

Pupil Premium Strategy Statement – Ambleside Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school'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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Ambleside Academy
Proportion (%) of pupil premium eligible pupils	282/620 (December 25)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	02/12/2025
Date on which it will be reviewed	02/12/2025
Statement authorised by	Phil Willott (Director of Education)
Pupil Premium Lead	Miss Amy Johnson (Principal)
Governor / Trustee lead	Ms Sophie Gregory (Chair of LGB)

Funding overview

Detail	Amount
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Pupil Premium Funding Allocation This Academic Year	PPG is £414,775.88 LAC amount is £10,280 Service children amount is £340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£414,775.88

Part A: Pupil premium strategy plan

Statement of intent

At Ambleside Academy, we believe that every child has the potential to achieve and thrive; children do not lack talent, but often lack opportunity. We recognise the barriers within our context and are committed to addressing disadvantage through high-quality teaching, targeted interventions, and wider strategies that promote equity and inclusion.

We are ambitious for all our pupils and take collective responsibility for levelling the playing field. This includes investment in staff CPD, fostering a culture of belief in every child's ability, and supporting the economic wellbeing of families to increase social inclusion and prevent the isolation that can result from low attainment.

Our ultimate goal is that disadvantaged and doubly disadvantaged pupils produce consistently high-quality work across all subjects and achieve expected standards or above in reading, writing, and maths by the end of Year 6.

This Pupil Premium Strategy focuses on targeting support where it is most needed, specifically:

- Pupils in the lowest attaining 20% of the cohort*
- Pupils with attendance below 90%*
- Pupils with SEND, recognising that those who fall into all three categories are the most vulnerable.*

Key Principles:

- Staff have the knowledge, skills, and ambition to ensure equal opportunities for all pupils.*
- Provision is needs-led, evidence-based, and monitored for impact.*
- Every action is designed to close gaps and raise aspirations for disadvantaged learners.*

Challenges

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

Challenge number	Detail of challenge
1	Persistent absence among our most disadvantaged pupils was 26.19%, which is 7 percentage points higher than their non-disadvantaged peers (19.2%). This persistent absence significantly impacts access to learning and contributes to gaps in attainment.

2	The overall attendance for our most disadvantaged pupils was 91.07%, which 4.11% is percentage points lower than that of their non-disadvantaged peers (95.18). This gap in attendance remains a significant barrier to learning and progress.
3	Attainment levels are lower (2045/25) for PP children achieving GDS, to level the playing field we need to reduce the gap between PP and non-PP for those gaining Greater Depth Standard at KS2 Currently reading KS2 GDS is 14.3% (-7% below National) Maths KS2 GDS 5.4% (-10% below National)
4	A significant proportion of our disadvantaged pupils need targeted support to improve their mental and physical wellbeing, with 87.6% of the Wellbeing Team's 2024/25 cohort identified as Pupil Premium.
5	Poverty has restricted the life experiences and cultural capital of our disadvantaged pupils, which can negatively impact educational outcomes for Pupil Premium children. In EYFS, 66.7% of disadvantaged pupils achieved a Good Level of Development (GLD). While this is above the national average, it represents a 19% decrease compared to the previous year

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
Reduce PP representation in PA (persistent absenteeism)	<ul style="list-style-type: none"> PA incremental improvement demonstrated termly PA of PP matches national by 2028 (currently +10% above national)
Improve attendance of PP pupils	<ul style="list-style-type: none"> Attendance incremental improvement termly in comparison with the previous year Attendance of PP matches the national by 2028 (currently 91.07 above)
Reduce the gap between PP and non-PP for those gaining Greater Depth Standard at KS2 <ul style="list-style-type: none"> Currently reading 14.3% (-7% below National) Maths 5.4% (-10% below National) 	<ul style="list-style-type: none"> PP children achieve Greater Depth Standard in line with national.
Reduce the gap between PP and Non PP in those attaining GLD in EYFS. Currently PP 66.7% achieved GLD and 71.4% Non PP achieved GLD	<ul style="list-style-type: none"> Children who are PP to meet ELG in line with their Peers
Increase access to off-site educational visits and onsite curriculum enrichment activities for double-disadvantaged pupils	<ul style="list-style-type: none"> Attendance data for visits and enrichment activities is in line with their non-disadvantaged peers PP and SEN children demonstrate within Book Study that their knowledge and understanding of the world is increasing PP and SEN children have knowledge of their city's cultural offer
PP children's physical and emotional Well-being improves as a result of	<ul style="list-style-type: none"> Reduction in suspensions and behaviour incidents for PP children

