

Pupil premium strategy statement: Saint Ambrose Barlow Catholic Primary School

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
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	G. Doherty Headteacher
Pupil premium lead	G. Doherty Headteacher
Governor / Trustee lead	J. Brennan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28,772
Recovery premium funding allocation this academic year	£ 0
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	£ 28,772

Part A: Pupil premium strategy plan

Statement of intent

At Saint Ambrose, our intention is that all of our pupils have access to a range of high-quality experiences, teaching and resources across the whole curriculum. They have a right to a broad and balanced curriculum, which aids their progress and development. A child's background should not be a barrier to them attending school, engaging with their learning or the progress that they make academically, personally or socially.

Our aim is that every pupil, regardless of their background or the challenges that they may face, make at least good progress and have access to a full, rounded curriculum offer, that engages them and challenges them to become the best possible version of themselves. We focus our pupil premium strategy on ensuring that our most disadvantaged children have every opportunity to achieve in line with their peers and that they have the support available to them in the areas in which they need it most.

We have a staff member dedicated to the support of our disadvantaged children; he works closely with parents, teachers and pupils to identify needs and put appropriate, targeted support in place. Our PP Lead builds relationships with these children and is best placed to advise regarding which support is needed. He assesses needs on a rolling half-termly basis, ensuring that the support offered is fluid and adaptive. Despite this dedicated role, all staff understand their responsibility for disadvantaged pupils' outcomes and maintain high expectations in regard to what those who are in receipt of the pupil premium grant can achieve.

We believe that high-quality teaching for all pupils has the biggest impact on raising attainment. Children who are disadvantaged have full access to the curriculum and are included in all lessons run by our highly skilled teaching team. Extra adult support is offered in all classes by trained teaching assistants.

We also have highly-trained support staff who are able to target children's needs both individually or as part of a small group. The needs of children are identified and discussed with all adults involved at termly Pupil Progress Meetings, and appropriate intervention groups are established. These groups are target-focused, and children can – and do - move in, out and across these groups fluidly, as and when targets are met.

The relationships we have with our families - particularly with our disadvantaged families - mean that we can have open and honest conversations regarding the support that is needed and what we can offer. Our staff have a good knowledge of other, external support that is available which supplements what we can offer in school.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Reception are lower for our disadvantaged pupils than for other pupils. This slows reading and writing progress in subsequent years.
2	Some children's needs are complex and varied as they may also be identified as SEND and/or EAL in addition to being eligible for PP. Some children's needs are supported by outside agencies such as Social Care.
3	Barriers experienced by some of our disadvantaged pupils include speech and language difficulties, dyslexia, bereavement and changing family circumstances.
4	Increased deprivation negatively impacts parental engagement and limited lifestyle options, including health, nutrition and wellbeing.
5	Access to Wider Opportunities and limited life experiences.

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
<p>Children’s needs are identified early and met well, as tracked by our SLT and class teachers. Children are taught a broad, balanced curriculum by highly skilled and well-trained adults.</p> <p>Specialist support offered in-house where possible, with well-trained familiar adults. Appropriate support sought externally where needs are more complex.</p>	<p>Our disadvantaged children make maximum progress and, by the end of KS2, they achieve in line with all pupils nationally, for children who do not have specific or global learning difficulties. All children have had access to a full curriculum throughout their time at St Ambrose.</p> <p>Disadvantaged children have had their needs identified and met by appropriate supporting teams in school and outside agencies.</p>
<p>Our disadvantaged children are supported in their mental health, developing emotional literacy and resilience.</p>	<p>Pupils eligible for PP are emotionally resilient and are ready to face the challenges of secondary school and beyond. They know who their trusted adults are and can access them when necessary.</p>
<p>Increase oral language such that our youngest children learn to speak in full sentences and recall initial sounds.</p>	<p>Young children eligible for PP engage in conversation using full sentences. The focus in EYFS is placed heavily on child: adult interactions, where adults model quality language and conversation structures are explicitly taught.</p> <p>Children eligible for PP are set targets linked to Supersonic Phonic Friends where necessary. Where appropriate children have SaLT.</p>
<p>Increased access to and understanding of healthy lifestyle choices, activeness, well-being and health.</p>	<p>Promotion of healthy lifestyle choices, ensuring pupils' well-being through informed dietary habits, increased activity levels, and understanding of mental health. Implementation of programs and interventions leading to positive lifestyle changes. Observations, assessments, and feedback evidencing improved understanding.</p>

<p>Increased parental involvement and engagement for targeted disadvantaged groups.</p>	<p>Workshops/meetings/information held across all year groups informing.</p>
<p>Enhance access to wider opportunities.</p>	<p>Enhanced access to a variety of wider opportunities, ensuring equitable participation in extracurricular activities. Rigorous monitoring to identify barriers and work to overcome these. Evidence of sustained engagement in additional school opportunities among disadvantaged pupils.</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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children receive teaching that is good or better. Collegiate working, high quality CPD, sharing of best practice and promoting reflective practitioners.</p> <p>School-wide CPD focuses on evidence-based teaching strategies. (Tom Sherrington's WalkThrus, Rosenshines Principles). Teachers focus on agreed strategies during lessons, which focus on behaviour and relationships, explaining and modelling and questioning and feedback.</p> <p>Teachers are coached through learning process by SLT and outside agencies.</p>	<p>EEF: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p>	<p>1, 2, 3, 4, 5</p>
<p>All children eligible for PPG receive additional support. During Advent 1, PP Lead spends time observing individual children in receipt of PPG. Identifies potential barriers to learning and devises individual plan, alongside class teacher/SLT. Appropriate interventions /support put in place using teachers/TAs to facilitate. PP Lead reviews each half term and implements new plan where necessary. PP Lead also targets specific children who fall into other groups – SEND and EAL to ensure her time is directed where it is needed most.</p>	<p>Children eligible for PP benefit from someone being responsible for their progress, well-being, self-esteem and knowing them, what they need and providing it.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3</p>
<p>PP Lead is responsible for ensuring individualised support and identifying barriers. PP Lead meets/talks with parents to discuss progress and any arising issues. Disadvantaged children are an identified group at Pupil Progress Meetings and discussed regularly with phase leaders. PP Lead attends Pupil Progress Meetings to represent this group.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3, 4, 5</p>

<p>In-house ELSA (Emotional Literacy Support Assistant) trained TA works with individual pupils and groups of pupils to support social and emotional needs. Referrals to the Mental Health Support Team when needs are more complex.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>1, 2, 3</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>Children with SaLT needs identified early on through rigorous screening programme.</p> <p>SEND TAs lead interventions with groups of children throughout school.</p> <p>Special targeted groups for our youngest children, aiming to close the gap between disadvantaged and others. Interventions focus on: listening, attention, collaborative play and fine-motor skills.</p>	<p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2, 3</p>

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 3,772

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In-house ELSA trained TA works with individual pupils and groups of pupils to support social and emotional needs.</p> <p>Referrals to MHST when needs are more complex.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>1, 2, 3</p>
<p>All staff involved in Emotion Coaching Training in order to use this evidence-based approach to dealing with behaviour in the moment.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>Enhanced programme of Mental Health support and development of additional understanding of wellbeing.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>1,2,3,4</p>

Total budgeted cost: £ 28,772

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
Sports Camps	Premier Sports
SpellingShed	LiteracyShedPlus
RMEasimaths	Baz Winter

