialist teacher for music provision, which includes whole class teaching and small group tuition. Technola provide a specialist teacher for computing. A sports coach provides whole class teaching and co-ordinates out of school activities where pupil Premium Children are identified to take part in events that occur out of school.	1,2,4,6
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. They have weekly mentor meetings and are part of Bright Futures and Diocesan programmes.	1-6
CPD for teachers with the focus on reading skills to enable high quality teaching for all	RWI training package provides continual support for practitioners to ensure that practice is of a high standard and is consistent for all children. RWI lead conducts regular and rigorous assessments to ensure children are making accelerated progress and staff are then supported with the teaching through coaching, learning pathways and opportunities for peer observations.	1,2,3,4,6

Implementation of well-being and readiness and learn policy to set high expectations for behaviour for learning.	All staff follow the mantra of the policy as a blueprint for a consistent approach in dealing with low level behaviours that may affect learning. Children learn that excellent behaviour is expected and recognised rather than rewarded. The Ten Ten PSHE curriculum also supports behaviour and relationships.	1-6
Therapeutic School award	Staff are undergoing Trauma informed and therapeutic approach training to support the children with SEMH needs. Training also includes development of a well-being curriculum taught to the children from Nursery – Year 6.	4-6

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

Budgeted cost: £86,492.44

- Wellcomm
- Inclusion team support
- Booster Sessions
- Fast Track Tutoring
- SALT (Speech and language therapist)
- EP (Educational Psychologist)
- Play therapy
- Forest school
- Lunchtime resources

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and phonics lead to co-ordinate phonics groups, Assessing and supporting children, RWI RWI development days for staff.	Fast track tutoring for the slowest progress children has proven to have a lasting impact and help children to make accelerated progress. The reading lead identifies these children during assessment windows alongside the class teacher's knowledge of the children. Adults are supported through the RWI training portal and are assigned	1,3,6

	<p>learning pathways to ensure teaching approached are consistent.</p> <p>The reading lead sets up individual progress records for the children receiving fast track tutoring after assessments every half term. Class teachers and teaching support staff timetables ensure this regular practice is happening.</p>	
<p>Early years baseline for speech and language will be taken from WellComm and interventions will take place for children with potential language difficulties.</p>	<p>In Autumn Term some children will be identified as needing further support to bring them up to Age Related Expectation with regards to reading. WellComm is a tailored programme to increase children's early reading experiences.</p> <p>Parents are then informed of the current needs of the child and given simple ways in which they can support their child at home.</p>	1,2,3,4,6
<p>Additional adults to support in class and perform interventions including in EYFS. Staff trained to deliver small group interventions.</p>	<p>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.</p> <p>Booster sessions are also delivered throughout the school, with training being provided for the adults delivering the sessions.</p>	1,2,3,4,6
<p>Speech and Language Therapist 1 day a week and Educational Psychologist services</p>	<p>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.</p> <p>Due to the vast need and long waiting lists, we employ the services of an educational psychologist to ensure children are seen quickly once a need is identified. Children can then get the targeted support they need quickly to narrow the gap.</p>	1,2,3,4,6
<p>The Inclusion team, including the Inclusion Lead, SENDco and Pastoral Support</p>	<p>EEF (Education Endowment Foundation) shows that social and emotional learning has a moderate</p>	1-6

works in unison with Mental health and Safeguarding lead and implements a range of social and emotional based interventions.	impact of 4 months gained for children who require further social and emotional development, including improving their self-management of emotions and cognitive elements of learning. <i>Before any interventions take place, the Inclusion Team meet weekly to discuss the needs of children and make decisions on social/emotion/academic interventions</i>	
Teaching Support Staff deliver social and emotional interventions such as Lego therapy, Forest School interventions and Sensory circuits	As above - this is also the case for children who need further support to interact with others	1-6
Child Therapies	Play therapy have 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

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

Budgeted cost: £21,475.00

- Parental Support/Inclusion team
- Educational Psychology/CAMHS
- Curriculum clothing
- Extra-curricular clubs
- Subsidised Trips
- Parent communication
- Attendance incentives

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised trips, visitors, clubs and curriculum clothing.	Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips which	1-6

