

## Improvement Planning: Pupil Premium Grant

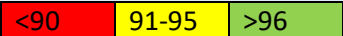
### Rationale

The plan is in three sections, matched to improvement priorities

1. Attendance objectives
2. Behaviour and Attitudes objectives
3. Personal Development objectives

Key Actions	PPG spend	Intended Outcomes	Monitoring (Who/When/How?)	Evaluation Questions
Develop a new strategy including teacher appraisal targets	£ salary cost	Improve pupil attendance from <93% to >96.5%	<ul style="list-style-type: none"> <li>Weekly attendance patterns fed back to Principal</li> <li>RLT Central team</li> <li>Wellbeing Lead (DB) to review list of priority families</li> <li>Review of school environment</li> <li>Mid year PM review</li> </ul>	<p>Has school attendance lead engaged with the RLT Attendance lead to agree priorities and support?</p> <p>Is the school's attendance policy clear to parents?</p> <p>Have individual target families been identified and informed of actions to support improved attendance?</p> <p>Are attendance targets displayed around school?</p> <p>Do all teachers have target children as focus for PM?</p>
Reward assemblies half termly for 100% attendance with prizes for individuals	£600.00	Improve pupil attendance from <93% to >96.5%	<ul style="list-style-type: none"> <li>Pupil survey conducted by Student Council</li> <li>Data analysis of 100% attendees with patterns noted</li> </ul>	<p>Are children motivated to come to school by rewards?</p> <p>Do parents, children and staff know that good attendance is valued and celebrated?</p>

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Weekly whole class attendance prize (Colin the Chameleon and friends)	£300.00	<p>Improve pupil attendance from &lt;93% to &gt;96.5%</p>  <p>Decrease gap between PP and all pupil attendance</p>	<ul style="list-style-type: none"> <li>• Comments on EFs following AP drop - ins</li> <li>• Attendance promoted in class environment and around school.</li> </ul>	<p>Do class teachers contribute to improving whole school attendance?</p> <p>Is the importance of attendance promoted in individual classes?</p>
Key Actions	PPG spend	Intended Outcomes	Monitoring (Who/When/How?)	Evaluation Questions
Deputy Principal focus aspect -to improve the quality of education for all pupils - with accountability for Behaviour and Attitudes an Curriculum	£ salary cost	Clear strategy and lines of accountability for pupil absence and lateness.	<ul style="list-style-type: none"> <li>• Termly data reports to CEO</li> <li>• Behaviour reports from learning mentor</li> <li>• Evaluation and feedback from Behaviour Therapist, Counsellor and IES</li> </ul>	<p>Have follow up actions been completed with identified families?</p> <p>Are attendance patterns improving for disadvantaged, SEN and CP pupils?</p> <p>Can B&amp;A yet be judged as good?</p>
Coaching for staff by Behaviour Therapist (INSET)	£500.00	Increase staff knowledge and understanding of pupil behaviours (verbal and non-verbal).	<ul style="list-style-type: none"> <li>• Review of course evaluation obtained by SENCO</li> <li>• Wellbeing Lead to monitor referrals to Counsellor and feed back to Principal</li> <li>• SENCO to monitor referrals and feed back to Principal</li> </ul>	<p>Are teachers and teaching assistants using appropriate language to modify or de-escalate behaviour?</p> <p>Do children feel 'listened to'?</p> <p>Do children feel secure and safe in school?</p>

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				Are children noticed and referred to SENCO (SEMH) or School Counsellor?
CPD for all teaching staff on Communication and Interaction led by Eternal Provider Inclusive Education Team (IES)	£500.00	<p>Increase staff knowledge and understanding of pupil behaviours (verbal and non-verbal).</p> <p>Staff use knowledge to inform focus provision for SEN pupils to meet individuals needs</p>	<ul style="list-style-type: none"> <li>• SENCO to monitor (learning walk) use of non-verbal symbols or PECs in school environment and individual pupils' work</li> <li>• Parent SEN survey</li> <li>• SENCO observations of pupil learning</li> </ul>	<p>Are SEN non-verbal pupils able to make themselves understood in school?</p> <p>Do parents feel that their children's needs are being met by the school?</p> <p>Are Communication and interaction targets evident in the environment for individual pupils?</p>
Support sessions and parent feedback for individual children from Behaviour Support Team (IST)	£2,000.00	Reduce quantity of lost learning for any pupil.	<ul style="list-style-type: none"> <li>• Deputy Principal to monitor class behaviour sheets for patterns and respond with feedback and specific actions</li> <li>• Learning mentor to monitor class behaviour sheets for named pupils, and number of Bronze Silver Gold certificates being obtained by them</li> </ul>	<p>Is low level disruption minimised and addressed in class?</p> <p>Are behaviour warnings reducing for named pupils?</p> <p>Is there a pattern of behaviour warnings for named pupils?</p>
	£4,500.00	Reduce quantity of lost learning for any pupil.	<ul style="list-style-type: none"> <li>• Learning mentor analysis of class</li> </ul>	Do individual pupils have self-regulating strategies to

