

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

2023-2024

The following groups are eligible for pupil premium:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF)
- children looked after by local authorities, referred to as looked-after children (LAC)
- children previously looked after by a local authority or other state care, referred to as previously looked-after children

Financial year 2023-24

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

- £1,455 for pupils in Reception to Year 6

Schools will also receive £2,530 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

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)

SPP is money that is paid directly to state schools, free schools and academies across England to support Service children. The current amount paid to each school is £335 per child in Years R-11.

The Premium was introduced by the Department for Education (DfE) as part of the commitment to delivering the Armed Forces Covenant. The premium enables schools to provide extra support for children with parents in the Armed Forces.

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
<i>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.</i>
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	2023/2024	Total PP budget	£67,600	Date of most recent PP Review	September 2023
Total number of pupils	544	Number of pupils eligible for PP	45 approx	Date for next internal review of this strategy	Governance Review Days – Autumn - Spring - Summer

KS2 Statutory Results

% achieving expected standard in reading, writing and maths (combined)	<p>Whole Cohort: 80% National Average: 59%</p> <p>National Disadvantaged Average: 44%</p>
% achieving the expected standard in reading	<p>Whole Cohort: 87% National Average: 73%</p> <p>National Disadvantaged Average: 44% Percentage of PP children in Academy achieving expected standard: 83%</p>
% achieving the expected standard in writing	<p>Whole Cohort: 80% National Average: 71%</p> <p>National Disadvantaged Average: 58% Percentage of PP children in Academy achieving expected standard: 67%</p>
% achieving the expected standard in maths	<p>Whole Cohort: 88% National Average: 73%</p> <p>National Disadvantaged Average: 59% Percentage of PP children in Academy achieving expected standard: 83%</p>

2. Desired outcomes for academic year 2023-2024

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 by T6 2023/24.
2)	To ensure that the number of PP children passing the phonics screening test exceeds the national average.	To ensure that 85+% of PP children pass the year 1 phonics screening test; 90+% pass the year 2 re-take.
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 equip children with coping strategies to enable them to be more resilient and have the skills to deal with any SEMH issues.	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.
5)	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.

3. 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>SaLT provision.</p> <p>Home reading books replenished and assessment used to ensure children are taking the appropriate book home.</p> <p>School to work with families to promote the importance of reading.</p> <p>Library and reading areas engaging and purposeful.</p> <p>Reading team reviewing school reading spine, MTPs and the quality of teaching and learning to ensure children are making progress in lessons and in interventions with a particular focus on vulnerable children.</p> <p>High quality phonics interventions in place for KS2</p>	<p>Reading intervention accelerates progress on average by 5 months (EEF 2019)</p>	<p>Part of monitoring schedule</p> <p>Termly assessment drops</p> <p>Weekly home reading monitoring</p> <p>Benchmarking</p> <p>Little Wandle Assessments</p> <p>School Reviews</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: £2,299.59 (9%) LJ: £4,522 (100%) CS: £2,299.59 (9%)</p> <p>Home reading books replenished. Library and reading areas engaging and purposeful - £10,500</p> <p>Child Speech £10,000</p> <p>Nessy and IDL Subscriptions - £1,000</p>

	<p>children that utilise Little Wandle resources.</p> <p>Children new to the school are assessed in reading using Little Wandle assessments.</p> <p>Assessment impactful – using INSIGHT, PiXL and Little Wandle Heatmaps effectively to enable specific targeting of children and areas of focus.</p>					
Total budgeted cost					£30,621.18	
2)	To ensure that the number of PP children passing phonics exceeds the national average.					
	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 and utilised to continue ensuring the Little Wandle Reading Programme is delivered to a high standard.</p> <p>Pre and post teaching phonics sessions for PP children who need this, including being listened to by an adult in school if not listened to at</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>Termly assessment drops</p> <p>Little Wandle Assessments</p> <p>School Reviews</p>	<p>Reading Team and Phonics Lead - SR</p>	<p>After each data drop and monitoring cycle.</p> <p>Integral part of curriculum conversations and ESLT meetings.</p>	<p>Little Wandle Synthetic Phonics Programme – subscription, books and resources</p>

	<p>home, to be organised promptly and delivered to a high standard in EY and KS1.</p> <p>Reading team in conjunction with phonics lead and EY and KS1 Phase Leader monitoring the quality of teaching and learning (including phonics/reading interventions for children in EY and KS1 to ensure children are making progress with a particular focus on vulnerable children.</p> <p>EY team to ensure the ELF word reading is a priority.</p> <p>Assessment impactful – using INSIGHT, PiXL and Little Wandle Heatmaps effectively to enable specific targeting of children and areas of focus.</p>					
Total budgeted cost					£4,500	
3)	To raise attendance to 97% or higher.					
	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>Continued employment of Attendance/Family Liaison Officer and implementation of Trust attendance strategy.</p> <p>Continued use of the EWO</p> <p>PP children to attend breakfast club free</p> <p>PP children with low attendance to have a priority place on the school mini-bus</p>	<p>Children with poor attendance do less well academically than those children with 'good' attendance.</p> <p>DfE, 2016: The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.</p>	<p>Adherence to Trustwide Attendance Strategy being monitored by Trust.</p> <p>Integral part of safeguarding meetings.</p>	SS and NO	Fortnightly	<p>NO: £4,109.67 (9%) AB: £4,109.67 (9%)</p> <p>EWO: £3,000</p> <p>Attendance Rewards: £300</p>
Total budgeted cost					£11,519.34	
4)	To equip children with coping strategies to enable them to be more resilient and have the skills to deal with any SEMH issues.					
	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
	To utilise the time of the Academy's Pastoral Lead and other appointed pastoral TAs effectively to	Behaviour intervention accelerates progression average by 2 months (EEF 2019) Social and Emotional learning	<p>Thrive/ELSA Assessments</p> <p>Pupil and parent voice</p>	SENDCo and safeguarding team	Weekly	<p>LH: £3,542.85 (9%)</p> <p>Breakfast club(s) subsidies £1,896</p> <p>Thrive/ELSA training/subscriptions £1,500</p>

	<p>support children with ACES/SEMH.</p> <p>To deliver training to support these staff members in their provision of pastoral support so pupils are given the best opportunities possible to thrive at the Academy.</p> <p>To offer breakfast club/thrive/pastoral breakfast to help those children who struggle to come into school.</p>	<p>intervention accelerates progress on average by 4 months (EEF 2019).</p> <p>Approximately 1/3 of PP children have SEMH needs.</p>	<p>Attendance at breakfast clubs</p> <p>CPOMs reports</p> <p>Pastoral/safeguarding Meeting Minutes</p>			<p>Behaviour Rewards</p> <p>£2,000</p>
Total budgeted cost					£9,042.85	
5)	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

	<p>PP children to have access to forest school, swimming lessons, trips and visitors.</p> <p>Involvement in P.E. interventions and other bespoke interventions as reasonably practicable e.g. music therapy, talking and drawing therapy.</p>	<p>Encouraging high aspirations through a rich and varied curriculum which incorporates enrichment opportunities and experiences as well as increasing the likelihood of positive outcomes, attendance and behaviour at school.</p>	<p>Curriculum monitoring</p> <p>Personal Development offering audited</p> <p>Intervention take-up monitoring</p> <p>Pupil voice</p>	<p>Subject Leads, Personal Dev Lead and ESLT</p>	<p>Termly</p>	<p>Swimming, Curriculum Trips and visitors: £8,000</p> <p>Bespoke interventions: £3,916.63</p>
Total budgeted cost					£11,916.63	
Overall PP Budget Cost (1-5)					£67,600.00	