



Pupil Premium Strategy Statement 2022- 2025

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ursuline Catholic Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	15 % (60 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Nichola Robinson, Headteacher
Pupil premium lead	Nichola Robinson, Headteacher Sean Morrissey Teacher
Governor / Trustee lead	Paul Vine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 57,610
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,927
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,050

Part A: Pupil premium strategy plan

Statement of intent

At Ursuline Catholic Primary School, our intention is that all pupils, regardless of their background or the challenges they may face, make good progress and achieve high attainment across all subject areas. We have carefully constructed a stimulating and engaging curriculum to ensure the children in our school access a wide and positive learning environment to enable our learners to reach their full potential academically and emotionally. The focus of our pupil premium strategy is to support teachers in preparing work for disadvantaged pupils that meets their needs and challenges their thinking, most notably in reading, writing and mathematics. We aim to improve the levels of progress for disadvantaged pupils and close the gaps in attainment for all cohorts.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and children with a range of conditions including ASD and Attachment Disorder. The activity we have outlined in this statement is also intended to support their needs, and the needs of their peers and cohort.

We have carefully chosen interventions for those children who are in need of social and emotional support as well as deploying staff to deliver high quality teaching of phonics and reading. Our strategy is also integral to wider school plans, notably targeting basic skills through daily learning and improving self esteem through specific interventions. We will use teaching assistants to provide the targeted interventions to close the gaps for our disadvantaged pupils. Underpinning our strategies for improvement is assessment, use of data and key information. Assessments constantly inform our planning, teaching and learning. Regular daily feedback and encouragement during every lesson within a positive learning environment, results in pupils who believe in themselves and are motivated to succeed and achieve.

We will aim to ensure that our plans are sustainable and in line with wider school priorities. We will make good use of evidence based practice to inform our planning, using evidence from the [Education Endowment Foundation](#). We strive to create a school culture in which all members of our school community are aware of our plans, desired outcomes and strategies.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and a lower exposure to a wide vocabulary among many disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our observations indicate that the wellbeing and self esteem of a number of our disadvantaged is lower than that of their peers.
4	Several pupils on SEN/D Register or EHCP for a range of conditions including Autistic Spectrum Condition, ADHD and Attachment Disorder. These conditions have an impact on children's social and emotional wellbeing as well as their ability to access the curriculum without support.
5	Several disadvantaged pupils at our school started their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils. They have had less experience of number and familiarity with reading. Pupils often lack metacognitive approaches. Poor memory skills and the inability to transfer knowledge to long term memory can impact pupil progress and attainment.

Intended outcomes

Increased outcomes for pupils in all areas of Maths and English. Improved progress from their starting points to ensure a narrowing of the gap between disadvantaged and non disadvantaged pupils

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1) Improve oral language and vocabulary skills	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident through engagement in lessons, work scrutiny and formative assessments.

<p>2) Improve phonics for disadvantaged pupils and reading ability.</p> <p>3) To achieve and sustain improved wellbeing and self esteem for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Improved phonic knowledge, skills and reading across the key stages. RWINC progress meetings and small group/1:1 intervention indicate accelerated progress for disadvantaged children. End of Key Stage reading outcomes show that the % of disadvantaged pupils meeting the expected standard is in line with national figures. There would also be a year upon year reduction in the gap between all pupils and disadvantaged pupils.</p> <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment.</p>
<p>4) Improved attainment of SEND pupils who are disadvantaged</p>	<p>To ensure the good progress of disadvantaged SEND pupils across the school in the essentials of phonics, reading, writing and maths. Identify opportunities across the curriculum to read widely and develop knowledge and vocabulary.</p>
<p>5) Improved attainment among disadvantaged pupils.</p>	<p><i>Disadvantaged Pupils - KS1/2:</i></p> <p>To ensure the good progress of disadvantaged pupils across the school in the essentials of phonics, reading, writing and maths. Identify opportunities across the curriculum to read widely and develop knowledge and vocabulary.</p> <p>Early Years: To focus on prime areas of learning in the EYFS including communication & language, personal, social and emotional development and physical development. Gaps in language, early reading and maths will be addressed. To ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year.</p> <p>% of pupils reaching expected standard in comparison to other pupils nationally. Achievement of disadvantaged pupils across school in comparison to all pupils nationally. Progress of identified disadvantaged pupils reaching the higher standard because of intervention. Phonics check data for disadvantaged pupils is at least in line with that of all</p>

	pupils nationally. Times table check data for disadvantaged pupils is at least in line with that of all pupils nationally.
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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: **£34,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training of the programme NELI.	Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and combinations of the two show positive impacts on attainment. EEF Teaching and Learning Toolkit – Oral language interventions Assessing and monitoring Pupil Progress - EEF	1, 4, 5
Read Write Inc Phonics (Early reading support, online training portal, access to high quality CPD for teachers/TA`s. Coaching from Phonics lead, half termly progress meetings and email access to a Ruth Miskin consultant to review progress and identify intervention needed.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 4, 5
Melanie Pitt and Shelley Pennington from School Improvement Liverpool to work with all subject leads to develop a progressive and rich curriculum at Ursuline.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 2, 4, 5

<p>Home reading books and topic book resources are regularly replenished to ensure pupil access to high quality texts is consistent to ensure breadth of reading opportunity.</p>	<p>Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socioeconomic status. A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018). Within the school context, a strategy plan for evaluation and development of reading resources is undertaken annually to support the breadth of reading opportunity.</p>	<p>1, 2, 4, 5</p>
<p>Staff training for Lego Therapy.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>All</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£26,050**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the implementation of the programme NELI through staff training and develop a timetable of targeted intervention.</p>	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and combinations of the two show positive impacts on attainment. EEF Teaching and Learning Toolkit – Oral language interventions Assessing and monitoring Pupil Progress - EEF</p>	<p>1, 4, 5</p>

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support- trained TA's to deliver tutoring for RWInc children (e.g 'pinny time' and some 1:1 intensive intervention.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Develop intervention programmes with staff for 'Talking and Drawing', self esteem groups, Elsa programme and Lego Therapy.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>Use of well trained and skilful TAs and Teachers to deliver personalised and targeted intervention groups for disadvantaged children in their year groups. Guided groups may focus on: fix-it time - children have focused time to consolidate and over learn skills taught in previous lessons and support with key knowledge needed to progress. Reading Buddies y6-y3 Reading to writing journey; Read, Write Inc including RWI into KS2, wider reading opportunities to develop love for reading.</p> <p><i>Mathematics:</i> Problem solving & reasoning. Our higher ability children may use interventions for mastery skills and activities taken from maths consultant.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Art and Lego Therapy for some disadvantaged pupils, one session per week. This will work social and communication skills, anxiety, emotions and ability to cope with change and explore past traumas.</p> <p>Use of TA time for 'Drawing and Talking', Elsa programme and self esteem interventions.</p> <p>Military School to improve social and communication skills.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>Contingency fund for acute issues such as funding holiday or breakfast club places and enrichment days for disadvantaged children and to pay for Coffee Mornings for parents of disadvantaged children in the new academic year.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. In 2021-2022, year 5 and year 6 pupils participated in this tutoring programme; 75% of those children were pupil premium recipients.