

Ursula Taylor Church of England School



Pupil Premium Strategy and Self - Evaluation

November 2019

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PUPIL PREMIUM STRATEGY AND SELF-EVALUATION

1. Summary Information

School	Ursula Taylor Church of England School				
Academic Year	Review of 2018/2019 Plan for 2019/2020	Total PP Budget	2018/2019 £83241 2019/2020 £82470	Date of most recent PP review	Internal audit October 2019
Total number of pupils	2019/2020 364	Total number of pupils eligible for PP	60	Date for next internal review of this strategy	July 2020

2. Current attainment

	Pupils eligible for PP – Ursula Taylor data	Pupils not eligible for PP (Local Authority/Nat)
% achieving the expected standard or above in reading, writing and maths	% PP achieving the GLD in EYFS 83.3% % PP achieving the Y1 Phonics 71.4% % PP achieving the Standard at the end of Y2 100% Y2 % PP achieving the R/W/M Combined 71.4% Y6 % PP achieving the expected standard for R/W/M 25%	% PP achieving the GLD in EYFS 53.4% % PP achieving the Y1 Phonics 67.3% % PP achieving the Standard at the end of Y2 84.8% Year 2 NATIONAL DATA % PP achieving the R/W/M Combined 41% Year 6 (Local Authority) % PP achieving the expected standard for R/W/M 34.9
% making expected progress in reading (as measured in the school)	Year 2 % PP achieving the Reading standard 71.4% Year 6 % PP achieving the expected standard for Reading 75%	Year 2 NATIONAL DATA % PP achieving the Reading standard 62% Year 6 (Local Authority) % PP achieving the expected standard for Reading 51.6%
% making the expected progress in writing (as measured in the school)	Year 2	Year 2 NATIONAL DATA

	% PP achieving the Writing standard 71.4% Year 6 % PP achieving the expected standard for Writing 38%	% PP achieving the Writing standard 55% Year 6 (Local Authority) % PP achieving the expected standard for Writing 0%
% making the expected progress in mathematics (as measured in the school)	Year 2 % PP achieving the Maths standard 71.4% Year 6 % PP achieving the expected progress in Maths 25%	Year 2 NATIONAL DATA % PP achieving the Maths standard 63% Year 6 % PP achieving the expected standard in Maths 52.3%

3. Barriers to future attainment (for pupils eligible for PP)

Academic Barriers (issues to be addressed in school, such as poor oral language skills)









A	Poor verbal communication and slow acquisition of phonics.
B	Lack of home support: impacting on reading, homework or being prepared for the school day
C	Mental Health issues in the family which impact upon children's social and emotional well-being
D	Lack of confidence to tackle challenges, poor mind set and low aspirations

Additional Barriers (including issues which also require action outside school, such as low attendance rates)

E	Financial limitations resulting in lack of cultural experiences and opportunities outside of school.
F	Very small social circles including isolation, children not seeing other children / family members unless in school

4. Intended Outcomes

Success Criteria

A	 Rapid increase in the quality of children's verbal communication.  Children move through Letter and Sounds Phases at a faster rate.  Increased % of PP children achieve the GLD (CLL <85%) by the end of EYFS  Increase % of PP children achieving the Y1 phonics screening in excess of 70%	 CLL increased from 2019 (in excess of 85%)  By end of Y1 ALL PP children accessing Phase 5 or higher  At least 70% Of PP children hit the Y1 standard.  Intervention strategies completed and evaluated
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	<ul style="list-style-type: none"> Intervention strategies employed and children improve verbal communication. 	
B	<ul style="list-style-type: none"> Children identified to benefit from regular reading in school. Children's confidence increases and standards rise. Growth Mind-set, resilience and confidence to tackle more complex texts increases. Texts selected / used to encourage children's reading at home. 	<ul style="list-style-type: none"> PP children heard read more regularly at school. Profile of reading / reading for pleasure more evident in and around the school
c	<ul style="list-style-type: none"> Parents signposted to support available through Early Help Support Opportunities provided for children to widen their social networks e.g. Clubs and after school club Link staff members to support individual families where required 	<ul style="list-style-type: none"> Mental Health support accessed and families engage more readily Children attend clubs / activities for enrichment.
D	<ul style="list-style-type: none"> Children have an increased level of confidence Challenges are tackled with resilience and with a 'can do' attitude Children can talk positively about the progress they are making with their learning 	<ul style="list-style-type: none"> All classes use 'Growth Mind-set' Strategies Wall Displays encourage resilience and offer support for learning (Working Walls) Children tackle challenges more readily
E & F	<ul style="list-style-type: none"> Trip costs are subsidised where possible to ensure all children can attend Trips / activities are chosen where a financial contribution can be kept to a minimum Cultural experiences / opportunities are sought to enrich children's experiences After School clubs well attended Social opportunities are offered through free After School Club 	<ul style="list-style-type: none"> ALL children attend class trips / external activities As many children as would like to, can attend residential. (Costs subsidised where possible to allow attendance) Sports Clubs / Extra-Curricular opportunities are offered free of charge to PP children. Children who cannot attend ASC for financial reasons can attend for social enrichment.

