

# Pupil Premium Strategy Statement 2023 – 2024

## Ursula Taylor C of E School



This statement details our school's use of pupil premium (and recovery 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  | 353  |
| Proportion (%) of pupil premium eligible pupils                         | 61 Funded<br>85 Eligible (24 not funded due to timing of Census) |
| Academic year/years that our current pupil premium strategy plan covers | 2023 2024  |
| Date this statement was published                                       | December 2023  |
| Date on which it will be reviewed                                       | July 2024  |
| Statement authorised by   | Vicki Morrall - Headteacher                                      |
| Pupil premium lead  | Vicki Morrall - Headteacher                                      |
| Governor lead   | Steve Carter   |

### Funding overview

| Detail  | Amount        |
|---|---------------|
| Pupil premium funding allocation this academic year       | £88755        |
| Recovery premium funding allocation this academic year    | £8845         |
| Pupil premium funding carried forward from previous years | £0            |
| <b>Total budget for this academic year</b>                | <b>£97600</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

At Ursula Taylor C of E School, we use our Pupil Premium and Recovery Premium Funding in the following ways.

- To raise the educational attainment of disadvantaged pupils of all abilities to help them reach their potential.

Our Pupil Premium (PP) and Recovery Premium (RP) income is used to support children who are eligible for Free School Meals (FSM), who are Looked After Children (LAC) or Previously Looked After Children (PLAC). At this time, we do not have any children who are eligible for the Service Pupil Premium (SPP). At Ursula Taylor we use our PP and RP to support as many children as possible, whom we have identified as being disadvantaged. This includes a number of children whom have No Recourse to Public Funds (NRPF) through Asylum or Refugee status.

Our principle objective is to remove as many barriers as possible to allow all children to access an excellent curriculum provision, including a wide range of intervention lessons, additional teaching and support to ensure all children can make great progress and reach their potential.

Through the careful allocation of PP and RP funding, we target children across our school to received additional support where it is most needed. This includes reducing the cost of school trips and experiences where possible and providing uniform, equipment and extra-curricular opportunities where appropriate.

The vast majority of our PP / RP funding is used to provide additional staffing across our year groups, to support children within the classroom environment to make the great possible rate of progress and to provide a range of intervention and small group learning opportunities, including but not restricted to: Phonics and Early Reading, Maths, Speaking and Listening/Communication, Spelling and Handwriting, Vocabulary and conversational support for EAL children, Nurture provision, time to talk and Brick Club.

As we move through the year, we assess the impact of the provisions in place and adapt, develop and alter where required. We believe that the support provided to our children needs to be flexible, based on assessed needs and responsive to the changing experiences of our children.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Communication, Language and Literacy on entry to Reception Year is an area which requires focus. Our overall baseline is low and analysis has determine CLL to be an area of immediate need.   |
| 2                | Phonics and Early Reading. As CLL is low overall, this impacts the children's ability to rapidly acquire a Phonic Code and begin the process of Early Reading. Specific whole class and guided group Phonics is required to ensure children make the same rate of progress as their peers.   |
| 3                | Children often lead an isolated life outside of school and may not have access to extra-curricular clubs, lessons and enrichment experiences. As a result, children do not have the experiences to draw upon when writing and often have low cultural capital.   |
| 4                | A number of our PP eligible children are also identified as SEND or EAL. These children require additional targeted support to access the full breadth of the curriculum. A series of additional interventions are needed to supplement Quality First Teaching to ensure all children have the correct support and scaffolding to be successful.               |
| 5                | There are more boys who qualify for PP than girls. In addition to this almost all NRPF eligible children have English a second language. Reading and Writing have been identified as specific areas requiring additional support. Resourcing and specific needs based teaching needs to be planned and delivered to ensure progress is good.                   |
| 6                | A number of children in our school, we consider to be disadvantaged for a various reasons do not meet the criteria for PP funding. This includes a large number of children who have arrived between the census window whom we receive no funding for. All of these children receive additional support to allow them the greatest chance possible to succeed. |
| 7                | Writing stamina and ability is an area which has been identified as requiring additional support. This includes the acquisition of Spelling and some elements of Grammar and Punctuation.  |
| 8                | Mathematical Fluency and Arithmetic, including Times Tables and rapid recall skills. The lack of fluency and practice at home impacts children's ability to access and achieve more complex problem solving and reasoning.   |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan, 2023 / 2024 Academic Year**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
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|------------------|------------------|