timely and specific intervention, e.g. counselling, wellbeing groups, behaviour therapy, ELSA sessions	<ul style="list-style-type: none"> Increased attendance for PP children Positive pupil voice – all children are happy
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 260,678.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject Leader Focus and CPD, provide targeted training for subject leaders to ensure curriculum planning and delivery are adapted to meet the needs of all learners, including those with SEND, PP and focus on targeting GDS.</p> <p>SAQ Training for Early Fundamental Movements Deliver SAQ (Speed, Agility, Quickness) training to enhance physical development and support attainment levels for SEN pupils.</p>	<p>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)</p>	3
<p>Learning Mentor role to focus on Wellbeing and Relationships interventions</p> <p>ELSA training for Learning Mentor</p>	<p>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Coaching of individual teachers and TAs by SENDCo, Assistant Principals, Subject Leaders and outside professionals</p>	<p>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.</p>	3, 5

	High-quality teaching EEF (educationendowmentfoundation.org.uk)	
Staff CPD package on specific interventions – Reading Fluency Peer Coaching by Assistant Principal focused on Priority 20 and double-disadvantaged pupils to gain EXS and GDS	Poor teaching has a greater impact on disadvantaged and SEN 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)	3,5
Attendance & Welfare Team (school contribution to Raleigh central team)	We believe that a supportive relationship with parents has proved the most effective when supporting Pupil Premium and SEN families with attendance. We consider a variety of strategies and a personalised approach. Using the Pupil Premium to boost attendance - Understanding the use of Attendance & Family Liaison Officers... EEF	1,2

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

Budgeted cost: £88,612.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on the teaching of reading and reading fluency intervention	KS2 Reading Fluency Project - trial EEF Reading Fluency Project is a targeted intervention aiming to improve reading comprehension for upper Key Stage 2 pupils who are identified as working below age-related expectations in reading comprehension. The intervention is designed to improve fluent reading of age-appropriate texts, with a focus on prosody, through six core strategies: modelled expert prosody, echo reading, repeated reading, text marking, performance reading, and modelling comprehension strategies.	3,5
Peer coaching by Phonics leader and assistant principals in Phonics/ reading fluency/ writing transcription/	Phonics, EYFS and KS2 writing outcomes indicate where practice is stronger in school. Deployment of staffing, mentoring, peer coaching and in house CPD will be used to extend strong practice within the teaching team	3,5

handwriters in training/maths/ EYFS		
Purchase of 'Shine' intervention package to support TAs in addressing gaps identified within termly	Small group tuition EEF (educationendowmentfoundation.org.uk)	3,5
Masterclass package used to support KS2 Maths and Reading outcomes for those with PP reaching expected standard and greater depth	Year 6 staff analyse assessments and plan Masterclass to support needs of a small group. Each teacher with the child can then target individual needs to improve progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	3,5
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), writing and maths	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)	3,5

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

Budgeted cost: £ 64,611

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to trips/off-site visits funding to ensure equality of access for all pupils regardless of family income	Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	4
Behaviour Therapist to work with identified pupils and increase both efficacy and academic engagement	Self-regulation strategies EEF (educationendowmentfoundation.org.uk)	4
School counsellor to work with identified individuals to improve their social and emotional health and remove anxieties which are a barrier to their learning	Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)	4
Develop calming spaces (Sensory Room, Sanctuary and calming room) to support self-regulation for pupils throughout school, particularly who are SEN & Pupil Premium	Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)	4
Purchase of specific resources and aids to support the specific needs of identified pupils individuals e.g. technology/ apps / environmental support	USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	4

Total budgeted cost: £ 414,775.88

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To reduce whole-school persistent absence.

Last year, persistent absence (PA) decreased from 25.35% to 19.2%, representing a significant improvement. However, this figure remains 6% above the national average of 13.3%. Whole-school absence increased slightly by 0.13%, which is still 1.8% above national levels.

