

ST. URSULA'S CATHOLIC PRIMARY SCHOOL



“With God at the heart of our St Ursula’s family, we welcome all as we learn and grow together”

Annual Pupil Premium Report



Introduction:

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Introduced in April 2011, the pupil premium is allocated to children who are looked after by the local authority, those who have been eligible for FSM at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces.

Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. The main purpose of the grant is to diminish the difference between Pupil Premium pupils and Non-Pupil Premium pupils.

At St Ursula's Catholic Primary School, we have high expectations and aspirations for all our pupils irrespective of their background, disability or circumstances. Our School vision of 'We keep trying our best- we never give up' is reflected in everything we stand for. We know that high quality teaching will improve the achievement and attainment of our most vulnerable pupils and as a school, we invest heavily in this. We have used this Pupil Premium funding to support the teaching, learning, progress and wellbeing of our pupils'.

Schools get £1,345 for every primary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.

Schools get £2,345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order. Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's Personal Education Plan.

Contextual Information:

Year Group	FSM	FSM6	EAL	SEND
Reception	4	4	1	0
Year 1	6	7	4	1
Year 2	7	7	3	1
Year 3	9	10	7	3
Year 4	8	11	6	4
Year 5	7	11	4	4
Year 6	8	12	3	1

Barriers to learning:

Barriers for learning are identified for each child in our school, with a specific focus on our disadvantaged children. Barriers to learning and individual data is used to identify the specific needs of each pupil. Issues are seen as barriers to be overcome - not excuses for poor attainment or lack of progress. Barriers to learning are identified from rigorous data analysis (as well as an understanding of our school's context) and are addressed as priorities in our development plan. All staff are made aware of 'barriers for learning' for individual pupils. The key barriers to learning that have been identified for children at St Ursula's are:

- ✓ Covid-19
- ✓ Access to language, in particular early acquisition
- ✓ Parental engagement with school and their children's readiness for learning
- ✓ Access to educational experiences such as trips and participation in additional activities
- ✓ The numbers of children who are in receipt of Pupil premium who also have additional vulnerabilities such as SEND, Families in Crisis, EAL, CP issues and Mobility
- ✓ Low attendance and persistent absenteeism
- ✓ Data in some year groups and at the end of KS2 identifies a gap in the attainment for PP pupils
- ✓ Social and emotional wellbeing and mental health issues

Principles:

- ✓ Whole school ethos of attainment for all: We have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
- ✓ High quality teaching for all: The school provides "quality first teaching" and ensures consistently high standards by setting expectations, monitoring performance and sharing best practice.
- ✓ Meeting individual learning needs: We ensure that teaching and learning opportunities meet the needs of all pupils. Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. School provides individual support for specific learning needs and group support for pupils with similar needs.
- ✓ Targeted support through deploying staff effectively: We devolve responsibility to frontline staff, using skilled teachers to work with pupils who need the most support and training teaching assistants to support pupils' learning
- ✓ Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.
- ✓ Data driven and responding to evidence: Teachers use data to identify pupils' needs, review progress every few weeks and address under performance quickly. They have manageable 'Assessment for Learning' systems, which provide clear feedback for pupils. School uses evidence to make decisions about their support strategies.

Analysis of expenditure 2019-20:

The attainment and progress of Pupil Premium children is regularly assessed. This will be done through our in-school monitoring systems which include learning walks, book looks and pupil progress meetings. We also have a Pupil Premium Governor who holds regular meetings with the school to discuss and review Pupil Premium provision. The table below is a review of the impact of Pupil Premium spending at St Ursula's:

