

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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.

### School Overview

Detail	Data
School name	Saint Ambrose Barlow CPS
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	8.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	G. Doherty Headteacher
Pupil premium lead	H. Kearns Intervention Manager
Governor / Trustee lead	K. Abson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,210
Recovery premium funding allocation this academic year	£ 7,066
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£36,276
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	28599

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all of our pupils have access to a range of high-quality experiences, teaching and resources across the whole curriculum. They have a right to a broad and balanced curriculum, which aids their progress and development. A child's background should not be a barrier to them attending school, engaging with their learning or the progress that they make academically, personally or socially.

The pupil premium is a Government initiative that targets extra money to pupils from deprived backgrounds, which, research shows; underachieve compared to their peers. The Government have used pupils entitled to Free School meals as an indicator of deprivation and has deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School meals. Looked-after children are also eligible for this increased funding. The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support these pupils to increase their attainment and 'close the gap' between their attainment and the attainment of other pupils.

The amount of funding allocated per pupil was £1320 in 2020-2021, this year's allocations are stated in the later tables . Monitoring Pupil Premium Funding spending through evaluation of the progress of pupils helps us to identify where there is a need for intervention and strategies to promote improvement. Project plans are completed before funding is allocated and evaluations take place, either at the end of a short-term project, or it is ongoing throughout a longer-term intervention. Interventions are changed and adapted if they do not meet the needs of the pupils.

A wide range of evidence is used to assess the impact of the Pupil Premium Funding spend:

- Assessment data is collected, monitored and analysed at least once each half term to inform the attainment and progress of pupils.
- Attendance data is collated and analysed fortnightly
- Teaching staff attend regular pupil progress meetings where the attainment and achievement of disadvantaged pupils is compared to that of the non-disadvantaged pupils
- The EEF Guide to Pupil Premium
- Monitoring is acted upon quickly and support is provided in a timely manner.
- Initial concern and inclusion meetings are held regularly and tracked to ensure that the school address barriers to learning early.
- Case studies will be used to evaluate the impact of pastoral interventions the intent of this strategy is to identify and overcome the specific and contextual barriers to learning that our children may have. We are then able to support them and provide equality of access to our learning and their future opportunities.

Quality wave 1 teaching is at the heart of our approach. There is a particular focus on the children's communication and language skills, including their conceptual knowledge of the world, early reading, as

well as, becoming fluent mathematicians. These areas support the whole school action plan and are in line with Wigan's priorities (wider borough issue of communication and language).

Having access to high-quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap. This will also support those pupils who are struggling but who are not in receipt of this funding. The attainment and progress of disadvantaged pupils is not at the expense of the non-disadvantaged pupils. The intended outcomes for all of our pupils is that they make progress and attain their potential. The pupil premium strategy forms part of the wider school improvement plan, which aims to improve outcomes for all pupils. This is further supported by the school's use of the Catch-Up Funding. This programme is for those pupils who have been affected the most by recent national lockdowns and periods of isolation (this is accessed by disadvantaged and non-disadvantaged pupils).

Our approach to supporting pupils will be in response to those frequent challenges as well as individual needs. To ensure they are effective we will:

- Ensure work is challenging and supports their learning and progress
- Act early, where the need is identified
- Adopt a whole-school approach in which all staff have ownership and responsibility for the outcomes of all pupils, including those who are disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	Historic under attainment at the highest levels (local and national priority)
2	Speaking & Listening skills
3	Small numbers of Pupil Premium pupils on roll
4	Lack of parental engagement
5	Lack of home reading
6	The extended school closure period

## 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
Number of Pupil Premium Children achieving the Expected Standard in Reading, Writing and Mathematics at the end of KS2.	A minimum of 3 of the 4 pupils achieve the Expected Standard in R/W/M.
Narrow the attainment gap between Pupil Premium children and non-Pupil Premium children at both ends of KS1 and KS2.	The diminished difference in attainment of Pupil Premium and non-Pupil-Premium children in end-of key stage assessments.
Increase in the percentage of Pupil Premium students who are boys achieving the Expected Standard at the end of KS1 within Mathematics.	A minimum of 3 of the 4 pupils achieve the Expected Standard in Mathematics.
The in-year gap between Pupil Premium Children and non-Pupil Premium children to be narrowed in relation to the Expected standard and at Greater Depth across all year groups.	The needs of disadvantaged children are better met in class/ taught by teachers and additional intervention.
Increased parental involvement and engagement for targeted disadvantaged groups	Workshops/meetings/information held across all year groups informing