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<p>Motivational Interviewing for targeted pupils in KS2 from Behaviour Therapist and parent sessions (MS)</p>		<p>Reduce the number of fixed term exclusions from (29 total days)</p> <p>Reduce the over-representation of SEN/Disadvantaged in FTE</p>	<p>warning and reward sheets</p> <ul style="list-style-type: none"> <li>• Learning mentor to monitor behaviour logs for the named group and feedback pattern in reduction</li> </ul>	<p>support their ability to work independently?</p> <p>Do individual pupils have self-regulating strategies to support their ability to avoid conflict with other pupils?</p> <p>Do individual pupils have self-regulating strategies to support their ability to avoid conflict with staff?</p> <p>Based on number days exclusion in the Spring Term, then Summer Term, is there a downward trend?</p>
<p>Therapeutic gardening sessions</p>	<p>£9,000.00</p>	<p>Make use of the outdoor environment to support self-regulation and wellbeing for targeted pupils (disadvantaged/ poor attenders)</p>	<ul style="list-style-type: none"> <li>• Pupil interviews with learning mentor to review impact</li> <li>• Weekly feedback from Anna (gardener)</li> </ul>	<p>Are children accessing the Dig Zone to expend energy or calm down?</p> <p>Can children state strategies which help them calm and focus and be ready to learn?</p>
<p>Additional TA salary</p>	<p>£</p>	<p>Support for pupils needing additional resource or accommodation to access learning (e.g. Learning Support for SEN pupils without HLN funding – target group for Y6 SEN to attain ARE by year end and avoid exclusions</p>	<ul style="list-style-type: none"> <li>• One to one or small group support for PP pupils with additional needs</li> <li>• Resources to aid PP pupils to access the curriculum</li> </ul>	<p>Are all disadvantaged pupils supported in accessing their education?</p>

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Implementation of 'Commando Joe's' Character Development Curriculum (implementation in Sept 2020)	£4,000.00	<p>Enhancement to curriculum provision through a focus on Character Education</p> <p>Further reinforce school values (character strengths) through curriculum provision</p> <p>Whole school curriculum is underpinned by school values</p> <p>Improved outcomes for pupils in key areas of the curriculum eg music, PE, Science</p>	<p>AP's monitor curriculum planning with a focus on key vocabulary</p> <p>(Pupil perception) Raise questions within Pupil Forum to elicit pupil views on how they know they are developing named key character strengths</p> <p>Peer observations during summer term</p>	<p>Are Character strengths such as Resilience, Empathy and Self-belief, explicitly referenced within planning?</p> <p>Are Character strengths developed within lessons?</p> <p>Are children aware of when they are drawing upon key character strengths to support achievement throughout the curriculum?</p> <p>Are DfE character assessment framework outcomes being met?</p>
Salary contribution - Lead Practitioner appointed to improve the quality of teaching to impact on the progress and attainment of all learners – through coaching, modelling, sharing best practice, and using Evidence Informed Research into what works well to develop resourcing and pedagogy at Ambleside	£ salary cost	<p>All pupil groups, particularly those at risk of disengagement and falling behind receive high quality teaching.</p> <p>All teaching is at least good</p> <p>Teachers at different career development stages are motivated and challenged to develop their practice with a focus on removing barriers to learning for the most</p>	<p>AP to review feedback and evaluation forms following sessions with Lead Practitioner</p> <p>APx2 to monitor their team's PM targets and look for evidence of impact of LP support during drop ins and formal NQT observations (Spring 2)</p>	<p>Are individual teachers clear about high impact adjustments to practice which will remove barriers to learning?</p> <p>Is progress improving for key groups of children?</p> <p>Do staff have a clear view of their class profile and the strategies needed to ensure no child falls behind?</p>