Pupil Premium spending 2019-20				
Desired outcome / Target	Chosen action/Approach	Evaluation of impact	Further Actions	Cost
Quality of Teaching				
To raise achievements for disadvantaged pupils in all subjects by ensuring all disadvantaged pupils have access to quality first teaching	<ul style="list-style-type: none"> ● Staff to be provided with high quality professional development. ● Monitoring of books and lessons to ensure full entitlement and curriculum coverage. ● Challenging but achievable targets set for pupils. ● Subject leads to be provided with leadership time to review and develop subject provision. ● Phonics specialist to work alongside staff in Year 3 to train staff on phonics and associated resources ● A combination of assessment tests and teacher's professional judgement to be used to quickly collate data and identify gaps for particular groups. ● Parents and pupils to know by descriptive profiles how well they are doing. Parents are informed by a written report every term ● Termly monitoring, evaluation and review programme of pupil attainment and progress. 	The quality of teaching and learning is high. Teachers plan stimulating activities that draw out pupils' understanding through probing questions. Teachers' deep subject knowledge enables pupils to learn exceptionally well. Pupils' progress is checked regularly, and teachers provide appropriate guidance to inform next steps in learning.	The school to further develop subject leadership to ensure high quality curriculum coverage across the school.	KS2- Quality First teaching £20,000 Subject leader release time- ½ a day, half termly- total yearly- £1,322.46
To develop the retention and understanding of skills taught in class. Improved pupils' study skills and attitudes towards schoolwork.	<ul style="list-style-type: none"> ● Pupils to be provided with CGP homework books that support the teaching and learning of Maths and Grammar. ● The school will encourage parents to support their children with homework and learning at home through the homework policy and parent consultations. 	Focused homework that was linked to in-class learning supported children in cementing their knowledge and provided students with the opportunity to revisit gaps in their learning. During lockdown books were taken home. Teachers could only track progress in books when work was uploaded.	School to invest in online homework provision that allows teachers to monitor pupil engagement and track pupil progress. Computer time will be provided for students without devices.	KS2- Homework allocation- £3,525 KS2 CGP homework books- £172.80

To improve the teaching and provision of Mathematics	<ul style="list-style-type: none"> ● Introduction of new maths scheme of work. ● Audit of Maths resources and creation of new maths packs to support the teaching of Arithmetic and reasoning. ● High quality Maths inset for staff throughout the year to ensure new scheme of work is used effectively and supports our drive to improve maths provision. 	New scheme of work has been embedded with adaptations made to ensure its suitability for all pupils. Ongoing assessment through pupil progress meetings.	Lockdown has prevented full evaluation of the effectiveness of the maths scheme and will continue to be monitored during 20-21.	<p>Maths scheme- Power Maths- £1,659</p> <p>Maths Subject leadership time- ½ a day, half termly – total yearly £1207.62</p>
Targeted academic support				
To develop resilience and wellbeing to raise attainment.	<ul style="list-style-type: none"> ● To provide additional staff in classrooms to give one: one/small group targeted support when needed. ● Intensive individual support to take place during lesson time and will be explicitly linked to the learning taking place in class. ● Intervention timetable 	<p>Regular opportunities for feedback allowed staff to evaluate plans and materials and assess progress.</p> <p>Intervention provision was monitored and directed by the class teacher and overseen by SENCO/Inclusion Manager</p> <p>Home school support workers involvement with families has significantly improved pupils wellbeing.</p>	Introduction of 'Bounce Back' scheme to further develop resilience and wellbeing across the school.	<p>EYFS & KS1 - £8,742</p> <p>KS2- 1:1 small group sessions £20,000</p>
Staff identify each pupil's challenges and interests to provide bespoke intervention and resources to support learning	<ul style="list-style-type: none"> ● The School's Leadership Team (SLT) and subject leaders carry out monitoring of pupil's books. Governors review monitoring and books looks, enabling them to better support and challenge the Head Teacher. ● Triangulation of termly evidence involving governors ensures that action points are implemented. ● In KS1 & EYFS teachers have termly discussions with parents on pupil progression. Interventions and resources are discussed. 	Good progress for PP pupils across the curriculum through Quality first teaching and interventions. Interventions are regularly reviewed and adapted according to the needs of the children. Weekly inclusion meetings ensure children are discussed regularly and timely support put in place.	Regular review of all interventions to ensure they remain relevant for children and are providing good progress for all.	<p>EYFS & KS1 - £2,357</p> <p>KS2 – Staff Development £5,000</p>

