

# Pupil Premium Strategy Statement

## Ambleside CE Primary School

This statement details our school's use of pupil premium funding, and recovery premium, for the 2023 to 2024 academic year 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	Ambleside CE Primary
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	11%
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	December 2024
Statement authorised by	A Broom Headteacher
Pupil premium lead	A Broom
Governor / Trustee lead	R Porter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8728
Recovery premium funding allocation this academic year	£2000
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	£10,728

## Part A: Pupil premium strategy plan

### Statement of intent

At Ambleside CE Primary School, we have high expectations for all of our pupils. We believe that every child can achieve their full potential, both academically and as a member of the community, when they are able to:

- thrive in a nurturing environment,
- receive excellent teaching,
- access a rich and challenging curriculum,
- receive tailored support to meet their particular needs,
- have the engagement and support of their parents/carers,
- have access to high quality resources and a stimulating learning environment,
- have access to extra-curricular enrichment activities.

To achieve this at Ambleside CE Primary, we use a range of strategies to provide challenge and support and to overcome barriers to learning.

We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged in their learning, make good progress and are well prepared for secondary school.

We provide interventions to address gaps in learning; these may be one-to-one or in groups and they are not restricted to pupils eligible for the Pupil Premium. Some interventions are funded through the Pupil Premium and/or catch-up/recovery funding.

The main aim of these strategies and interventions is that pupils in receipt of the Pupil Premium do as well in school as children not eligible for the Pupil Premium with similar starting points.

All staff at Ambleside CE Primary are committed to ensuring that our disadvantaged pupils, including those who are more able, receive teaching which is at least good and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive appropriate intervention.

In planning how we use our Pupil Premium Funding, we analyse our in-school data on pupils' progress and attainment and work closely with teachers and support staff so that we can identify and address specific gaps in learning. We also consult research on best practice in deploying Pupil Premium funding, such as the Education Endowment Foundation:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

- Expenditure is reviewed, planned and implemented by academic year.

## Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils make less progress than their peers in reading, writing, maths and phonics.
2	Some disadvantaged pupils struggle with their behaviour, including behaviour for learning. They can lack determination, resilience and readiness to learn. They can also sometimes lack self-motivation and belief in their own abilities and this can hinder their progress and attainment.
3	Some disadvantaged pupils can have a reduced access to wider experiences such as private tuition, clubs and trips.
4	Some disadvantaged pupils can have a reduced access to resources such as books and technology.
5	Some disadvantaged children's attendance and punctuality is lower than their peers and this impacts their readiness for learning and reduces their time for learning.

## 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>All disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in reading, writing and maths.</p> <p>The gap is narrowed between the progress of all pupils in receipt of the Pupil Premium and pupils not eligible for the Pupil Premium.</p>	<p>All disadvantaged pupils make at least 6 steps of progress on ScholarPack tracking per year in reading, writing and maths.</p> <p>80% of children who need to make accelerated progress in order to catch up where they have fallen behind from their starting points, will make accelerated progress each year until no longer necessary.</p>
<p>All pupils have equal access to a broad and varied curriculum, including within out of hours learning.</p>	<p>All disadvantaged pupils will have relevant technology available to them such as school-provided iPads so that their progress and attainment will remain in line with their peers.</p> <p>No disadvantaged pupil will miss out on an extra-curricular experience that they wish to attend.</p>



Pupils' attendance will consistently be good because there is a fundamental culture of valuing time spent in school.	The number of disadvantaged pupils with attendance below 90% (persistent absenteeism) will be reduced year on year.
Pupils will be in a ready to learn mindset at the very start of each day.	The number of instances of children being late for school will be reduced year on year.

## 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: £5228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on teaching spelling.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Individualised instruction = + 4 Months Phonics = + 5 Months	1, 4
Release time for subject leaders.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Mastery learning = +5 months	1, 2, 5
Staff training on the teaching of vocabulary across the curriculum.	Oral language interventions = + 6 months	1
Staff training on supporting pupils with dyslexia.	Individualised instruction = + 4 Months	1, 2
Staff training on a collaborative learning approach (the TASC model).	Collaborative Learning = +5 months	2

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

Budgeted cost: £ £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and group interventions led by staff: Maths, reading 1:1, IDL programme.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Individualised instruction/ teaching assistant interventions = + 4 Months	1, 2, 3



Cover for class teachers to assess individual pupils and groups and plan and provide intensive support to address gaps in learning.	One-to-one tuition = +5 months Small group tuition = +4 Months Phonics = + 5 Months Reading comprehension strategies = + 6 months	1, 2
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Extending school time = +3	5
Subsidising peripatetic music tuition for individuals (+ necessary technology, e.g. keyboard)	Individualised instruction = +4 Arts Participation = +3	3, 4
Out of hours clubs	Arts Participation = +3 Extending school time = +3	3, 4
Subsidy of trips	Social and emotional learning = +4	3, 5

**Total budgeted cost: £ 10,728**

## 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.

<p>Standardised teacher-administered tests and assessments informed the school's internal data tracking system.</p> <p>Pupils in receipt of the Pupil Premium made more progress than their peers in school in reading and maths.</p> <p>Progress measures using ScholarPack (where 6.0 represents 'expected progress' over one academic year):</p> <p>Reading Progress: Pupil Premium 6.6      Not Pupil Premium 6.4</p> <p>Writing Progress: Pupil Premium 6.0      Not Pupil Premium 6.4</p> <p>Maths Progress: Pupil Premium 6.3      Not Pupil Premium 6.0</p>
<p>Percentage of Pupil Premium children working at age related expectations (summer term 2023):</p> <p>Reading 75%</p> <p>Writing 0%</p> <p>Maths 88%</p>
<p>All children were able to attend residential educational visits and day visits. Full inclusion ensured any self-esteem issues about non-attendance was diminished and all children could fully access the cross curricular learning taking place during the visit or built around it once back in school.</p>
<p>Attendance of pupil premium students during the academic year 2022-2023:</p> <p>PP: 91%      Not PP: 95%</p> <p>Attendance of pupil premium students during the autumn term 2023:</p> <p>PP: 95%      Not PP: 95%</p>