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		vulnerable children in our community	LP to monitor CPD plans for supported teachers	Is teaching and learning judged to be at least good in all year groups?
F2 Leader & Nursery Manager	(Cover Costs 1 day per week x2) £5,000.00	<p>Early identification of children in need of intervention and support</p> <p>Good parental communication to support pupil learning at home for EYFS children</p> <p>Improvements to the quality of teaching and learning in F1 and F2 – particularly attainment and progress in reading and writing</p> <p>Enabling EYFS environments which support pupils' independent application of skills</p>	<p>Data analysis by F2 leader</p> <p>Parent survey following workshops (Spring 2/Summer 1)</p> <p>Drop ins and formal observations by AP1</p> <p>Book scrutiny by F2 lead</p> <p>Environment audit by peer school.</p>	<p>Are children in receipt of targeted information catching up?</p> <p>Is attainment improving for disadvantaged boys (as a group)?</p> <p>Do parents know how to support their child's learning and development at home?</p>
Assistant Principal for Years 4-6 to increase leadership capacity to improve the quality of education for all pupils especially those at greatest risk of underachieving	£ salary cost	Teaching in KS2 results in improved pupil progress, particularly for disadvantaged groups	Data analysis by Deputy Principal - end of KS2 attainment and progress data	Is the school on a trajectory of closing the gap with National at the end of KS2? Are KS2 staff held to account and practice developed as a result of AP's leadership?
Higher level TAs in each KS1 and F2 class to support attainment and progress for disadvantaged pupils	£ 6 x salary costs	6 x L3 TAs for early intervention and to improve progress in reading writing and maths	Data analysis by AP - % of disadvantaged pupils passing phonics screening check 2021	Are F2 pupils on track to pass the PSC at the end of EYFS?

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				Are all pupils passing the PSC by the end of Y2? Are PSC results above National for PP children?
Transform CPD programme	£7,000.00	CPD for staff at all stages of career development to ensure we are all being the best that we can be and having a positive impact on attainment and progress for the most vulnerable of our pupils	SLT Lesson observations SLT Data analysis of vulnerable group (report to CEO) Peer to peer observations and feedback by staff NQT Assessment report Reflective journals	Is CPD focused on improving outcomes for those at greatest risk of falling behind?  Are teachers better equipped to remove barriers to learning?  Is talent spotted within school and used to improve the practice of others?
Phonics strategy (cover for peer to peer support)	£2,000.00	Stimulate and enhance teaching and learning in phonics in KS1 (and KS2 catch-up) so all pupils are engaged  Identification of pupils in need of intervention based on accurate assessment	Feedback from Ambleside Academy staff (evaluation forms)  Observations notes (AP/Lead prac)  Reflective comments from Ambleside staff to include strategies observed in colleagues' practice.	Are key pastoral groups namely SEN/PP/boys meeting national standard in phonics in Y1?  Are key pastoral groups namely SEN/PP/boys in KS2 in receipt of high quality phonics intervention?
Phonics strategy (cover for peer to peer support within Trust Academies) <i>- Unable to do this last year due to</i>	£4,000.00 (cover days x5 for 4 support staff) to extend support to RLT academies	Effective practice transfer between RLT Academies.  Professional Development opportunity for Ambleside Staff recognised with	Feedback from RLT Academies' staff (evaluation forms)  Observations by RLT Academies' SLT	Are staff able to clearly articulate the strategies they use to secure early reading strategies with Y1 pupils?

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<i>Covid so roll forward)</i>		excellent practice in phonics teaching	Reflective comments from Ambleside staff to include strategies observed in Woodlands colleagues' practice.	Is effective practice captured and used to improve outcomes for disadvantaged pupils within and beyond the Academy?
Phonics strategy Reading books	£5,000.00	Provide a good range of texts to support reading fluency, particularly for those who are disengaged and feel 'There's nothing there for them to read'.  Increase the number of Book Banded reading books available to pupils	Pupil survey  Review Read at Home strategy	Are disadvantaged boys meeting national standard in reading?  Are disadvantaged boys at risk of failing to meet the age-related standard in reading identified and supported with reading intervention?  Do pupils know where to find a book that is appropriately pitched and of interests to them?  Are children from target group (disadvantaged boys) receiving rewards for book stamps to indicate uptake of reading at home?
CPD for Reading Assessment in Y2	£1,000.00	External Consultant to provide moderation sessions for Y2 team to ensure all pupils are accurately	Feedback from Consultant in written report for AP	Are all pupils (particularly disadvantaged) appropriately challenged within reading lessons?