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| <ul style="list-style-type: none"> <li>Children to complete intervention session to increase the knowledge of and use of Phonics. Including fluency and reading speed.</li> </ul>   | <ul style="list-style-type: none"> <li>Phonics assessment data demonstrates all children are attaining more and making good progress.</li> <li>Intervention sessions mirror whole class taught session and offer opportunity for pre-learning and retrieval practice.</li> <li>Children move through the reading scheme, building fluency and building their knowledge of comprehension and information retrieval.</li> <li>Children develop a love of reading and choose to read for pleasure, accessing a wide range of texts for use at school and at home.</li> <li>Children to be able to access the breadth of the curriculum more easily once their reading fluency increases.</li> </ul> |
| <ul style="list-style-type: none"> <li>Interventions to be completed – linked to Speech and Language and Communication, Language and Literacy.</li> </ul>   | <ul style="list-style-type: none"> <li>Children develop their abilities to communicate more quickly and can communicate effectively with adults and peers.</li> <li>Vocabulary and Oracy skills increase, language is used in lessons, discussion and through pupil voice.</li> <li>Children whom are EAL / NRPF rapidly learn English and can communicate with staff and peers, accessing more of the curriculum on offer.</li> </ul>   |
| <ul style="list-style-type: none"> <li>PP/ RP money used to reduce the financial cost of some trips and experiences, to ensure as many children can attend as possible. PP children are signposted to free clubs and additional opportunities wherever possible.</li> </ul> | <ul style="list-style-type: none"> <li>Children experience a wide range of new things, develop an understanding about life outside of school and can draw on their knowledge and experience in their work.</li> <li>All PP children attend school trips and can attend residential (If parents wish this)</li> <li>PP children attend clubs and additional opportunities.</li> </ul>   |
| <ul style="list-style-type: none"> <li>In class Quality First Teaching is supplemented by additional support for PP children, including receiving in class support from quality Teaching Assistants.</li> </ul>   | <ul style="list-style-type: none"> <li>Children when in whole class lessons, receive the scaffolding, vocabulary support and adaptations needed to allow them full access to the curriculum.</li> <li>Children are heard read regularly and access quality texts which can be taken home.</li> <li>Home Learning is adapted to ensure children can all have access – including time at school to access online resources through school devices.</li> </ul>  |

|  |  |
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| <ul style="list-style-type: none"> <li>Resources are considered and purchased where required to support children's needs e.g. EAL work books and reading material / Phonics equipment.</li> </ul>                            | <ul style="list-style-type: none"> <li>Resources are up to date and available to all – children can access additional support.</li> <li>Resources are used well to ensure children make greater progress.</li> </ul>                               |
| <ul style="list-style-type: none"> <li>Online resources are used and subscribed to annually to support all learners and as a tool to ensure individual children make progress. E.g. Spelling Shed / TT Rockstars.</li> </ul> | <ul style="list-style-type: none"> <li>Children have access to resources at school and at home if devices are available.</li> <li>Intervention can be based around an online resources which directly links to work completed in class.</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: £1000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Staff CPD for 'The Write Stuff';                       | EEF Research on improving Literacy in KS1 and KS2.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>   | 1, 2, 3, 4, 5, 7              |
| Greater Depth Writing online Learning Modules          | EEF Research on improving Literacy in KS1 and KS2.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>   | 1, 2, 3, 4, 5, 7              |
| Spelling Shed and Super Sonic Phonic Friends Staff CPD | EEF Teaching and Learning Toolkit<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Phonics</a> | 2, 3, 4, 5, 6, 7              |
| QFT Updates Staff CPD.                                 | Feedback<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  | 1, 4, 5, 6, 7, 8,             |

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| WalkThrus 'Core 10'<br>Plus Metacognition and Self-Regulation  | Metacognition and Self-Regulation<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>   |                  |
| TT Education Trust<br>Wide Writing CPD and Improvement Project | EEF Research on improving Literacy in KS1 and KS2.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> | 1, 2, 3, 4, 5, 7 |

**Targeted academic support (for example, tutoring, one-to-one support, structured interventions) This is where the majority of funding is allocated to face to face teaching and educational support.**

