

# St Ambrose Catholic Academy

## 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 Catholic Academy         |
| Number of pupils in school  | 209                                 |
| Proportion (%) of pupil premium eligible pupils   | 66%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                           |
| Date this statement was published   | December 2023                       |
| Date on which it will be reviewed   | September 2024                      |
| Statement authorised by   | Mrs Tracy Moorcroft,<br>Headteacher |
| Pupil premium lead  | Mrs Christine Harris                |
| Governor / Trustee lead   | Mrs Kate Woods                      |

### Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year    | £199,335 |
| Recovery premium funding allocation this academic year | £4,966   |

|   |          |
|---|----------|
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £204,301 |

# Part A: Pupil premium strategy plan

## Statement of intent

The family of St Ambrose is one in which each member is valued and respected for who they are. We aim to encourage and support the personal growth of each individual living in our community, which is rooted in Christ and inspired by the Gospels. Our school is a very special place, successful and full of creative energy.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. At St Ambrose we provide a curriculum through which we live out our Mission to 'Follow the example of Jesus'. Our curriculum is designed with the ultimate goal of enabling every child to thrive through holistic provision that is there to find and nurture every child's gifts and talents whilst building their capacity to tackle challenges both in school and throughout life.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. All staff at St Ambrose ensure that we consider the challenges faced by our vulnerable pupils and the plan outlined in this statement also aims to support the needs of all children attending our school.

High-quality teaching is at the heart of our whole school 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 supporting all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will ensure that all children achieve their fullest potential. It will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. It will take in to consideration and reflect upon contemporary issues such as the impact of the coronavirus pandemic, ensuring sustainable development and growing up in a digital age. In order to ensure that our approach is effective, as a school we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are provided with the same academic and wider whole school opportunities as their non-disadvantaged peers
- act early to intervene when needs are identified, making use of quality first teaching and external support from others when required

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Teacher observation and the use of recognised assessment tools indicate lower levels of spoken language, vocabulary and communication skills amongst pupils, in particular our disadvantaged pupils. This is evident on entry in to Nursery and throughout the school.  |
| 2                | Internal assessments and teacher observation has identified that our disadvantaged pupils have significantly lower reading skills compared to their peers. This negatively impacts of their development as successful readers and writers.  |
| 3                | Internal assessments and teacher observation has identified that our disadvantaged pupils have significantly lower maths skills compared to their peers.  |
| 4                | Impact of the coronavirus pandemic on children's well-being, academic, emotional and behavioural development. Many children, along with their families have suffered significant loss (to their families, school attendance, personal relationship growth) as a result of the pandemic. Observations and discussions have indicated that our disadvantaged pupils have been impacted to a greater extent than other pupils. These findings are supported by national studies. |
| 5                | Families continue to be persistently late or absent from school. Attendance data for our disadvantaged pupils was 00% in comparison to their peers 00% (September 20 - July 21). This remains lower than our whole school target of 97%.  |
| 6                | Some families experience difficulties in supporting home learning – for example, not completing homework, home reading records or attending online school opportunities to further support learning. This can lead to reduced opportunities for home learning and curriculum enrichment outside of the school environment.  |

## 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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|--|---|
| <p>Early identification and intervention to improve oral communication skills and vocabulary to support disadvantaged pupils' confidence and fluency when communicating with adults and their peers.</p> | <p>Children demonstrate an increased confidence in their daily use of verbal communication compared to their on entry baseline. Children achieve at least expected progress across EYFS outcome 'Communication and Language'.</p>   |
| <p>To improve reading attainment for disadvantaged pupils across KS1 and KS2.</p>  | <p>Disadvantaged pupils to make rapid progress across all aspects of reading to close the gap between their non-disadvantaged peers by 20% minimum. Teachers should notice children's confidence and competence within reading to have a marked improvement.</p>  |
| <p>To improve maths attainment for disadvantaged pupils across KS1 and KS2.</p>  | <p>Disadvantaged pupils to make rapid progress across all aspects of mathematics to close the gap between their non-disadvantaged peers by 20% minimum. Teachers should notice children's confidence and competence within maths to have a marked improvement.</p>  |
| <p>Achieve and sustain improved well-being for all pupils, in particular those who are disadvantaged.</p>  | <p>Sustained high levels of improved well-being will be demonstrated through the use of pupil voice and parent/family questionnaires. Staff should observe a reduction in negative behaviour as evidenced in behaviour books. There should be a significant increase in participation of enrichment opportunities for children.</p>             |
| <p>Increase and sustain attendance rates by 6.3% for disadvantaged pupils to bring in-line with national expectation and our whole school target of 97%.</p>   | <p>Overall attendance should continue to move towards our whole school target of 97% with fewer recorded 'lates' on SIMs for our disadvantaged pupils. Staff should observe that children with poor attendance are experiencing fewer disruptions during a series of lessons.</p>   |
| <p>To assist and improve parental engagement in their child's learning.</p>  | <p>Improvement of parental engagement will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• increased attendance at parents' evening events by 10%</li> <li>• more disadvantaged children returning home reading records</li> <li>• class teachers seeing an improvement with MS Teams engagement across the tracker</li> </ul> |