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		assessed and teachers using assessment outcomes to reshape lessons and challenge all learners	AP to review progress data for disadvantaged pupils and feedback to teachers	Are disadvantaged pupils on a trajectory of improvement when compared with previous years' KS1 results?
CPD for Writing Assessment in Y6	£1,000.00	External Consultant to provide moderation sessions for Y6 team to ensure all pupils are accurately assessed and teachers using assessment outcomes to reshape lessons and challenge all learners	Feedback from Consultant in written report for AP  AP to review progress data for disadvantaged pupils and feedback to teachers	Are all pupils (particularly disadvantaged) appropriately challenged within writing lessons?  Are disadvantaged pupils on a trajectory of improvement when compared with previous years' KS2 results?
Education Library Service	£2,000.00	Curriculum topics are well resourced for pupil research  Reading skills are developed throughout the school day in all lessons	APs' lesson drop ins  APs monitor learning environment  APs monitor reading through the curriculum	Are reading standards on an upward trajectory?  Is reading planned into topic lessons to deepen skills?  Are Reading Characters evidently in use by children when carrying out independent topic reading e.g. for research?
School Counsellor	£ salary cost	Targeted pupils have a programme of counselling sessions to address the removal of barriers to learning	Pastoral lead to review Counsellor's reports and assess impact  Deputy Principal to review minutes of Wellbeing Team meetings and quantify	Do individuals have a toolkit of strategies to enable them to focus on learning?  Do parents and teachers have an understanding of specific barriers for target pupils?

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			number of pupils moving through RAG rating	Are pupils completing the course of counselling within the allotted timeframe?
Learning Mentor	£ salary cost	<p>Target groups to receive programmes of tailored intervention (Wellbeing intervention) to support their engagement with learning (eg. To raise self-esteem, improve health and self-care, improve social skills)</p> <p>Individual pupils to be supported by Wellbeing Plans to include one to one mentoring sessions to remove barriers to learning.</p>	<p>Deputy Principal to review minutes of Wellbeing Team meetings and quantify number of pupils moving through RAG rating</p> <p>Deputy Principal to track progress of pupils targeted for Wellbeing interventions, including pupil perception surveys before and after intervention</p>	<p>Are individual pupils able to recognise areas of improvement?</p> <p>Are pupils responsive to intervention?</p> <p>Are pupils able to engage with learning following a single intervention programme?</p> <p>Are fixed term exclusions showing a downward trend?</p>
Adventure Days	£2,000.00	Y6 pupils receive subsidised outdoor and adventurous activity days, designed to build resilience and support achievement.	Assistant Principal to survey pupils before and after the adventure days to assess impact on self-confidence, self-belief, teamwork, trust, and resilience	<p>Is there a reduction in behaviour logs in comparison with the same point (spike) last year?</p> <p>Are pupils able to recognise key character strengths which support their achievement?</p>
Into University Programme for Y6 and Y5		Sequence of sessions to increase Ambition for pupils, particularly those from areas of social disadvantage	Pupil survey about their educational and vocational ambitions	Do pupils from disadvantaged background have similar aspirations educationally and vocationally?

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		at key transition points (Y6 to Y7 and Y5 to Y6)	Dream Believe Shine display board  Feedback from ex-pupils on placement at Ambleside  Exit interviews for Y6 pupils (Summer 2021)	Do Ambleside pupils believe that there are options open to them career wise?
PIXL Assessment System and CPD for staff	£1,600.00	Y6 pupils access nationally standardised tests three times a year Y6 staff receive Question Level Analysis following pupil testing in order to respond to identified gaps in learning, particularly to address high impact areas for disadvantaged pupils	Assistant Principal to review half termly data and evidence improvement in areas identified in QLA  Assistant Principal to review teachers' planning	Are teachers responding to identified gaps in learning?  Is internal data showing a positive forecast for Y6 pupils?
<b>TOTAL</b>				

Principal's Evaluation: March 2021, July 2021