

Pupil Premium Strategy Statement

Ursula Taylor C of E School 2024/2025

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 | 351 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers | 2025/2026 |
| Date this statement was published | 16.12.2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Kate Hall |
| Pupil premium lead | Kate Hall |
| Governor / Trustee lead | Steve Carter |

Funding overview

| Detail | Amount |
|---|--------------------|
| Pupil premium funding allocation this academic year | £105,578.71 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £105,578.71 |

Part A: Pupil premium strategy plan

Statement of intent

At Ursula Taylor C of E School the funding we receive for Pupil Premium is used to support children both academically and pastorally.

We aim to use the funding available to target as many children as possible, including those who may not be eligible for Pupil Premium, but are considered to be disadvantaged for a number of reasons.

Our aims are to:

- Provide high quality teaching and learning, assessment and feedback which supports our children to make good progress and learn more and know more.
- Ensure that Reading and the acquisition of phonics is a key target area, to ensure that children can access other curriculum areas.
- Provides an opportunity for adaptive teaching, responding immediately to areas where children are making less than expected progress and identify gaps in learning.
- Provide children with additional support in terms of intervention, where needed. This may include: pre-teaching, small group interventions, 1:1 support where suitable and an opportunity to revise and revisit areas which are challenging.
- Provide access to a range of learning resources and strategies to support children learning at home and at school.
- Support children's pastoral and social and emotional needs, through a range of nurture interventions and opportunities, designed to build resilience, gain confidence and an awareness of how to cope in challenging circumstances.
- Support children with complex pastoral needs, through well-planned support and trauma informed practice.
- Ensure that our children's mental health and well-being is well supported and a high priority.
- Ensure that all children are able to experience and benefit from a wide range of extra-curricular and enrichment opportunities, through providing free clubs and subsidised school trips / residential experiences.

Our work in support of disadvantaged children over the last few years has been to focus on the needs of the individual children and to use a range of strategies, both academic and pastoral to remove as many barriers to learning as possible.

A number of the strategies in place have been used for some time, e.g. lift off to language, which has been a key intervention within our early years, which has had good impact upon children's ability to access the curriculum and achieve well in the area of Communication, Language and Literacy.

At UTS, our context includes serving children from a range of demographic backgrounds, including the children of a local Asylum Hotel. The majority if these children have had little or no formal education, their motherland or England and also have no English language upon arrival. This change to our demographic has seen our systems change to better meet the needs of the children and an increased focus on Early Reading and Phonics and the acquisition of Spoken English.

Key principles of our Strategy Plan include:

- Using the funding to support as many children as possible, through the flexible use of support for all disadvantaged children.
- To ensure that pastoral elements such as social and emotional needs and also children's good mental health are at the core of our work.
- To remain flexible and adaptive with interventions, through regular review and assessment and altering provision wherever needed.
- Using the EEF Research materials linked to Pupil Premium and Disadvantaged learners to select strategies and review provision.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Communication, Language and Literacy on entry to Reception Year is an area which requires focus. Children's baseline is low and has been highlighted as an area of immediate need.</p> <p>Mobility in the school is the highest it has ever been, with a significant number of children arriving mid year with varied prior experiences. Phonics, early Reading and Spoken English are key learning foci.</p> |
| 2 | Children often have an isolated life outside of school and may not have access to clubs, extracurricular experiences and may, as a result have a low cultural capital. |
| 3 | A significant proportion of our PP eligible children also are on our SEND register, requiring individual plans and support to be provided. Enhanced teaching and learning and Quality First Teaching needs to be ensured to provide children with adapted teaching and scaffolding / support in the required areas. Some children are SEND / PP and EAL, and required a carefully planned curriculum and intervention offer needs to be provided to meet the changing needs of the children. |
| 4 | A number of children in the school are deemed to be disadvantaged for a number of reasons but do not meet the criteria for PP funding. This can be an issue where funded trips and activities are concerned. |
| 5 | There are more boys who qualify for PP than girls. Writing is the area that has been identified as most in need of support, this is an area when careful curriculum planning and delivery is required to engage and motivate boys. |
| 6 | Writing stamina has been identified as an area that requires development. Children often lack practice and require opportunities to write at length and in a range of different contexts. |
| 7 | Mathematical fluency and arithmetic is an area where children are lacking sufficient skill. Including Times Tables and rapid recall mental Maths. This lack of fluency impact upon the children's ability to access and complete reasoning and problem solving activities and tasks. |