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: £5,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist PP Precision teacher to lead intervention in English and Mathematics.	There is a gap between school attainment and national figures. This difference must be diminished through classroom-based intervention and precision teaching; in addition to this planned and executed targeted work by the Intervention Manager to further boost skills will impact on progress of all identified pupils.	
<p>Quality first teaching to be further embedded throughout school enabling every teacher to deliver lessons appropriate to the needs of the children, particularly those from vulnerable groups, in order for them to make accelerated progress.</p> <p>In addition to the aforementioned QFT, precision teaching will be delivered by the Intervention Manager and selected staff, including a HLTA and additional support staff.</p>	<p>There are many interventions in place across school. We believe that QFT will further develop teacher skills and will enable us to act at the point of need. It will also ensure that disadvantaged and vulnerable children are taught daily by a highly skilled teacher.</p> <p>A designated Intervention Manager will also be able to manage the targets needs of selected children and will be able to liaise with the DHT who will oversee the impact measurement of intervention within the school for PP children.</p>	

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

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching planned and delivered by the Intervention Manager and support staff.	A fully qualified teacher to work with targeted children in tandem with the classroom teacher to help support learning and progress for each Pupil Premium children and work with additional support staff to provide	

	inclusive quality first teaching inside and outside the classroom.	
Selected programs used to target specific needs and requirements of selected pupils to narrow the attainment gap through the securing of key skills and year group objectives.	Directed programs of study to diminish the difference in progress against key skills and specific year group objectives.	
Introduction of selected programs such as 'Talking Partners' to develop speaking and listening, and communication skills for selected pupils. Identified pupils to be given additional mental health and wellbeing support where needed.	The programs selected and implemented are used to target specific areas of learning and development for the Pupil Premium children in order to cultivate key aspects of their learning journey and personal development.	
Regular enrichment trips for pupils (subject to national and regional restrictions).	Enrichment experiences add to the overall well-being, life skills development and the emotional and social maturity of pupils. These experiences help to create positive outcomes for pupils in many additional curriculum areas such as: speaking and listening; general language skills; creative writing; real life applications of mathematical processes; historical context and geographic understanding.	

## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £7677

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture sessions designed and delivered around specific needs of selected pupils.	The emotional and spiritual well-being of children is at the foremost of the school's ethos. These sessions have been identified for selected children so as to better support their development.	
Extracurricular support		

**Total budgeted cost: £ £36,276**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The impact from last year is difficult to fully and accurately assess. Due to Covid and the school closure, data snapshots have limited evidence of positive impact and other aspects are yet to fully realise their intended outcome. Engagement of PP pupils in virtual learning was very high, as was the uptake of any emergency provision which was offered.

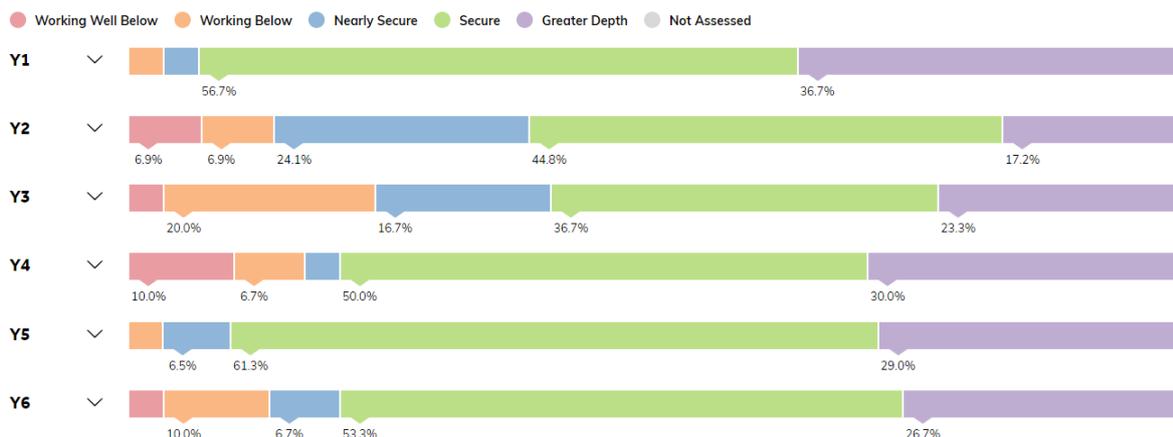
Where provision was delivered, staff reported improved confidence in all areas targeted, transferring back into the classroom setting, resulting in a diminished difference in progress between PP children and non-PP children. Improvement of basic skills and understanding in R/W/M, including GPS. Diminished difference between pupil skill sets and year group expectations. Individualised programmes for pupils developed in conjunction with pupils. Improved confidence, including development in communication skills.

