

Pupil premium strategy statement *(updated for 2024-25)*

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):

(January 2024 census).

- 96.5% of pupils reside in LSOA which are ranked in the most deprived 30% of LSOA nationally, compared to 76.8% of Nottingham pupils.
- Pupils attending Ambleside Academy have 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% in Nottingham and 16% Nationally.

At Ambleside Academy we believe that all children can attain well and thrive; that children do not lack talent, rather opportunity. We understand our barriers and our context and aim to address disadvantage through good quality interactions: high quality teaching, targeted intervention, and wider strategies. We are ambitious for our children and take collective responsibility for levelling the playing field – through investment in staff CPD, belief, and consideration of the economic wellbeing of all our families – aiming to increase social inclusion and avoid the isolation which results from low attainment.

School overview

Detail	Data
School name	Ambleside Academy
Number of pupils in school	602 (Sept 2024)
Proportion (%) of pupil premium eligible pupils	260 (plus 41 EYPP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	<i>Updated 03/09/24</i>
Date on which it will be reviewed	18/7/25
Statement authorised by	Mr P Willott (Director of Education)
Pupil premium lead	Ms J Bromley (Principal)

Governor / Trustee lead	Ms Sophie Gregory (Chair of Governors)
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PPG is £408,642.80 LAC amount is £10,280 Service children amount is £340.
Recovery premium funding allocation 2023-24	£40,310.00
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	£419,262.80

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, 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 was above National average at 27.7% in 2021/22 (<i>when this 3 year plan was first drafted</i>).
2	Overall school absence stood at 8.31% at the end of 2021-22, which was above the National average of 6.2%
3	Developmental levels are lower (2021/12) for PP children - particularly those who also have 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 the 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 68% of the Wellbeing Team's 2023/4 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 PP representation in PA (persistent absenteeism)</i>	<ul style="list-style-type: none"> • PA incremental improvement demonstrated termly • PA of PP matches national by 2025 (currently +18.9% above national)
<i>Improve attendance of PP pupils</i>	<ul style="list-style-type: none"> • Attendance incremental improvement termly in comparison with the previous year • Attendance of PP matches national by 2025 (currently +4% above)
<i>Reduce gap between PP/SEN and other in reading writing and maths</i>	<ul style="list-style-type: none"> • Children who are SEN&PP meet Specific ELG by the end of EYFS • PP children pass the PSC at the end of Y1 • SEN&PP pass the PSC by the end of Y2 • PP and non-PP attain equally well in KS1 RWM • PP children attain EXS in combined KS2 RWM
<i>Improve the attainment of the lowest attaining PP boys by the end of KS2</i>	<ul style="list-style-type: none"> • PP boys attain EXS in combined KS2 RWM • Lower attaining PP boys have caught up with their peers in writing by the end of Y4
<i>Increase access to off-site educational visits and onsite curriculum enrichment activities for PP children</i>	<ul style="list-style-type: none"> • PP children demonstrate within Book Study that their knowledge and understanding of the world is increasing • PP children have knowledge of their city's cultural offer
<i>Identify and support children who need informed intervention to fully access the curriculum</i>	<ul style="list-style-type: none"> • PP children's physical and emotional wellbeing improves as a result of timely and specific intervention e.g. counselling, peer support groups, behaviour therapy

Activity in this academic year (2023/24)

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: £ 223,375.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole staff CPD on the graduated response – focus on adapting the curriculum to meet the specific needs of pupils with SEN</i></p> <p><i>Documentation and target-setting materials and resources created to support teachers in working to support pupils with SEND</i></p> <p><i>Outside agencies to deliver SEND training</i></p> <p><i>Subject Leader focus and CPD to ensure curriculum is adapted to effectively meet the needs of all pupils</i></p>	<p><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 (educationendowmentfoundation.org.uk)</i></p>	<p>3 4</p>
<p><i>2023/24 Secondment of Y6 teacher to support SENDCo with a focus on pupil progress</i></p> <p><i>SENDCo deployment permanent 2024-25</i></p> <p><i>Lead Practitioner Role to bring additional capacity and support effective teaching which secures progress and attainment of the most disadvantaged pupils</i></p>	<p>Special educational needs and disabilities (SEND) EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p><i>Learning mentor role to focus on Wellbeing and Relationships interventions</i></p> <p><i>ELSA training for Learning Mentor</i></p>	<p><i>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</i></p>	<p>3</p>

Coaching of individual teachers and TAs by SENDCo and Lead Practitioner	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. High-quality teaching EEF (educationendowmentfoundation.org.uk)	3
Staff training on specific interventions – access to Priority Literacy CPD for TAs Peer Coaching by English leader focused on Priority 20 children Analysis of and response to barriers to learning for PP boys – transcriptional elements of writing/ reading fluency. Engagement with Priority Literacy targeted support	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. High-quality teaching EEF (educationendowmentfoundation.org.uk)	3
Recruitment of Attendance & Welfare Officer (school contribution to Raleigh central team)	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 Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	1 2