## 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: £104,200

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Time for staff to peer train to ensure assessments are interpreted and administered correctly.</p>       | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">National Foundation for Educational Research   NFER</a></p>  | <p>1, 2, 3</p>                |
| <p>Enhancement of our maths teaching and curriculum through the purchase and use of concrete resources that support planning in line with DfE and EEF guidance.</p> | <p><i>“Concrete manipulatives are fundamental to the powerful Concrete-Pictorial-Abstract (CPA) approach and are a key resource in developing a deep understanding of maths for pupils of all ages.”</i></p> <p>White Rose Maths, 2021</p> <p>Page 10 - <a href="#">Improvement Mathematics in KS2 &amp; KS3   Education Endowment Foundation   EEF</a></p> | <p>3, 4</p>                   |

|  |   |                   |
|--|---|-------------------|
| <p>Embed high quality 'Read, Write, Inc' (RWI) teaching across the school.</p> <p>Purchase resources to further support home reading in-line with RWI for all year groups.</p>   | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">Phonics   Education Endowment Foundation   EEF</a></p> <p><a href="#">Read, Write, Inc. Research and Evidence</a></p>  | <p>1, 2, 6</p>    |
| <p>Opportunities for teachers and support staff to attend external CPD opportunities provided by the Local Authority and other external providers.</p> <p>We will fund teacher release time to enable continued and renewed learning and time to embed key elements of guidance in school.</p> | <p><i>Great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.</i></p> <p><a href="#">Education Endowment Foundation   Guide to Pupil Premium</a></p> <p><i>Effective professional development is the process of professional learning which results in great pedagogy within and across schools. This process, which includes putting in place supporting conditions for professional learning, leads to improved pupil learning, achievement and wellbeing.</i></p> <p><a href="#">National College for School Leadership   Professional Development</a></p> | <p>1, 2, 3, 4</p> |
| <p>Collaborative peer time with colleagues from Much Woolton and other local schools to ensure successful curriculum development.</p> <p>Time will be given for staff to moderate and standardise alongside one another.</p>   | <p><i>Research points to the positive influence of inter-school collaboration on teachers and teaching, with practitioners reporting an increased motivation to engage in professional dialogue with their colleagues, knowledge mobilisation and a general shift towards more learning-oriented and enquiry-based cultures in schools that have been collaborating (Stoll, 2015). There is also evidence of inter-school collaboration facilitating curriculum development and problem-solving (Ainscow et al., 2006).</i></p>   | <p>2, 3</p>       |

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|  | <a href="#">DfE   Effective School Partnerships and Collaboration for School Improvement: a review of evidence</a> |  |
|--|--|--|

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

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Carefully planned and targeted interventions to take place throughout the school targeted at disadvantaged pupils by experienced and highly skilled staff, including support staff and class teachers. | <i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</i><br><a href="#">Teaching Assistant Interventions   Education Endowment Foundation   EEF</a>  | 2, 3, 4                       |
| Reading Plus to be used across KS2 to support reading (targeted for disadvantaged pupils and all, both in school and at home).   | <i>Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation. Reading Plus aims to help students become proficient readers.</i><br><a href="#">Reading Plus   Efficacy Research</a>         | 2, 6                          |
| Times Tables Rock Stars (TT Rock Stars) to be used across KS1 and KS2 to support maths skills (targeted for disadvantaged pupils and all, both in school and at home).                                 | <a href="#">Times Tables Rock Stars   Case Studies</a><br><br><i>Homework has a positive impact on average (+ 5 months). Homework that is linked to classroom work tends to be more effective.</i><br><a href="#">Homeowrk   Education Endowment Fund</a> | 2, 6                          |

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|---|---|----------|
| <p>NELI-R and NELI-N to be used to improve spoken language skills, listening, narrative and vocabulary skills. A significant proportion of children receiving targeted support will be disadvantaged.</p> | <p><i>The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap.</i></p> <p><a href="#">Nuffield Early Language Intervention   Education Endowment Foundation   EEF</a></p> | <p>1</p> |
|---|---|----------|

Budgeted cost: £59,500

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

Budgeted cost: £40,601

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Embed and sustain the principles of good practice set out in the DfE's 'Improving School Attendance' advice document.</p> <p>Ensure time is given to staff to develop and implement procedures through designated attendance officer.</p> | <p>Guidance for this document has been informed by:</p> <ul style="list-style-type: none"> <li>engagement with schools who have significantly reduced their persistent absence levels</li> <li><a href="#">teachers 'standards</a></li> <li>Ofsted's <a href="#">school inspection handbook</a></li> <li>other DfE statutory and non-statutory guidance</li> </ul> <p><a href="#">DfE   Improving School Attendance</a></p> | <p>5</p>                      |

|   |  |                         |
|---|--|-------------------------|
| <p>Provide incentives to promote and encourage attendance, such as; attendance rewards and certificates for children who have 100% each term. Certificates for highest attending class of the week and reward for highest attending class each day.</p> | <p><i>Evidence suggests that small improvements in attendance can lead to meaningful impacts.</i></p> <p><a href="#">Attendance Interventions   Education Endowment Foundation   EEF</a></p>   | <p>5</p>                |
| <p>Regular opportunities for teachers and schools involving parents in supporting their children's academic learning through the use of homework and on site parental engagement programmes (It's Your Child's Life).</p>                               | <p><i>Parental engagement in early years education is consistently associated with children's subsequent academic success. Approaches that focus on developing parents own skills, for example by providing structured training, have a positive impact on learning.</i></p> <p><a href="#">Parental Engagement   Education Endowment Foundation   EEF</a></p> | <p>4, 6</p>             |
| <p>Ensure pastoral support is available to children and families through the use of the Children's Mentor as a means of supporting children's social and emotional learning (SEL).</p>  | <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year.</i></p> <p><a href="#">Social and Emotional Learning   Education Endowment Foundation   EEF</a></p>   | <p>4</p>                |
| <p>Contingency fund for acute issues.</p>   | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>  | <p>1, 2, 3, 4, 5, 6</p> |

**Total budgeted cost: £204,301**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