	<ul style="list-style-type: none"> External agencies brought into school to provide advice when necessary further tailoring intervention for specific pupils. Meetings with parents to gain a rounded profile of each child to further tailor support when necessary. 			
To develop aspirations of pupils and their families	<ul style="list-style-type: none"> Continue to fund the Scholars Programme Brilliant Club Targeted Higher ability TA interventions Home School support worker to provide additional support to families to help them to understand what opportunities are available and how to access them. 			EYFS & KS1 - £15,281 KS2 £5,000
Wider Strategies				
To improve pupils' interaction with others and self-management of emotions.	<ul style="list-style-type: none"> Children work with LAMDA (the London Academy of Music and Dramatic Arts). This provides the pupils at our school, regardless of background, with the opportunity to develop the speaking and listening skills they need to access further education and participate in lifelong learning. Small group interventions and opportunities for supported play to increase children's ability to interact with others and manage their emotions. Drama club funded for pupil premium children on a weekly basis as well as during the school holidays to increase children's confidence and ability to interact with others. Staff trained as ELSAs (Emotional Literacy Support Assistants) to provide appropriate support as necessary. 	Improvement in social interaction of targeted children. Increased enjoyment of playtimes and lunchtimes and less need for adult intervention.	Continued programme of supported play and explicit teaching of social skills for targeted children. Introduction of 'Bounce Back' scheme to further develop resilience and wellbeing across the school.	KS2- Rainbow, Wednesday Word and gifts £2,000
To improve access to wider educational experiences for disadvantaged pupils.	<ul style="list-style-type: none"> High quality weekly music and Spanish lessons for pupils from Year 3-6 (Specialist teachers) High quality weekly PE lesson for all pupils from Nursery to Year 6 (Specialist teachers) Fully funded places on the school residential trip for Year 6 Fully funded places on class trips. Funded places for extra-curricular clubs, including: Karate, drumming 	Strong subject knowledge impacts positively on the effectiveness of learning for pupils. Deeper and broader subject knowledge from specialist teachers increases the progress children make.	Continued funding for specialist teaching Music, Spanish and PE.	EYFS & KS1 £2,000 KS2- Trips (transport) £3,000 KS2- Residential (Yr6) £4,000

Maintain high levels of attendance and punctuality of disadvantaged pupils	<ul style="list-style-type: none"> • To fund Breakfast club spaces • First day calling • Attendance prizes and winner trips • School uniform voucher ensures children are ready with the right uniform for school and encourages attendance as they feel a sense of belonging. • Work alongside Education Welfare Officer to target families where attendance is not as expected. • 	Increased school attendance and punctuality for pupil premium children.	Children's attendance to be included for discussion in weekly Inclusion meetings.	EYFS & KS1- £1,000
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Attainment and Progress: The data analysis below is for the Academic Year of 2018-19. No data available for 2019-20. As part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place in schools and colleges in England in summer 2020 were cancelled and that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020.

Reception	All Pupils	Disadvantaged Pupils
Good Level of Development	75%	80%
Year 1	All Pupils	Disadvantaged Pupils
Year 1 Phonics Screening Check	82%	82%
Year 2	All Pupils	Disadvantaged Pupils
Reading, Writing & Maths Combined	81%	75%
Year 2 Phonics Screening Check	100%	100%
Year 6	All Pupils	Disadvantaged Pupils
Reading, Writing & Maths combined at Expected	80%	53%
Reading, Writing & Maths combined at Greater Depth	7%	0%
Progress Scores	Reading: 1.6 Writing: 1.7 Maths: -0.3	Reading: 2.1 Writing: 5.5 Maths: 0.2

Planned expenditure for 20-21:

Pupil Premium spending 2020-21			
Desired outcome / Target (Links to Principles)	Reason (Links to barriers of learning)	Chosen action/Approach	Cost
Quality of Teaching			
To further raise achievements for disadvantaged pupils in all subjects by ensuring all disadvantaged pupils have access to quality first teaching. Closing the gap in attainment between FMS and non-FSM.	Some parental engagement with school is poor and access to language in particular early acquisition of language is limited.	<ul style="list-style-type: none"> ● Staff to be provided with ongoing high quality professional development. ● Monitoring of books and lessons to ensure full entitlement and curriculum coverage. ● Challenging but achievable targets set for pupils. ● Subject leads to be provided with leadership time to review and develop subject provision. ● Phonics specialist to work alongside staff in Year 3 to train staff on phonics and associated resources ● A combination of assessment tests and teacher's professional judgement to be used to quickly collate data and identify gaps for particular groups. ● Parents and pupils to know by descriptive profiles how well they are doing. Parents are informed by a written report every term ● Termly monitoring, evaluation and review programme of pupil attainment and progress. 	KS2 - £20,000
An established coaching programme at St Ursula's that creates a highly reflective team whose members feel empowered to take on more responsibility, seek ways to improve their practice so that pupils make even more progress	Data suggests there is a gap in the attainment of pupil premium children.	<ul style="list-style-type: none"> ● Staff to be provided with ongoing high quality professional development including support programmes for Newly Qualified Teachers, Recently Qualified Teachers and Middle Leaders. 	KS2 - £5,000
To further develop a high-quality homework provision that gives pupils opportunities to engage in pre-learning activities. Teachers' expectations of high homework standards to be clear and seen in completed homework.	Some parental engagement is poor.	<ul style="list-style-type: none"> ● School will invest in new online homework subscriptions to ensure children have access to practice the skills being taught in school and consolidate their learning. 	KS2 - £3,525