5. Review of Expenditure

Previous Academic Year

Income 2018/2019 £83,241

Expenditure 2018/2019 £86,096.87

Additional expenditure of £2,855.87 (Covered by school budget)

i. Quality of Teaching for all

Action	Intended Outcome	Estimated impact	Lessons Learned	Cost
Growth Mind-set Whole Staff Training	<ul style="list-style-type: none"> All staff to develop understanding of Growth Mind-set research by Carol Dweck. Classrooms to have Growth Mindset display, including 'In the Pit' 	<p>Increased confidence from all children.</p> <p>Challenges seen as a positive thing.</p> <p>Mistakes seen as learning opportunities and something to value.</p>	<p>This was a very positive implementation. Children across the school use the Growth Mind-set strategies and refer to them to support learning.</p>	<p>Time.</p> <p>Training Day with another local school.</p>

		Classrooms to have displays that are used to support learning and resilience.		
Blooms Taxonomy Whole School Staff Training. Including 'STEM' questions	<ul style="list-style-type: none"> Staff to deepen understanding of levels of questioning. Questions asked to be more 'open' than 'closed' Wider range of opportunities for children to explain and reason. Different types / levels of questions to be used to develop skills and reasoning. Questions differentiated to meet individual needs of the children. 	<p>Increased quality of questioning seen when monitoring. E.g. during lesson observations, learning walks and planning scrutiny.</p> <p>Children's ability to understand questions increases.</p> <p>Children's responses are enriched with strong vocabulary and effective reasoning.</p> <p>EYFS children improve their Communication at a faster rate.</p> <p>EAL children develop their knowledge of vocabulary and explanation more rapidly.</p> <p>Children's ability to interpret and answer comprehension questions improves.</p>	<p>This has been a very successful strategy positively influencing all children.</p> <p>Quality of questioning has increased, with evidence of deeper questions to promote reasoning being asked.</p> <p>All children have questions asked which are tailored to their individual needs and stage of learning.</p> <p>Evidence from SOTO (Schools of Tomorrow Peer Review) of strong whole school questioning.</p> <p>Evidence from Ofsted (Nov 2019) Questions being targeted at a range of individual children and PP /SEND children being targeted effectively.</p>	<p>Time.</p> <p>Training Day.</p> <p>Staff Pedagogy Meetings – to develop questioning and embed reasoning at a deeper level.</p>

ii. Targeted Support

Action	Intended Outcome	Estimated Impact	Lessons Learned	Cost
EYFS 'Lift off to Language' Communication, Language and Literacy Intervention support.	<p>Increase the % of children whom are able to communicate effectively.</p> <p>Intervention increase the amount of progress made and support early writing through improving children's verbal skills.</p>	<p>Children able to communicate more clearly, speech and language support in place to enhance verbal skills.</p> <p>Children access and use a more complex vocabulary, including topic / subject related vocabulary.</p> <p>Increased verbal capability leads to increased readiness to write in sentences.</p>	A very successful strategy which has been used effectively over the last 2 years. This will continue into 2019 2020 with increased staff training where necessary.	£18,222
EYFS Enriched Outdoor environment.	Rich outdoor environment to support and develop children's skills of communication,			