	<p>are vital to enrich the curriculum and give children life experiences.</p> <p>Most extra-curricular clubs and music tuition are provided free of charge and other clubs are heavily subsidised so all children have the opportunity to attend.</p> <p>Curriculum clothing, including forest school, swimming and PE have been bought so that no child is left behind and all have the same opportunities.</p>	
<p>Develop strong relationships with parents across the school through a range of communication methods. Develop the range of workshops held for parents in order to support their understanding of the curriculum and provision.</p>	<p>Strong communication with parents in all areas is vital for the success of all children.</p> <p>The Inclusion team provide direct at parents request and where school staff identify need.</p> <p>Community events for parents have included coffee mornings, Stay and Play sessions, invites to curriculum celebrations.</p>	1-6
<p>Attendance incentives, including a free breakfast club for all children.</p>	<p>Free daily breakfast club (with breakfast included) from 8 am with resources, to increase in attendance and punctuality. Subsidised after-school clubs to keep costs down for parents of lower-income.</p> <p>Part of the admin role is to monitor and encourage good school attendance, working alongside parents to improve attendance post pandemic. The admin role includes working with an attendance officer from Global Policing.</p>	5

Total budgeted cost: £166,692.00

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 2023 to 2024 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 100% of children came in with skills that were below and 29% were significantly below. In Summer 2024, 10% were significantly below, 50% were below and 40% of children were at the expected level.

In Reception, the communication baseline showed 22% were emerging and 78% were working at Nursery level. In Summer 2024, 11% of children were significantly below, 22% were emerging, 67% 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 100% came in below age related expectations with 7% significantly below. In Summer 2024, 35% were working at the expected level with 0% significantly below.

In Reception, 33% of children were emerging at Baseline with 67% working at a Nursery level. In Summer 2024, 78% were working at the expected level, 6% emerging and 16% working at Nursery level.

Challenge 3 Low prior attainment in Literacy and Maths

Phonics screening data is extremely 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%.

In June 2023, there was another significant improvement, with an 86% pass rate which was above the national average of 79%.

In June 2024, we continued the trend of significant improvement with 100% of children passing the phonics screening check, which is above the national average of 80%.

End of EYFS data 2024

Reading – 67%

Writing – 61%

Maths – 83%

GLD – 61%

Pupil premium data

Reading – 71%

Writing – 71%

Maths – 71%

End of KS1 data 2024

Reading 60% exp, 30% Ex PPG 66% exp, 33% Ex

End of KS1 data 2024

End of Key Stage 1 data shows that children make good progress from the starting points and do well to achieve in Reading, Writing and Maths.

In Reading, 60% children achieved the expected standard with 30% exceeding compared to 66% of Pupil premium children with 33% exceeding.

In Writing, 41% of children achieved the expected with 0% exceeding compared to 40% of Pupil premium children with 0% exceeding.

In Maths, 60% of children achieved the expected standard with 19% exceeding compared to 47% of Pupil premium children with 7% exceeding.

End of KS2 data 2024

In reading 84% of children achieved the expected standard, with 16% exceeding compared to 75% of Pupil premium children with 6% exceeding. In writing, 60% of children of children achieved the expected standard with 8% exceeding compared to 46% of Pupil premium children with 6% exceeding. In maths, 52% achieved the expected standard with 20% exceeding compared to 38% of Pupil premium children with 19% exceeding. This attainment was below the national average due to cohort weaknesses.

Challenge 4 Low Self Esteem/Confidence

Post pandemic, children's resilience and attitude to learning took a lot of time to rebuild. School identified the need for more awareness about Trauma informed practices. All staff have had Therapeutic classroom training and the well-being curriculum has been adapted to support children's readiness to learn. The implementation of Forest school sessions on site and at the Children's Adventure Farm Trust have also supported self esteem and confidence. This is something we will continue to refine and embed over the next academic year to further improve these skills for the children.

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 %

2022- 2023 - 92.3%

2023-2024 – 90.9%

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 continue to attend LA attendance conferences and network meetings, with training on reporting and analysis of attendance ongoing.

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.

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.

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
Life to the full	Ten Ten
White Rose Maths premium resources	White Rose Maths
Mathletics/TTRS/Testbase	Mathletics/TTRS/Testbase
RWI Online portal	Ruth Miskin
RWI Oxford owl	Oxford Owl

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?	No service pupils
What was the impact of that spending on service pupil premium eligible pupils?	NA

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 'attitude 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.