Intended outcomes

This explains the outcomes we are aiming for 2025/2026, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|--|
| <ul style="list-style-type: none"> Children to have attended a cycle of 'Phoenix' Club nurture provision. Children to have developed their resilience and communication skills and be able to verbalise their emotions more effectively. Zones of regulation support to be used across the school to give children the tools they need to be able to manage emotionally and tackle any challenges they face. | <ul style="list-style-type: none"> Increased awareness of personal feelings and emotions. Greater understanding of how to identify how they are feelings about a positive / negative experience. A clear understanding of how to manage emotions; deal with setback and share thoughts and feelings with another person. Regulation takes less time and is able to be self-managed by more children independently. Children are emotionally better able to manage change and the ups and downs of life and in a better position to access their learning and make good progress. |
| <ul style="list-style-type: none"> Lego Therapy. Through sessions, children have increased their ability to communicate, use spoken and unspoken language and work in a team. Children have had opportunities to support each other and speak to an adult about things they wish to share. | <ul style="list-style-type: none"> Children's verbal reasoning and spoken communication increases. Children's confidence to try new things and persevere when something is challenging increases. |
| <ul style="list-style-type: none"> Through targeted intervention children's academic ability increases. Gaps are identified and addressed, leading to greater progress and more children achieving the age related expectations. Speech and Language, Phonics, Fine/Gross Motor Control, Reading – fluency and comprehension, Maths Fluency and arithmetic, Common Exception Word reading and spelling and discrete spelling sessions. | <ul style="list-style-type: none"> Interventions to be used to support pre-learning, small group revision and 1:1 additional support where required. Assessments – formal and informal to be used to determine gaps in learning, areas to be revisited and misconceptions to be addressed. |
| <ul style="list-style-type: none"> Resources to be purchased and used to support children's learning inside and outside of school. | <ul style="list-style-type: none"> Resources in place and used to enhance the curriculum and ensure children have access to quality home learning. |

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: £2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| 'Walkthrus' Staff CPD to improve the quality of Teaching and learning and embed consistent approaches with effective adaptation strategies. | Rooted in Cognitive Science and Rosenshine's Principles: WalkThrus explicitly map 150+ teaching strategies to Barak Rosenshine's "Principles of Instruction"—featuring practices like daily review, small-step presentation, questioning, modelling, scaffolding, and retrieval practice—ensuring techniques are grounded in research. | 1, 3, 5, 6 and 7 |
| 'The Write Stuff' Staff CPD to deliver The Write Stuff across the school. | EEF research on Improving Literacy in KS1 and KS2. High quality focus on vocabulary and building a language bank through reading and texts. Consistent approach to grammar, structuring writing and developing well-written pieces. Teaching children to use strategies for planning and monitoring their writing. | 1, 3, 5, 6 |
| Year R and Year 1 – Supersonic Phonic Friends Staff CPD to implement the scheme and ensure consistency of approach and high quality teaching of Phonics. | EEF research on effectively implementing a systematic phonics programme. Using Intervention to fill gaps in learning, revisit, revise, and offer pre-learning where suitable. | 1, 3, 5, and 6. |

Targeted academic support

Budgeted cost: £100,000 (Vast majority of funding on intervention, targeted support, small group and 1:1 sessions.)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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|--|--|------------------|
| Use of visuals from Widgit Improve behaviour, motivation and independence. | Literacy Access: Symbols help learners who struggle with print to connect text to meaning, enhancing motivation, self-esteem, behaviour, and comprehension. Curriculum Accessibility: Used across subjects (maths, science, literacy), symbols make lesson content more inclusive and understandable. | 1. 3. 5. 6 and 7 |
| Lift off to Language – Speech and Communication Intervention. | Previous experience of SALT success and LA recommended strategy. EAL – Bell Foundation research and the importance of children quickly acquiring EEF research on Early Intervention and supporting the Language Development of children. | 1 and 3 |
| Fine and Gross Motor control work – to develop Phonic knowledge and handwriting ability in Year R and Year 1. EAL children quickly acquire English and are able to take part in the whole curriculum. | EEF research on Improving Literacy in KS1. Linked to pre-writing activities, developing pencil control and mark making skills into emergent writing. Support and scaffolding used to move children to be more independent writers. Introduce and implement Trust approach to the teaching of handwriting. | 1, 3, 5 and 6 |
| Phonics intervention and pre-learning groups. Year R. Y1 and Y2. EAL children develop skills to access text as quickly as possible. | EEF research on Phonics and its positive overall impact on children's standards of reading and writing. Sessions are matched to the needs of the children through careful assessment and diagnostic tasks. Phonics used as the key strategy to develop fluency and enhance comprehension. Reading is a key driver in children being able to access wider curriculum learning both inside and outside of school. | 1, 3, 5 and 6 |
| Implementation of Spelling Shed to enhance the teaching of spelling and increase children's ability to spell effectively. Purchase of online subscription for home access to support home learning and further increase spelling skill. | EEF Recommendation: 'Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling' | 3, 5 and 6 |
| Specific Maths Teaching to small groups of children – both for pre-learning and to address gaps and misconceptions. | Use of White Rose Maths programme, National Centre of Excellence in the Teaching of Maths advice and guidance through 'Ready to Progress' Materials and targeted teaching. | 3 and 7 |

