

St. Ursula's E-ACT Academy Pupil Premium Strategy

2022-2023

Financial year 2022-23

for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,385 for pupils in Reception to Year 6
- £985 for pupils in Year 7 to Year 11

Schools will also receive £2,410 for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £2,410 rate.

Children who have been in local-authority care for 1 day or more also attract £2,410 of pupil premium funding.

The LAC premium must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

Service pupil premium (SPP) is additional funding for schools, but it is not based on disadvantage. It has been combined into pupil premium payments to make it easier for schools to manage their spending. Schools get £320 in 2022 to 2023 for every pupil with a parent who:

- is serving in HM Forces
- has retired on a pension from the Ministry of Defence.

This funding is primarily to help with pastoral support. It can also be used to help improve the academic progress of eligible pupils if schools deem this to be a priority.

Pupil Premium Funding is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. Pupil premium is not a personal budget for individual pupils and schools are not required to spend all of the allocated grant on eligible pupils.

It is for school leaders to decide how to spend the pupil premium, within the requirements of the conditions of grant.

Evidence suggests that pupil premium spending is most effective when used across 3 areas.

1. High-quality teaching, such as staff professional development.
2. Targeted academic support, such as tutoring.
3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

Non-eligible pupils

Schools do not have to spend pupil premium so it solely benefits eligible pupils. They can use it wherever they identify the greatest need. For example, they might spend it on pupils who do not get free school meals but:

- have or have had a social worker
- act as a carer

The requirements for a pupil premium strategy and what should be published on the website:

The academy's strategy for the PP allocation for the current year

- the amount of pupil premium
- the main barriers to **educational** achievement faced by the eligible pupils
- how the allocation is to be spent to address those barriers and the reasons for that approach
- how the school is to measure the impact and effect of its expenditure of the pupil premium allocation, and
- the date of the school's next review of its strategy.

E-ACT's Pupil premium template for 2022 - 2023

Barriers to educational achievement

Please complete the list below with precise barriers to learning for example, short-term memory, -9 months reading age, spelling age more than 12 months below chronological age, no place at home to complete homework or lack of time because of caring duties, able pupil but only attaining expected levels and not greater depth.

1) Reading age before chronological age.

2) Poor social emotional mental health.

3) Low attendance.

4) Low aspirations and self-esteem.

Little or no real-life exposure to people, places and things of inspiration and engagement

5) Not enough children leaving KS2 with ARE in reading, writing and maths

Pupil Premium Strategy Statement - Primary

1. Summary information					
School	St. Ursula's E-ACT Academy				
Academic Year	2022/2023	Total PP budget	£59,555	Date of most recent PP Review	
Total number of pupils	570	Number of pupils eligible for PP	50	Date for next internal review of this strategy	Governance Review Days – Autumn - Spring - Summer

2. Current attainment (from 21/22)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	88%	In 2022, the national figure for combined in KS2 was 59% with the national figure for disadvantaged reaching the expected standard being 43%. (In 2019 it was 51%).
% making progress in reading	88%	
% making progress in writing	88%	
% making progress in maths	100%	

3. Desired outcomes for academic year 2022-2023		
Barrier	Desired outcomes	Success criteria
1)	To raise reading age to chronological age across the academy.	To ensure that 75+% of PP children at the academy are reading within their chronological age band T6 2022/23. To ensure that 85+% of PP children pass the year 1 phonics screening test; 90+% pass the year 2 re-take.
2)	To equip children with coping strategies to enable them to be more resilient and have the skills to deal with any SEMH issues. Children to have the tools to help them create positive relationships with peers and adults.	Reduced FTE exclusions; improved behaviour for learning across the school. Improved SEMH of pupils. Children able to manage their emotions and deal with incidents in a calmer and more constructive way. Incidents of restorative justice conversations decreasing over time.

3)	To raise attendance to 97% or higher.	All children to have 97+% attendance. The attendance gap between PP and Non-PP to narrow.
4)	To ensure children have high aspirations and a rich school experience that improves their self-esteem, outlook and career opportunities.	Children will have been exposed to a curriculum rich in knowledge and enrichment, facilitating a greater understanding of the wider world and laying the foundations to fully and positively engage with the next stage of their educational journey.
5)	To ensure that the achievement of PP children in the Academy is in line with or higher than that for national PP attainment.	The attainment of PP children in all exam year groups is in line or higher than that of PP children nationally.