Pupil Premium Persistent Absence

- 2024/2025 26.19%
- 2023/2024 36%

Through the last academic year we reduced Pupil Premium persistent absence by 10%. This is a significant improvement and in turn is shown in our outcomes for PP children in EYFS, phonics and KS2 with all areas above national. We still have improvements to make as we remains 2.19% higher the National average of 24% and 15.19% above their peers who are 11% Nationally.

Strategies Implemented:

- Targeted Incentives focusing on PP: Offered rewards for achieving 100% attendance over short, focused periods (typically two weeks).
- Inclusive Attendance Training: Delivered whole-school CPD to ensure staff promote inclusive attendance practices.
- Recognition and Celebration: Weekly recognition of attendance celebrated in classrooms, displayed in corridors, and shared with parents via ClassDojo.
- Attendance Audit: Conducted a comprehensive audit to identify barriers, such as staff greetings, ensuring a welcoming environment for all pupils regardless of arrival time.
- Year Group Rewards: Implemented targeted rewards for year groups showing improved attendance.
- Whole-School Strategy: A clear attendance strategy was embedded across the school, as outlined in the first target.

To improve attainment for Pupil Premium (PP) and SEN pupils achieving a Good Level of Development (GLD).

- SEN Pupils: Last year, 25% of SEN pupils achieved GLD, showing an upward trajectory. The school-to-national gap is currently 1.3%, so continued improvement is needed to align with national expectations.
- Disadvantaged Pupils: 66.7% of disadvantaged pupils met GLD, which is 15.3% above the national average.

We recognise that pupils develop at different rates and start from varied points. Our curriculum is designed to provide tailored, adaptive experiences that focus on building foundational knowledge and skills, rather than overloading pupils with activities lacking purpose. This

approach promotes fluidity and application, enabling pupils to revisit, remember, and embed learning through high-quality, planned lessons.

- High-Quality Interactions: Skilled staff use purposeful dialogue to deepen pupils' thinking and language development.
- Continuous Provision: Carefully designed learning and play opportunities, complemented by purposeful enhancements, ensure every pupil engages meaningfully.
- Key Person System: Guarantees that no pupil opts out of new experiences, supporting knowledge and skill acquisition through effective scaffolding.

Pupil outcomes remain strong, sustaining a four-year trend of GLD attainment above national and local averages. In 2025, GLD reached 70.1%. Disadvantaged pupils continue to close the gap with their peers at a pace exceeding national trends:

- 2024: 33.7% above national peers
- 2025: 15.3% above national peers

To improve attainment of KS2 Pupil Premium (PP) pupils achieving the combined measure of Reading, Writing, and Maths (RWM).

- There is a strong three-year upward trend in the proportion of PP pupils achieving the expected standard in Reading, Writing, and Maths (RWM).
- Currently, 53.6% of PP pupils meet the expected standard, demonstrating significant progress in closing the gap between PP pupils and their peers.
- This figure is also 7% above the national average for disadvantaged pupils, highlighting the effectiveness of our targeted strategies.

To provide targeted support for Pupil Premium pupils' physical and mental wellbeing.

The academy demonstrates a strong commitment to pastoral care through its well-established Wellbeing Team, led by the Senior Deputy Principal. Regular structured meetings ensure pupil needs are identified promptly, and interventions are based on clear evidence of impact, reflecting a culture of accountability and responsiveness.

Provision is broad and inclusive, covering safeguarding, counselling, therapeutic support, and targeted interventions such as nurture groups and buddy systems. These strategies address immediate emotional and behavioural needs while promoting long-term resilience and belonging, particularly for pupils joining mid-year. Initiatives like class contracts and visions for success embed positive values across the school community.

Collaboration with external agencies, including the Mental Health Support Team, strengthens provision and ensures relevance. Recent initiatives, such as exam stress management sessions, highlight the academy's proactive approach to emerging challenges and its commitment to equipping pupils with practical coping strategies.

- This holistic, well-coordinated approach demonstrates a clear understanding of the link between wellbeing and academic success, ensuring disadvantaged pupils receive the support needed to thrive both personally and academically.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.