Additional TA to ensure this is effective and consistent	questioning and involvement leading to wider range of opportunities for writing.			
EYFS / Year 1 Nurture sessions. Well-being and involvement to be improved through individual support and activities chosen to nurture.	Children's Baseline for well-Being and Involvement to be improved upon. Activities and sessions to be planned to support children's, PSED (Personal, Social and Emotional Development) PD (Physical Development) and KUW (Knowledge and Understanding of the World)	Children provided with additional social and emotional support, and opportunities to work in small groups with an adult on nurture activities. Children to receive support to develop their self-help skills, including health and hygiene and being more aware of their emotional needs.	This was very successful and supported a great number of children, not just the disadvantaged. The children were moved in and out of this group as and when they needed to, often following something which had occurred which would negatively affect their well-being.	£15,575
Year 1 Phonics, Reading and Writing support. Weekly Intervention and additional support during lessons to increase standards and rate of progress.	A greater % of children, especially PP able to access and reach the standards of the Phonics Screening. PP children make good progress in phonics and are reading regularly at school. Targeted children heard read on a daily basis. Texts used to support the stage of phonics the children are at. Within lesson support to complement Quality First Teaching – support with vocabulary development, sentence structuring and use of phonics.	Increase % of children pass the Year 1 and Year 2 Phonics Screening. Standards in Reading and Writing improve. PP children are heard read more frequently, ensuring they keep pace with the Non-PP during phonics. Increased adult support in lessons to target children to support individual needs.	Effectiveness of this strategy depended on consistency. A greater focus was required to ensure that interventions were completed each week. Review of strategy – Annotation of intervention documents to assess success and determine what the next steps are. This will ensure the continuation of sessions. Increased daily reading for Disadvantaged proved successful.	£8299
Year 2 Weekly phonics interventions for those who did not pass the screening in Year 1. Increase reading opportunities. Pre-learning activities for Maths / English.	All PP children to pass Phonics Screening in Year 2. Increased confidence with English / Maths, faster acquisition of basic skills.	Children have a pre-learning sessions to pre-teach some basic skills, which will put them in a better position to tackle a lesson. Increased practice of sounds will embed Phase 5 more easily, ensuring children have a greater access to Phonics Screening.	Phonics and reading strategy effective. 98% of children passed screening by the end of Y2. 100% of PP children passed.	£6,802

		Children read more regularly, moving through colour bands and developing comprehension at a faster rate.		
<p>Year 3, 4, and 5</p> <p>Additional Teacher support and TA support to support individual needs and increase standards.</p> <p>Daily reading, Maths and English pre-learning.</p> <p>Additional support within lessons, targeted support for individuals and small group withdrawal for catch up sessions where required.</p>	<p>Confidence and achievement levels in English and Maths increase.</p> <p>Children have a more open mind-set to challenging tasks, demonstrating more resilience when tackling something tricky.</p> <p>Pre-Learning prepares children in advance for new skill development, supporting confidence and also enabling children to contribute to class discussions / sessions more.</p>	<p>Children are more able to participate in lessons, both from the confidence perspective but also because they have increased knowledge.</p> <p>Progress increases and misconceptions are addressed.</p> <p>Gap analysis used to determine next steps for children's intervention or class support.</p>	<p>Pre-learning and Daily Reading have added value to the standards achieved.</p> <p>Next steps – determine to what extent comprehension is required for future interventions.</p>	£17, 871
<p>Year 6</p> <p>Additional Teacher support for intervention.</p> <p>Additional TA support for small groups work, in class support.</p> <p>Nurture Intervention to support Disadvantaged children in readiness for Y7 transition.</p>	<p>Year 6 children make good progress in all areas.</p> <p>Reading is improved, with children's decoding and fluency increasing.</p> <p>Small groups support in addition the timetabled lessons, embeds and deepens skills, increasing the likelihood that they will become automated.</p> <p>Nurture sessions prepare children for the transition from Y6 – Y7</p>	<p>Reading standards increase, particularly speed of reading and fluency.</p> <p>Small group support develops spelling, grammar and punctuation skills to allow children to achieve 'Expected' in writing.</p> <p>Disadvantaged children spend more time at secondary School in readiness for Year 7. Children's understanding of Y7 increases impacting positively on their confidence.</p>	<p>Nurture support and transition work was successful.</p> <p>Intervention did not yield the positive results we had hoped. The % of PP children achieving Writing and Maths was not high enough.</p> <p>A full review of the Year 6 intervention support and linked Class Teaching will be undertaken at the end of 2019 in readiness for 2019/2020 academic year.</p>	£15295
iii. Other approaches				
Action	Intended Outcome	Estimated Impact	Lessons Learned	Cost
<p>Resources Purchased</p> <p>Phonics Books, consumables and activity equipment</p>	To support different PP related activities across the school.	Correct resources to be available if different from the standard curriculum provision.		£320