4. Planned expenditure

1)	To raise reading age to chronological age across the academy.					
	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Cost
	<p>CPD and resources organised to continue ensuring the Little Wandle Reading Programme is delivered to a high standard. Pre and post teaching sessions for PP children who need this including being listened to by an adult in school if not listened to at home. Monitoring of Little Wandle provision on an ongoing basis.</p> <p>SaLT provision.</p> <p>Home reading books replenished.</p> <p>Library and reading areas engaging and purposeful.</p> <p>Reading team reviewing MTPs and the quality of teaching and learning across the whole school for all children with particular focus on vulnerable children.</p> <p>Assessment impactful.</p>	<p>Reading intervention accelerates progress on average by 5 months (EEF 2019)</p> <p>EEF - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>Part of monitoring schedule</p> <p>Assessment drops</p> <p>Weekly home reading monitoring</p> <p>Benchmarking</p>	<p>Reading Team and Phonics Lead - SR</p>	<p>After each data drop and monitoring cycle.</p> <p>Integral part of curriculum conversations.</p>	<p>KP: £8,222 (50%) LJ: £3,821 (100%)</p> <p>Home reading books replenished. Library and reading areas engaging and purposeful - £14,000</p> <p>Child Speech (portion) £300</p>
Total budgeted cost					£26,343	

Mid-Point Review

- There is full fidelity to the Little Wandle (LW) phonics programme in EY and in year 1. Year 1 are using LW E-books to also support with reading lessons. LW catch-up interventions are also in place for children in EY, KS1 and LKS2. PP children are also targeted to be heard reading by teaching staff and/or volunteers.

- There has been significant investment in additional LW resources and in the relaunch of the school library.

- Autumn 2 data shows that in years 1-6 the percentage of children on track to receive expected/expected + in reading was 66%. In spring 2 it had increased to 76%. Year 2 increased from 43% to 80%.

- Progress was an average +0.2% per child. 91% of children made progress in years 1-6.

EYFS – areas related to reading - the percentage of children working towards or below was 91%; by Spring 2 it had reduced to 41% with 58% of children now at expected by the end of Spring 2.

Year 1 – phonics in term 2 was 65% of children passed the mock screening test. In term 5 it was 87%.

End of Year Review

93% of children passed the year 1 phonics screening test. The national average was 79%.

EYFS – 76% of children achieved GLD. The national figure for GLD was 67%.

80% of children achieved expected in the word reading ELG; 2/3 of children who were PP achieved this ELG.

2)	To equip children with coping strategies to enable them to be more resilient and have the skills to deal with any SEMH issues. Children to have the tools to help them create positive relationships with peers and adults.					
	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Cost

	Use of: Thrive breakfast Breakfast club After school club After school sports/enrichment clubs Thrive Practitioner/ Learning Mentor Lunchtime clubs Relational approach Inc. well-being tools e.g. ZOR, worry monsters/boxes, breakout spaces and rooms.	Behaviour intervention accelerates progress on average by 2 months (EEF 2019) Social and Emotional learning intervention accelerates progress on average by 4 months (EEF 2019). Approximately 1/3 of PP children have SEMH needs.	Thrive Assessments Pupil and parent voice Attendance at various clubs CPOMs reports Pastoral Meeting Minutes	Pastoral team and SLT	Termly	AB: £6,596 (20%) LH: £6,826 (20%) Thrive breakfast: £300 After school club: £300 Breakout room resources: £250
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Total budgeted cost £14,272

Review

CPOMS categories 'middle' and 'high' behaviour are used to track behaviour patterns and this is fed back in regular safeguarding meetings to identify which children would benefit from pastoral support.

