

Pupil Premium Strategy Statement

Ambleside CE Primary School

This statement details our school's use of pupil premium funding, and recovery premium, for the 2024 to 2025 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	65
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	A Broom Headteacher
Pupil premium lead	A Broom
Governor / Trustee lead	J Maxwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,640
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	£11,640



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	Low confidence and self-esteem has been identified as a challenge for some of our pupils. This can impact on their health and well-being, their relationships with their peers and on their academic progress.
2	A small number of pupils have reduced access to wider experiences such as private tuition, clubs and trips.
3	For a small number of pupils, 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
All pupils (including pupil premium pupils) will make at least expected progress from their individual starting points in all areas of the curriculum.	<p>Termly assessments and pupil progress meetings show that all children are making expected progress.</p> <p>Inset for all staff on pedagogy behind the school's new curriculum. Pedagogy and evidence based practice implemented throughout the school.</p>
All pupils have equal access to a broad and varied curriculum, including within out of hours learning.	<p>No disadvantaged pupil will miss out on an extra-curricular experience that they wish to attend.</p> <p>All disadvantaged pupils will have relevant technology available to them such as iPads, computers so that their progress and attainment will remain in line with their peers.</p>
Pupils' attendance will be consistently good because there is a fundamental culture of valuing time spent in school.	<p>Headteacher to meet with the attendance officer each term to review attendance data. Data shows that all pupils have good attendance at school.</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: £5640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on teaching spelling (including phonics).	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Individualised instruction = + 4 Months Phonics = + 5 Months	1
Release time for subject leaders.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Mastery learning = +5 months	1, 2
Staff training on the teaching of vocabulary across the curriculum.	Oral language interventions = + 6 months	1
Whole staff training on the FIDS approach.	Collaborative learning approach = +5 months	1, 3

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and group interventions led by staff: Maths, reading 1:1, IDL programme. Cover for class teachers to assess individual pupils and groups and plan and provide intensive support to address gaps in learning.	<i>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</i> Individualised instruction/ teaching assistant interventions = + 4 Months One-to-one tuition = +5 months Small group tuition = +4 Months Phonics = + 5 Months Reading comprehension strategies = + 6 months	1, 3 1, 2

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	Extending school time = +3	1
Subsidising enrichment events (such as music tutors, visiting speakers and workshops in school)	Individualised instruction = +4 Arts Participation = +3	1, 2
Out of hours clubs	Arts Participation = +3 Extending school time = +3	1, 2
Subsidy of trips	Social and emotional learning = +4	1, 2

Total budgeted cost: £ 11,640

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.

Our pupil premium children made very good progress academically over the last year. 87% of children were on track (or above) in reading, 78% were on track (or above) in writing and 87% were on track (or above) in maths. These outcomes demonstrate that our pupil premium children were able to keep up with their non-pupil premium peers.

All children were able to attend residential visits and day visits and were able to access all of the learning opportunities available to them. These trips had a noticeable effect on pupil well-being across age groups and will form part of our new strategy for 2024-2025.

The attendance of our pupil premium children was good last year and in line with non-pupil premium children. All had strong attendance scores for the year, with the exception of one pupil who had absences for a medical condition.