Trip costs – reductions/ subsidies.	Financial barrier to trips reduced or removed where possible. As many children as possible attend class trips and residential.	All children able to attend class trips. All those that wish to attend the residential are able to, finance does not become the limiting factor.	Successful, as it has been in previous years.	£2,408
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6. Planned Expenditure for 2019/2020

i. Quality of Teaching for all

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review the implementation?
Introduce Spelling shed	Improve the spelling outcomes to positively impact upon standards achieved in writing. Increase the rate of progress from Y2 to Y6	Spelling has been identified as an area for improvement. This is evidenced through assessment, moderation and end of Year assessment judgements.	Monitoring by Senior leadership Team members. Lead Staff for KS1 / KS2 English. Deputy HT as Lead SLT	Viki Shaw Gill Watterson Heather Lee Kate Hall	Pilot to be completed and reviewed. Termly review thereafter.
Review the progression of spelling, grammar and punctuation skills / knowledge	Programme of Study updated and improved.	Progression from Y3 – Y6 requires focus to ensure that opportunities are provided frequently for revision and practice. Skills and Knowledge need to be drip fed through each year group.	Monitoring by SLT and English Leads. Standing Agenda item on Staff Pedagogy Meetings to ensure staff well trained and changes have impact.	Viki Shaw Gill Watterson Heather Lee Kate Hall	Termly Review to be completed.
Daily Mathematical Fluency activities and TT Rockstars	Increase the arithmetic skills shown by children, automaticity achieved with times tables at an earlier stage	To increase the speed of recall and fluency to embed key skills earlier, this will give more time to teach and embed the more challenging reasoning and problem solving skills.	Monitoring quality of teaching, learning walks, planning scrutiny, assessment analysis to determine progress of individual children.	Steph Harber Kirstie Lane Vicki Morrall	Termly review to be completed, including analysis of assessment data, planning scrutiny and pupils work.