- Extra pastoral support has been put in place by the school to support PP children with high needs.
- 100% of thrive assessments by Learning Mentor and other teaching staff thrive trained showed an improvement in children's (PP and non-PP) ability to interact with adults and peers from initial screenings carried out, including for those children with high needs.
- Thrive breakfast is offered to all children who struggle to come into school and any non-refusers. (From mid term, Learning Mentor has been off ill.)
- 40% of children attending lunch club were PP. Lunch club has supported children who attend to have a positive lunchtime resulting in improved mental health for these children.
- 100% of PP children who apply for a place in the after school sports club receive a place.

Parent voice confirms that this has been a great support.
 - 100% of PP children who use the minibus have improved attendance and/or improved punctuality.

However, there still remains a PP and non-PP attendance gap despite these measures due to parents not taking up minibus or breakfast club offers.

4) **To ensure children have high aspirations and a rich school experience that improves their self-esteem, outlook and career opportunities.**

	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Cost
	PP children to have access to forest school, swimming lessons, the 'Farm', trips and visitors. Involvement in P.E. interventions. Exposure to a variety of careers that may be available to children through curriculum content.	Encouraging high aspirations through a rich and varied curriculum which incorporates enrichment opportunities and experiences will increase outcomes, attendance and behaviour at the school.	Curriculum monitoring Personal Development offering audited Pupil voice	Subject Leads, Personal Dev Lead and ESLT	Termly	Forest school: £100 The Farm: £300 Swimming, Curriculum Trips and visitors: £3,870 Curriculum and careers events: £250

5)	To ensure that the achievement of PP children in the Academy is in line with or higher than that for national PP attainment.					
	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Cost
	PP children to have priority places in targeted interventions i.e. Action Tutoring, SaLT sessions; Dyslexia interventions - those to be used in school fit for purpose and used effectively; in-house small group interventions – pre and post teaching interventions.	<p>Quality first teaching leads to children making more than expected progress.</p> <p>More targeted feedback, given more, often accelerates progress.</p> <p>Pre-teaching of maths strategies leads to increased confidence in lessons and likelihood of success in learning.</p>	<p>Data from data drops analysed and discussed in curriculum conversations.</p> <p>Attainment of PP children in statutory tests is in line with or higher than PP children nationally with gaps between PP and non-PP children in the Academy narrowing.</p>	ESLT and SENDCo	Termly	<p>Action Tutoring: £500</p> <p>SaLT (Childspeech): £200</p> <p>Dyslexia programmes: £500</p>
	School feedback policy implemented effectively with PP children receiving extra.		<p>Feedback given by teachers is monitored.</p> <p>Impact of interventions and deployment of staff is monitored and reviewed.</p>			

Total budgeted cost	£1,200
<p>Review</p> <ul style="list-style-type: none"> - Children who were identified as having dyslexia or requiring SaLT were provided this in-house. Additionally, extra SaLT provision was provided through employing the service of a SaLT from Childspeech. Dyslexia software was also invested in to help identify and support children who may have dyslexia. Any child with PP who was identified as needing SaLT or dyslexia support received - 100% of PP children in year 6 have received targeted feedback and extra tuition. <ul style="list-style-type: none"> - 80% of children in year 6 achieved the expected standard in reading, writing and maths. This compares against the national average of 59%. - 83% of PP children achieved expected in reading and 50% achieved Greater Depth in reading; 67% of PP children achieved expected in writing and 83% of PP children achieved expected in maths and 33% achieved Greater Depth in maths. - KS1 and LKS2 part-time intervention teachers work with targeted PP children (alongside other teaching staff in class and in assembly intervention slots.) <ul style="list-style-type: none"> - 77% of children in year 2 achieved the expected standard in reading, writing and maths. This compares against the national average of 55%. - 88% of children in year 2 achieved expected in reading; 81% of children achieved expected in writing and 88% of children achieved expected in maths. - Children in year 2 with PP in the Academy achieving combined was higher than the national average. Children with PP in the Academy who achieved expected in writing was higher than the national average for non-PP children and on a par with non-PP children in reading and maths (1% lower and 3% lower respectively). - The average score in the MTC test was 21.5 which compares favourably against the national average score of 19.8. 33% of PP children achieved full marks. - 93% of children passed the year 1 phonics screening test. The national average was 79%. 	
Overall PP Budget Cost (1-5)	£59,555