Early identification of appropriate intervention areas. Diminished difference between pupil skill sets and year group expectations. Increased confidence within the classroom and specifically in relation to skills taught. Improved foundation for key skills assessed against year group expectations.

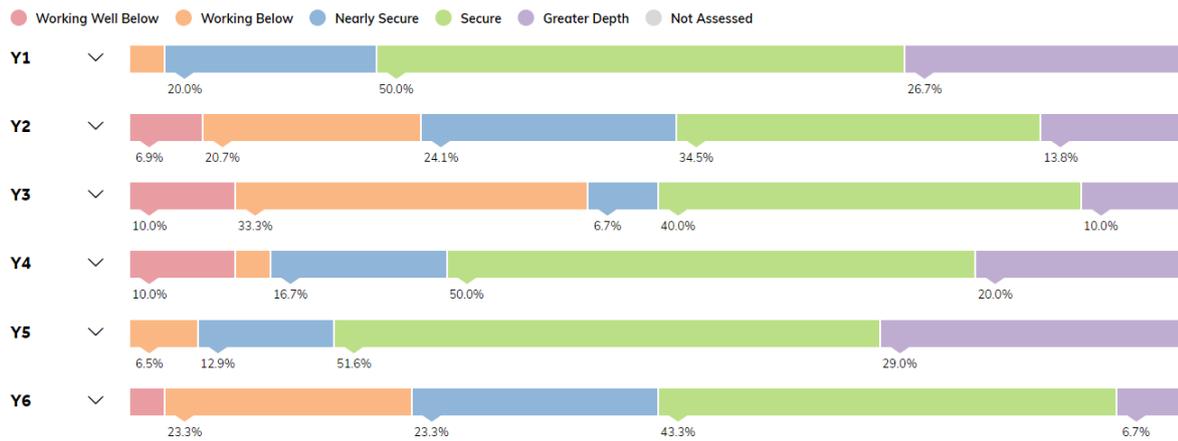
Development of core skills using concrete learning materials. The immeasurable benefit to those children identified for additional services.

### Teacher Judgements 2020-21

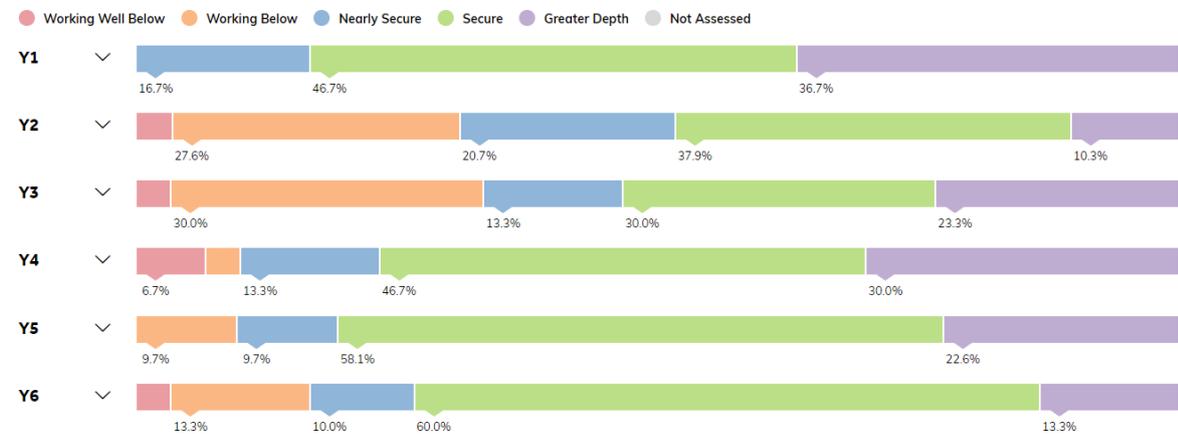
#### Reading:



## Writing:



## Maths:



## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sports Camps	Premier Sports
SpellingShed	LiteracyShedPlus
Timetables Rockstars	Baz Winter