



## 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	192
Proportion (%) of pupil premium eligible pupils	62.5%
Academic year/years that our current pupil premium strategy plan covers	2021 -2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Ruth Vayro
Pupil premium lead	Helen Maguire
Governor	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,556.00
Recovery premium funding allocation this academic year	£14,936.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	£157,492.00

# Part A: Pupil premium strategy plan

## Statement of intent

St Ambrose, consider a tiered approach to Pupil Premium spending. The tiered approach aligns with the DfE strategy template, so St Ambrose leaders can be 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 developing 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.

## 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 Literacy & Maths
3	Low prior attainment in PSED
4	Low self-esteem/ self-confidence
5	Low attendance & 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
Planned intervention after diagnostic assessment.	Higher rates of attainment in communication and language
Direct small group interventions by qualified teacher.	Higher rates of attainment in Literacy & Maths
Direct small group interventions by qualified teacher.	Higher rates of attainment in PSED  Increase low self-esteem/ self-confidence
Reduce the number of persistent absentees & latecomers among children by closely monitoring attendance trends. Attendance is above or in line with national figures.	Improve attendance & punctuality.
Staff individually supported to curriculum map each shortfall in knowledge and skills.	Bridge gaps in children's learning and meet their learning needs which have been affected by the pandemic.

## 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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff individually supported by senior leaders to map each subject area.</i>	Gaps in knowledge due to school closure are beginning to reduce.	1,2,3,6

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

Budgeted cost: £97,936.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adults to support in class and perform interventions including in EYFS. Staff trained to deliver small group interventions.	Diminished difference between PP and whole-class data. Gaps in knowledge due to school closure are beginning to reduce.	1,2,3,6
Literacy and phonics lead to co-ordinate phonics groups, assessing and supporting children,  RWI	Phonics screening data is strong. In July it was 64% pass rate. Data submitted in Autumn term was 94%, showing the interventions are working.  Reading data is generally more robust than maths and is significantly stronger than writing data.	1,2,3,6

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

Budgeted cost: £ 59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities Trips & Visits School Pets After School Activity Clubs	Trips, visits, school mini: developed vocabulary, engagement in learning, deepened learning opportunities. School Pets, after school activity clubs, increase the self-esteem and confidence of children.	1,4,5,6
Attendance incentives	Whole school attendance 92.6% Attendance Nationally: 88.6% Attendance nationally has been affected by COVID. Some children remain disengaged and there is genuine anxiety from parents to keep children at home if they are unwell. Increase in the number of children attending breakfast club daily which is free for PP children.	4,5,6
Children's welfare and wellbeing – SALT, Play Therapy, Educational Psychology, Behaviour Consultant.	SEND children making appropriate and sustained rates of attainment and progress overtime.	4,5,6

**Total budgeted cost: £ 157,936.00**

## 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 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?*

### 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
N/A	

### 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	