ii. Targeted Support

Action	Intended Outcomes	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review the implementation?
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<p>EYFS / Year 1</p> <p>Lift off to Language, additional phonics and interventions to support communication and language skills.</p>	<p>80% of PP children achieve the Phonics screening.</p> <p>EYFS Children achieve the GLD for CLL and Reading.</p> <p>Verbal communication strengthens, leading to stronger writing outcomes.</p>	<p>Baseline entry to school, a large number of children have poor verbal skills and know very few phonemes.</p> <p>Writing is historically the limiting judgement for EYFS GLD, increasing the children's verbal communication skills will positively impact this.</p>	<p>Regular monitoring of EYFS / Year 1 phonics, including individual rates of progress and progress for different cohort groups (PP/EAL/Summer Born)</p> <p>Learning walks to assess the expectations and standard of Quality First Teaching.</p>	<p>Gill Watterson</p> <p>Viki Shaw</p> <p>Tracey Williams (Phonics)</p> <p>Heather Lee</p> <p>Kate Hall</p>	<p>At least termly assessment analysis.</p> <p>Half termly focus on planning / reviewing intervention and planning next steps.</p>
<p>Year 2</p> <p>Phonics Interventions for those who did not pass the screening.</p> <p>Daily reading / comprehension support</p> <p>Daily Maths fluency support.</p>	<p>100% of PP children to achieve the Phonics screening by the end of Year 2.</p> <p>Daily reading increases fluency and understanding of vocabulary</p> <p>Maths fluency improves rate of recall of facts and arithmetic information.</p>	<p>A number of children are not being read to or heard read at home, using this intervention means they will still have the support needed.</p> <p>Questioning will deepen understanding and ensure that children are developing a broader vocabulary bank.</p>	<p>Monitoring of progress and attainment, discussions with teachers, analysis of planning and work completed in books.</p>	<p>Year 2 Teachers</p> <p>Kate Hall</p> <p>Gill Watterson</p> <p>Viki Shaw</p>	<p>Monitoring through learning walks, analysis of children's progress and attainment data and evaluations of the sessions.</p>
<p>Year 3 / 4 / 5</p> <p>Additional TA support to work alongside children in class and also to offer additional catch up / extension sessions.</p>	<p>All PP children to receive targeted support where required to develop their Literacy and Numeracy skills.</p> <p>Children to make good progress and remain in line with their non-PP peers.</p> <p>Confidence and resilience to tackle challenges to grow.</p>	<p>To address the barriers to learning we place additional support into year groups to provide help with the acquisition of literacy and numeracy skills.</p> <p>This support is required in a number of ways. Making adjustments to resources / manipulatives.</p> <p>Required support includes rephrasing questions, promoting to support answers, spelling and h/w guidance, extending learning through asking deeper questions to support reasoning and problem solving.</p>	<p>Weekly evaluation of English and Maths by class teachers to determine next steps, both for cohort and individuals where required.</p> <p>Half termly assessment weeks to determine progress and gap analysis of work to plan next steps teaching.</p> <p>Intervention reviews to track progress both data and anecdotally.</p>	<p>Y 3, 4, 5 Class Teachers</p> <p>TAs in KS2</p> <p>SLT members for English and Maths</p> <p>Kate Hall</p> <p>Vicki Morrall</p>	<p>Weekly – interventions</p> <p>Half termly – assessment weeks</p> <p>Termly – data submission</p>
<p>Year 6</p> <p>Maths and English intervention groups.</p> <p>TA in Maths to support key concept development.</p>	<p>Children make increased progress in English and Maths.</p> <p>Adjustments made to learning steps to ensure</p>	<p>Evidence of some children not completing h/w and reading at home due to lack of support.</p>	<p>Class Teachers to analyse assessments and day to day work to monitor progress. If progress is not as expected,</p>	<p>Y6 Teachers</p> <p>SLT English and Maths Leaders.</p> <p>Y6 TA</p>	<p>Termly assessment submissions</p> <p>Tracking pupil progress</p>

H/W and spelling shed to be used to support individual children. Homework Club. Extra Daily Reading support.	children have opportunities for recall/revision. Children complete H/W on a weekly basis. Children reading more frequently.	TA support in Maths required to then be followed up in additional Maths sessions – continuity. Reading comprehension support – in particular vocabulary development which then leads to writing. (Identified in 2018/2019 as an area of need) Handwriting support – previously identified as an area of focus.	alterations will be made to the provision. Planning to contain suggestions for interventions / additional support / questioning to extend learning.	Vicki Morrall Kate Hall.	Weekly evaluations, staff discussion and monitoring of work completed.
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iii. Other approaches

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Extra-Curricular Clubs: Including sports, arts and science. Disadvantaged children to be selected and offered a range of experiences.	Children widen their experiences of clubs our side of school and benefit from social opportunities.	An identified barrier has been the financial issues related to children attending extra-curricular clubs. Some PP children have a very small social circle outside of school, offering clubs gives valuable social / emotional opportunities.	Club attendance is tracked to ensure children are accessing. Half termly review of clubs and their suitability.	Kate Hall Vicki Morrall PE / Sports leads Class Teachers who run clubs.	Termly review.
School Trips: Locations / focus / cultural opportunities and financial costs	All children to attend class/year group trips. Trips to be cultural and rich in experience. Trips to be low cost where possible and subsidised where possible. Residential – children to attend if there are able to. Subsidy for disadvantaged.	Financial barrier is a significant issue for our disadvantaged children. Often this has limited their life experiences.	Trip planning to always consider cultural opportunities, cost and experiences. Costs to be as low as possible.	Vicki Morrall Kate Hall	Constant review cycle, of planning trip, attending trip and reviewing successes.

Review Due: July 2019