

# Pupil premium strategy statement

This statement details Ambleside Academy's use of pupil premium 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.

*Children who qualify for the Pupil Premium Support are identified as the following: any child who has claimed Free School Meals in the last 6 years; any child looked after or previously looked after; any child who has a parent serving or served in Her Majesty's Armed Forces or has retired on a pension from the Ministry Of Defence; any child who has or has had a social worker or any child acting as a carer.*

## **Pupil Residence (IDACI score of LSOA):**

*Pupils attending Ambleside Academy in January 2022 had an average IDACI deprivation score of 0.38 (based on residence). This means that 38% of pupils may have been experiencing family income deprivation in comparison with 29.7% of pupils for Nottingham overall and 16% Nationally.*

## School overview

Detail	Data
School name	Ambleside Academy
Number of pupils in school	629
Proportion (%) of pupil premium eligible pupils	278
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	7/10/22
Date on which it will be reviewed	7/7/23
Statement authorised by	Mr P Willott (Director of Education)
Pupil premium lead	Ms J Bromley (Principal)
Governor / Trustee lead	Mr D Knight (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£412,412.00
Recovery premium funding allocation this academic year	£41, 470.00

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	£453,882.00

# Part A: Pupil premium strategy plan

## Statement of intent

- The ultimate objective is that disadvantaged pupils' work in all subjects is of a consistently high quality so that disadvantaged pupils attain the expected standard or above in reading and writing and maths by the end of Year 6.
- This pupil premium strategy plan works towards achieving those objectives by targeting support where it is most needed which is to those pupils who are the lowest attaining 20% of our cohort, those with attendance below 90% and those with SEND. There is recognition that those who fall within all three groups are the most vulnerable.
- The key principles of the strategy plan are that staff have the essential knowledge, skills and ambition to ensure equal opportunities for all pupils

## Challenges

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

Challenge number	Detail of challenge
1	Whole school persistent absence is above National average having increased from 20.0% in 2018/19 to 27.7% in 2021/22.
2	Overall school absence stood at 8.2% at the end of 2021-22, which is above the National average of 6.2%
3	Developmental levels are lower for PP children particularly those also with SEN than for other children, with 9.1% SEN support and 64.3% PP children reaching GLD by the end of EYFS
4	Poverty has limited the life experience and cultural capital of our disadvantaged pupils' which has contributed to lower educational outcomes for PP children with only 23.8% meeting expected standard in reading writing and maths by the end of Y6 in 2022
5	Our disadvantaged pupils require support for their mental and physical wellbeing with % of the Wellbeing Team's current cohort being PP

## 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
<i>Reduce PA</i>	<ul style="list-style-type: none"><li>• <i>PA incremental improvement demonstrated termly</i></li></ul>

	<ul style="list-style-type: none"> <li>• <i>PA of PP matches national by 2025 (currently +18.9% above national)</i></li> </ul>
<i>Improve attendance of PP pupils</i>	<ul style="list-style-type: none"> <li>• <i>Attendance incremental improvement termly in comparison with previous year</i></li> <li>• <i>Attendance of PP matches national by 2025 (currently +4% above)</i></li> </ul>
<i>Reduce gap between PP/SEN and other in reading writing and maths</i>	<ul style="list-style-type: none"> <li>• <i>Children who are SEN&amp;PP meet Specific ELG by the end of EYFS</i></li> <li>• <i>PP children pass the PSC at the end of Y1 (currently -20% adrift of national non-PP)</i></li> <li>• <i>SEN&amp;PP pass the PSC by end of Y2</i></li> <li>• <i>PP and nonPP attain equally well in combined RWM (currently -20% gap at school level) NB school percentages at EXS considerably exceed national</i></li> <li>• <i>PP children attain EXS in combined RWM (currently -42% adrift of national non PP)</i></li> </ul>
<i>Increase access to off-site educational visits and onsite curriculum enrichment activities for PP children</i>	<ul style="list-style-type: none"> <li>• <i>PP children demonstrate within Book Study that their knowledge and understanding of the world is increasing</i></li> <li>• <i>PP children have knowledge of their city's cultural offer</i></li> </ul>
<i>Identify and support children who need informed intervention to fully access the curriculum</i>	<ul style="list-style-type: none"> <li>• <i>PP children's physical and emotional wellbeing improves as a result of timely and specific intervention e.g. counselling, peer support groups, behaviour therapy</i></li> </ul>

## 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: £ 284,00.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on the graduated response – focus on adapting the curriculum to meet the specific needs of pupils with SEN	<i>Pupils can be supported to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group focused tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Small group tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</i>	3 4
Recruitment of Lead Practitioner to SENDco role	<a href="http://educationendowmentfoundation.org.uk">Special educational needs and disabilities (SEND)   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</a>	3
Coaching of individual teachers and TAs by SENDco	<i>Poor teaching has a greater impact on disadvantaged pupils than their peers. This is because disadvantaged pupils often don't have the same levels of support to compensate for the weak teaching. Therefore, investment in quality first teaching should not be overlooked. <a href="http://educationendowmentfoundation.org.uk">High-quality teaching   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</a></i>	3
Recruitment of attendance officer (school contribution to central team)	<i>We believe that a supportive relationship with parents has proved the most effective when supporting Pupil Premium families with attendance. We consider a variety of strategies and a personalised approach. Using the Pupil Premium to boost attendance - Attendance Matters Magazine <a href="http://educationendowmentfoundation.org.uk">Attendance interventions rapid evidence assessment   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</a></i>	1 2
Additional targeted teaching – small groups or one to one - for identified pupils – with a	<i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment</i>	3 4

<i>focus on reading comprehension and/or decoding (phonics</i>	<i>or are struggling in particular areas One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) Reading comprehension strategies have a strong evidence base that indicates a positive impact on learner's understanding of written text. Alongside phonics it is a crucial component of early reading instruction. 1, 2, 3 8 Reading comprehension strategies   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</i>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 45,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff CPD on the teaching of phonics throughout the year</i>	<i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</i>	3 4

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

Budgeted cost: £ 124,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contribution to trips/ off site visits funding to ensure equality of access of all pupils regardless of family income</i>	<i><a href="http://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</i>	4 5
<i>Recruitment of Behaviour Therapist to work with identified pupils and increase both efficacy and academic engagement</i>	<i><a href="http://educationendowmentfoundation.org.uk">Self-regulation strategies   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</i>	5
<i>Recruitment of school counsellor to work with identified individuals to improve their social and emotional health and</i>	<i><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning strategies   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</i>	5

<i>remove anxieties which are a barrier to their learning</i>		
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**Total budgeted cost: £ 453,000.00**