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

Budgeted cost: £ 47,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on the teaching of phonics (throughout the year 22-23), then ongoing to support new and KS2 staff Whole staff CPD on the teaching of writing throughout the year 2023-24	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	3 4
Peer coaching by	KS1 and EYFS outcomes indicate where	3

<i>leaders of learning in Phonics/ reading fluency/ writing transcription/ handwriters in training/maths 23-24/ Science/ EY leadership of writing</i>	<i>practice is stronger in school. Deployment of staffing, mentoring and in house CPD will be used to extend string practice within the teaching team</i>	4
<i>Purchase of 'Shine' intervention package to support TAs in addressing gaps identified within termly TTS summative tests</i>	<i>Small group tuition EEF (educationendowmentfoundation.org.uk)</i>	3 4
<i>Additional targeted teaching – small groups or one-to-one - for identified pupils – with a focus on reading comprehension/fluency and/or decoding (phonics and word level) Additional targeted teaching for PKS pupils to accelerate progress and close gaps (taught by SENDco)</i>	<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 or are struggling in particular areas One to one tuition EEF (educationendowmentfoundation.org.uk) 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 (educationendowmentfoundation.org.uk)</i>	3 4

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

Budgeted cost: £ 155,000.00

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

<i>individuals to improve their social and emotional health and remove anxieties which are a barrier to their learning</i>		
<i>Develop calming spaces (Sensory Room, Sanctuary and calming room) to support self-regulation for pupils throughout school, particularly who are SEN & Pupil Premium</i>	Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)	5
<i>Purchase of further Commando Joe's materials and resources to build character strength</i>	Self-regulation strategies EEF (educationendowmentfoundation.org.uk) Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	4 5
<i>Purchase of specific resources and aids to support the specific needs of identified pupils individuals e.g. technology/ apps / environmental support</i>	USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING EEF Digital Technology Guidance Report.pdf (d2tic4wvvo1iusb.cloudfront.net)	3 5

Total budgeted cost: £ £465,375.00

Part B: Review of the previous academic year

Pupil Premium Strategy Outcomes 2023-24

Reduce PP representation in PA (persistent absenteeism)

- Whole school persistent absence has reduced by 2.1% (On the same point last year and stands at 24.6% - demonstrating considerable impact of the Attendance Strategy.
- Disadvantaged persistent absence is still too high - 35.37%

Improve attendance of PP pupils

- Whole school attendance 2023/24 stands at 92.12% demonstrating a positive trend

Improve the attainment of the lowest attaining PP boys by the end of KS2

- 51.1% of disadvantaged pupils met the combined standard in KS2 assessments 2024 – upward trend and above National by 5%

Reduce gap between PP/SEN and other in reading writing and maths

- EYFS PP children achieving GLD in 2024 –exceeded national by 33.7%
- 56.4% of disadvantaged pupils throughout school reached the expected standard in reading (gap -15.2% with non-disadvantaged)
- Phonics 2024 - Y1 PP pupils passing exceeds National by 24.9%

Identify and support children who need informed intervention to fully access the curriculum

- 129 children continue to access services and benefit from the support of the school's Wellbeing offer, of which 88 are PP

Additional activity 2024-25

Our pupil premium strategy is supplemented by additional activity. This includes:

Training for all staff in Mental Health First Aid.

CPD for staff (teachers and TAs) on expected standard in Y6, using direct teaching and guided group strategies for pupils who have fallen off track (cohort 'Masterclass' intervention 30 mins per teacher per week to support pupil progress). This includes developing more effective practice in use of feedback to support disadvantaged pupils.

Use of teacher expertise and peer coaching by Lead Practitioner to develop model texts for writing (and reading) which ensure the lowest 20% attainers are applying and securing learning (common exception words/graphemes/suffixes/affixes etc).

Training for staff, who support high level need SEND pupils, in PECS, Makaton and non-verbal communication

Additional publishing of support materials devised by SENDCo which provide teaching strategies for pupils with SEND

Ensuring disadvantaged pupils are well represented in our Behaviour Ambassadors and Student Council programme.

Purchase of specific apps and devices to support pupil learning at an individual or class level according to need e.g. The Good Morning Club

Sharing good practice from DfE Priority Literacy programme to support staff CPD and raise standards of attainment in KS2. This includes year group standardisation

exercises and CPD for teaching assistants, and showcasing good practice to staff in other academy trusts, which in turn secures effectiveness (impact of coaching model)

Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils are actively encouraged and prioritised to participate and financially supported to attend e.g. Clay Creators.

Support for PP pupils to have breakfast prior to NTP tutoring sessions, or to access Breakfast Club to improve their punctuality and attendance.

Travel support for disadvantaged pupils (according to individual circumstance) who are experiencing barriers to attendance e.g. homelessness