

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Ambleside Academy
Pupils in school	701
Proportion of disadvantaged pupils	43%
Pupil premium allocation this academic year	£368,702.00
Academic year or years covered by statement	2021-23
Publish date	01 September 2021
Review date	01 July 2021
Statement authorised by	Raleigh Learning Trust
Pupil premium lead	Jane Bromley
Governor lead	Maria Caine

Disadvantaged pupil progress scores for last academic year 2020-21

(NB Ambleside Academy attainment tracking system expects 5 steps per year)

Measure	Score
Reading	KS2 6.43
Writing	KS2 5.06
Maths	KS2 7.41

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	R:51% W:45% M:39%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 Focus on CPD	<ul style="list-style-type: none">• Maths Mastery training for new subject leader• Leadership CPD through Transform• Leadership for Improvement - new Subject Leaders (middle leaders)• Development of RLT inset themes of Metacognition and Self-regulation (external provider)

	<ul style="list-style-type: none"> • Contribution to salary of Lead Practitioner to coach and improve teaching staff to impact positively on the quality of education of disadvantaged pupils
Priority 2 Focus on assessment	<ul style="list-style-type: none"> • External consultancy to support moderation in EYFS, KS1 and KS2 • PiXL tests and QLA analysis to identify areas for improvement and evaluate interventions • Facilitation of peer to peer moderation sessions with teachers from local schools • Improve quality of teacher feedback to accelerate progress of disadvantaged pupils • Use of Tapestry to support EYFS assessment
Priority 3 Focus on curriculum	<ul style="list-style-type: none"> • Purchase of Commando Joe's – baseline and progress measures for key character strengths • Purchase of Classroom Secrets- resource to support improvements to maths planning • Additional spend on books to ensure alignment of topic reading resources with reading ARE in each year group • Purchase of resources to improve quality of continuous provision • Contribution to cost of off-site visits to enhance curriculum provision for disadvantaged pupils • Investment in iPads and Apps to increase engagement and better facilitate home work for Y5 and Y6 pupils • Investment in phonetically de-codeable books for Reception pupils
Barriers to learning these priorities address	Poor attendance
Projected spending	£87,400.00

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 22
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 22
Progress in Writing	Achieve national average attainment in KS1 writing	Sept 22

Phonics	Achieve national average expected standard in PSC	Sept 22
Other	Improve attendance of disadvantaged pupils to 96%	Sept 22

Focus support on disadvantaged SEN pupils making in-year expected progress in reading

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Intervention TA (x5 days a week) to support progress and attainment of vulnerable group in Y2 • Investment in the establishment of new outdoor learning provision for SEN pupils • NELI intervention in EYFS • Targeted intervention by adults for language and communication interventions based on pupil need and knowledge of the EYFS curriculum
Priority 2	<ul style="list-style-type: none"> • Intervention TA (x1 day a week) to support progress in reading of disadvantaged SEN pupils (expected progress in year) • Investment in assessment tracking system (BSquared) to quantify reading progress against small steps targets
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Range and extent of high level need SEN within mainstream setting
Projected spending	£23,500.00

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> Investment in NTP to target gaps in learning for vulnerable pupils who have fallen off trajectory Intervention TA (x3 days a week) to support disadvantaged pupils in Y6 Intervention TA (x5 days a week) to support progress and attainment of vulnerable group in Y2 Intervention TA (x1 day a week) to support progress in reading of disadvantaged SEN pupils Targeted intervention in EYFS with a focus on language development
Priority 2	<ul style="list-style-type: none"> Purchase of e-learning resources to support disadvantaged pupils with specific learning barriers e.g. dyslexia
Barriers to learning these priorities address	<p>Limited wider reading and support for children to read frequently, with fluency and understanding</p> <p>Limited vocabulary, language and communication in the EYFS</p>
Projected spending	£60,500.00

Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> Nurture group staffed to support progress of vulnerable pupils in Y6 Behaviour Therapist to engage named disadvantaged pupils in Motivational Interviewing to support self-regulation and increase engagement with educational provision Learning Mentor's suite of in house intervention (based on assessment of need and past impact on increased engagement and reduction in behaviour incidents); Intervention Programmes for targeted groups to support well-being and promote positive relationships and healthy life choices Mental Health First Aid CPD for staff
Priority 2	<ul style="list-style-type: none"> Gardening therapy sessions for named pupils

	<p>to support pupil wellbeing and raise self-esteem</p> <ul style="list-style-type: none"> • School Counselling service to support vulnerable pupils and those who have experienced ACEs
Priority 3	<ul style="list-style-type: none"> • Attendance Team focus on engaging families of named pupils
Barriers to learning these priorities address	Improving attendance and engagement
Projected spending	£115,200.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Balancing time for staff professional development with management of workload expectation	Use of INSET days/ staff meetings and additional cover funded for specific school improvement priorities (release for CPD)
Targeted support	Dedicated time for Assistant Principals, Lead Practitioner and school talent (e.g. ECF mentors) to support staff to improve practice so that the most disadvantaged pupils make strong progress	Maths, reading, science subject leader released to coach and model for NQTs and ECF teachers. CPD for class TAs led by Assistant Principals Intervention led by AP. Reading improvement led by new subject leader
Wider strategies	Engaging the families facing most challenges	Working closely with the Trust Attendance Team to improve attendance for PP PA pupils

Review: last year's aims and outcomes

Aim	Outcome
KS1 Attainment in Reading	All: 64% PP:54%
KS1 Attainment in Writing	All: 61% PP: 51%
KS1 Attainment in Maths	All: 70% PP: 70%
KS2 Attainment in Reading	All: 52% PP: 51%
KS2 Attainment in Writing	All: 45% PP: 45%
KS2 Attainment in Maths	All: 46% PP: 39%
Phonics	All: 69%, PP:48%
Comment	Data indicates that the lockdown period, and disruption to education for the past two years has had greater detriment upon younger, disadvantaged and more vulnerable pupils in reading and writing. This year is the first time that PP children have performed less well than their peers in the PSC, for example. Maths appears less affected than the other subjects – it is a subject in which parents are generally more confident, and which can be equally accessed by families who have English as an additional language. Maths KS1