

Pupil Premium Strategy Statement 2022-2023

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	354
Proportion (%) of pupil premium eligible pupils	17%
Academic year that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	25.11.2022
Date on which it will be reviewed	November 2023
Statement authorised by	Vicki Morrall
Pupil premium lead	Vicki Morrall / Kate Hall
Governor / Trustee lead	Steve Carter Sarah Hammond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,940
Recovery premium funding allocation this academic year	£8,410
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£78,350
<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>	

Part A: Pupil premium strategy plan

Statement of intent

At Ursula Taylor C of E School the funding we receive for Pupil Premium and the Recover 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.
- 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.
- 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.

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	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.
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.
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 which 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 which 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 by the end of the 2022/2023 Academic Year, 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. 	<ul style="list-style-type: none"> • Increased awareness of personal feelings and emotions.

<ul style="list-style-type: none"> Children to have developed their resilience and communication skills and be able to verbalise their emotions more effectively. 	<ul style="list-style-type: none"> 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. 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 (and recovery 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
'The Write Stuff'	EEF research on Improving Literacy in KS1 and KS2.	1, 3, 5, 6

Staff CPD to deliver The Write Stuff across the school.	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.	
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 and revise and offer pre-learning where suitable.	1, 3, 5, and 6.

Targeted academic support

Budgeted cost: £66,000 (Vast majority of funding on intervention, targeted support, small group and 1:1 sessions.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lift off to Language – Speech and Communication Intervention.	Previous experience of SALT success and LA recommended strategy. 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.	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.	1, 3, 5 and 6
Phonics intervention and pre-learning groups. Year R. Y1 and Y2.	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.	EEF Recommendation: ‘Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling’	3, 5 and 6.

Purchase of online subscription for home access to support home learning and further increase spelling skill.		
Specific Maths Teaching to small groups of children – both for pre-learning and to address gaps and misconceptions.	<p>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.</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>	3 and 7.

Wider strategies

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phoenix Club – Nurture and 'Build It' club	<p>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.</p> <p>EEF Research and recommendations on Social and Emotional Learning.</p>	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.	(NB Links to Sports Premium Spending) Providing opportunities to experience the arts, sporting opportunities and experiences beyond the Curriculum.	2, 3, 4 and 5

e.g. Pantomime, Music lessons, subsidised school trips and residential.	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.	
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Total budgeted cost: £78,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 benefit 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 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 ensured greater access to curriculum subjects and an increase in percentage of children achieving the age related expectations.

Writing intervention and the introduction of 'The Write Stuff' has increase standards across the school and its impact has been seen in all children's work. This includes children whom are disadvantaged and also have SEND whose needs have been met by the structured, scaffolded and sequential approach used.

Maths standards across the school are at the highest ever, with YR, KS1 and KS2 achieving above the National Standards. All children have made good progress in all areas. The focus on fluency and arithmetic has proven to be a success, with children achieving well in the Y4 Times Tables test and accessing a more complex range of reasoning and problem solving questions.

The successes we have had and the progress made by disadvantaged children demonstrates that the combination of research led strategies and highly trained and well supported staff is giving our children an excellent opportunity to be successful academically and also to flourish socially and emotionally.