Budgeted cost: £75,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Lift of To Language and Oracy Intervention<br>EYFS and KS1<br>Some KS2 EAL children                  | EEF Oral Language Interventions<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>   | 1, 2, 3, 4,                   |
| Spelling and Handwriting Intervention<br>EYFS, KS1 and KS2   | EEF Small group Tuition<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a><br>EEF Research on improving Literacy in KS1 and KS2.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> | 1, 2, 4, 5, 6, 7              |
| Phonics and Early Reading, Small Group and 1:1 Support.<br><br>EYFS and KS1<br>Some KS2 EAL children | EEF Teaching and Learning Toolkit<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Phonics</a>   | 1, 2, 3, 4                    |
| Maths Fluency Interventions, Times Tables, rapid recall facts  | EEF Improving Maths in Early Years and KS1<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>  | 1, 3, 4, 6, 8,                |

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|--|---|-------------------------|
| and Reasoning and Problem Solving.<br>KS1 and KS2  | EEF Improving Maths in KS2 (and 3)<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>   |                         |
| Reading Comprehension Interventions.<br>KS1 and KS2 including EAL children.  | EEF Reading Comprehension Strategies<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>   | 1, 2, 3, 4, 5, 6, 7, 8, |
| EAL support – to provide children with functional, conversational language as quickly as possible.<br>EYFS, KS1 and KS2. | The Bell Foundation<br>University of Oxford: English as an additional language: Proficiency in English, Educational Achievement and Rate of Progression in English Language Learning.<br><a href="https://www.bell-foundation.org.uk/eal-programme/research/english-as-an-additional-language-proficiency-in-english-educational-achievement-and-rate-of-progression-in-english-language-learning/">https://www.bell-foundation.org.uk/eal-programme/research/english-as-an-additional-language-proficiency-in-english-educational-achievement-and-rate-of-progression-in-english-language-learning/</a><br>Cambridge University and Anglia Ruskin:<br>School Approaches to the Education of EAL Students.<br><a href="https://www.bell-foundation.org.uk/eal-programme/research/school-approaches-to-the-education-of-eal-students/">https://www.bell-foundation.org.uk/eal-programme/research/school-approaches-to-the-education-of-eal-students/</a> | 1, 2, 3, 4, 6, 7, 8     |

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

Budgeted cost: £22,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Brick Club – Oracy and Social and Emotional Support.                                      | University of Cambridge<br>Lego Therapy and Autism<br><a href="https://www.autismresearchcentre.com/projects/evaluation-of-lego-therapy/">https://www.autismresearchcentre.com/projects/evaluation-of-lego-therapy/</a>          | 1, 3, 4, 6                    |
| Rupert the Therapy Dog – Social and Emotional Well-Being                                  | Time for children to talk, manage emotions and learn to regulate.<br>Opportunities for children experiencing trauma to have quite time to feel safe and at ease.   | 1, 3, 4, 6,                   |
| Phoenix Provision, time to talk and Social and Emotional Well-Being. 1:1 and Small Groups | Children identified through a range of mechanisms can be referred for support. This can be in a small group on a similar strategy – e.g. regulation, time to talk or protective behaviours or as a 1:1 nurture / pastoral route. | 1, 3, 4, 6                    |

|   |   |      |
|---|---|------|
| Reduction of cost of school trips, uniform, residential, paid clubs.<br>EYFS, KS1 and KS2 | Subsidised trips, educational experiences and uniform – anything that falls outside of the whole school curriculum.<br>This may include, coats, clothing, uniform, swimming kit, PE Kit, bags, shoes and educational equipment.<br>Reductions on residential trips for some children al provide access where appropriate. | 3, 6 |
|---|---|------|

**Total budgeted cost: £98,000 (£400 overspend)**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2022/ 2023 Assessment Data was lower than historically expected due to a significant number of children enter the school at the start of the Summer Term in 2023. All children have No Re-course to Public Funds and have little or no experience in school, and not within the English education System. Almost all children have English as an Additional Language and have parents whom speak a language other than English.

Our EAL numbers on roll have increased by 100% to 71 children across the school and we have 31 different languages represented with our school. All data sets have included these children, despite them not working at the relevant level to access the year group curriculum.

In KS2, 5 children were from this group, increasing the Class based Pupil Premium numbers to a higher than average number for our school. This in combination with 14 SEND children has led to lower than historically expected assessment data.

Priorities for the new school year include: Writing across the school. There have been significant improvements in the delivery and Quality of Teaching of Writing and work in books demonstrates clear progress and increasing standards.

A closer focus on children's attainment and progress is needed, to ensure that the gaps between the Disadvantaged and non-lesson and that all children make good progress.

Pastoral support and nurture provision has been successful. Children have benefit from the support that have had, learning to manage their emotions more effectively and have been able to return to class more readily to re-engage in their learning.