| | | |
|--|---|--|
| | <p>TT Rockstars to support children's fluency and Arithmetic inside and outside of school.</p> <p>EEF Research. 'Improving Maths in Key Stage 1 and 2.'</p> <p>Dedicated time for fluency / arithmetic practice. Reinforcement of Mathematical Vocabulary and extended mathematical discussion.</p> <p>Focus on use of manipulatives and a wide range of representations to explore concepts.</p> | |
|--|---|--|

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

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Phoenix Club – Nurture club 1:1 talk time Weekly visits with Rupert the therapy dog. | Improving social and emotional learning. Focus on skills to develop good mental health, self-regulation, understanding emotions and their impact. Developing coping strategies and how to manage in time of anxiety. EEF Research and recommendations on Social and Emotional Learning. | 1, 2, 3 and 4. |
| Lego Therapy, running sessions and resourcing the project. | Children to have structured time to work in small groups to build language skills, deepen their understanding of and use of vocabulary and improve their social and emotional skills. | 1, 2, 3 and 4. |
| Home Work Clubs and access to Computing equipment during lunchtimes and break times. | Extending core teaching, providing support to complete Home learning and an opportunity to use IT equipment to engage with TT Rockstars / Spelling Shed etc. | 2, 3, 4 and 5 |
| Subsidised opportunities for extra-curricular learning, enrichment and experiences. e.g. Pantomime, Music lessons, subsidised school trips and residential. | (NB Links to Sports Premium Spending) Providing opportunities to experience the arts, sporting opportunities and experiences beyond the Curriculum. Providing aspirational opportunities to all children, regardless of circumstances. Visits to Cathedral, theatre trips, Leadership Conferences / Pupil Voice, Sporting opportunities, residential and curriculum based school visits. | 2, 3, 4 and 5 |

Total budgeted cost: £ 112,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Standards across the school demonstrated 74.2% EXS+ in Reading (up by 1.2% from previous year), 70.8% EXS+ in Maths (up by 1.5%) and 65.4% in Writing. Writing remains a key area for development. Children have all made progress from their start points with a number of Disadvantaged children making better than expected progress.

In the most recent OFSTED (April 2025) it stated 'The school has developed an ambitious curriculum. It helps to ensure pupils excel across the full range of subjects. The school goes significantly beyond the typical. In music, pupils successfully learn to play five musical instruments. Pupils achieve exceptionally well because the school consistently sets and enables pupils to attain the highest expectations'

EYFS GLD demonstrates progress from start points and Year 1 phonics and Year 2 re-takes have again been in line with National Standards.

Pastoral support through Phoenix Club, Rupert the Therapy Dog, Class Based self-regulation support, 1:1 check ins and family support work has been successful and impactful. A broad number of children have benefitted from this support and have been able to improve their resilience, perseverance and problem solving skills through use of the support they have received.

A significant number of children have arrived mid-year due to Asylum status. All of these children have been quickly inducted into life at school and have been taught English and Early Reading from the beginning. Where children have remained for a significant length of time (1 term or more) they have demonstrated a rapid acquisition of language and an ability to access the whole curriculum offer.

All children have been able to take part in whole school events, trips and enrichment opportunities.

A number of children have been able to engage with the teaching and learning and the curriculum in a meaningful way as a result of the additional pastoral support they receive. Children's mental health has been a focus across the school, giving children and families the support they need to access the curriculum and feel emotionally well supported to flourish.

Children whom have received language and communication support have developed their confidence, ability to communicate and are able to speak with clarity and contribute to class conversation with skill.

Phonics intervention has continued to be successful with all children making good progress and becoming more fluent readers as a result. This increased skill has

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 |
|--------------------------|----------|
| After School Sports Club | SSG |

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.