Targeted academic support

<p>To develop aspirations of pupils and their families by instilling a ‘can do’ ethos across the whole school. Thus providing a clear vision for school improvement and high aspirations for pupil achievement.</p> <p>Through the teaching of positive psychology and cognitive behavioural theories, children to understand that how they think affects how they feel, which influences how they behave.</p>	<p>Some parental engagement with school is poor and access to language in particular early acquisition of language is limited. Access to additional experiences and participation in additional activities is limited for some families.</p>	<ul style="list-style-type: none"> School will invest in a whole school initiative to promote the mental health and wellbeing of pupils called ‘Bounce Back’. Lessons from the scheme will be woven into learning across the week ensuring the ethos of ‘can do’ is instilled in pupils. 	<p>EYFS & KS1 - £7,000</p> <p>KS2 - £7,330</p>
<p>Fischer Family Trust pupil progress tracker to be embedded in the schools well established monitoring, evaluating and reviewing system. Leadership, staff and governors to be greater informed as to the effectiveness of the current curriculum provision through subject tracking. This ensures that teaching practice, curriculum planning and management of resources is regularly reviewed.</p>	<p>Data suggests there is a gap in the attainment of pupil premium children.</p>	<ul style="list-style-type: none"> School will invest in Fischer Family Trust pupil progress tracker to ensure monitoring, evaluating and reviewing is further embedded. 	<p>KS2 - £260</p>
<p>Targeted pastoral care to provide exceptional support for vulnerable pupils. This ensures that no learning is lost and pupils feel a real sense of success despite experiencing difficult personal circumstances.</p>	<p>The high numbers of children who are in receipt of Pupil premium who also have additional vulnerabilities such as SEND, Families in Crisis, EAL, CP issues and Mobility</p>	<ul style="list-style-type: none"> School continues to employ two Home School Support Workers to ensure vulnerable families have access to support as and when necessary. 	<p>EYFS & KS1 - £5,000</p> <p>KS2 - £5,000</p>

Wider Strategies

<p>The school to provide pupils with the opportunity to be involved in a wide variety of responsibilities using pupils groups. The pupils will have a deeper understanding of collective voice and the positive changes they can make as members of our school and wider community.</p>	<p>Access to additional experiences and participation in additional activities is limited for some families.</p>	<ul style="list-style-type: none"> Pupils will be offered the opportunity to participate in pupil voice groups and have a positive impact on changes for the whole school community. 	<p>KS2 - £5,000</p>
<p>To provide a greater number of wider educational experiences for disadvantaged pupils.</p>	<p>Access to additional experiences and participation in additional activities is limited for some families.</p>	<ul style="list-style-type: none"> High quality weekly music and Spanish lessons for pupils from Year 3-6 (Specialist teachers) High quality weekly PE lesson for all pupils from Nursery to Year 6 (Specialist teachers) Fully funded places on the school residential trip for Year 6 	<p>EYFS & KS1 - £2,500</p> <p>KS2 - £5,000</p>

		<ul style="list-style-type: none"> • Fully funded places on class trips. • Funded places for extra-curricular clubs, including: Karate, drumming 	
To further improve pupils' interaction with others and self-management of emotions.	Social and emotional wellbeing and mental health issues.	<ul style="list-style-type: none"> • School will invest in a whole school initiative to promote the mental health and wellbeing of pupils called 'Bounce Back'. Lessons from the scheme will be woven into learning across the week ensuring pupils understand that their actions have an impact on their interactions with others. • Children work with LAMDA (the London Academy of Music and Dramatic Arts). This provides the pupils at our school, regardless of background, with the opportunity to develop the speaking and listening skills they need to access further education and participate in lifelong learning. • Small group interventions and opportunities for supported play to increase children's ability to interact with others and manage their emotions. • Drama club funded for pupil premium children on a weekly basis as well as during the school holidays to increase children's confidence and ability to interact with others. • Staff trained as ELSAs (Emotional Literacy Support Assistants) to provide appropriate support as necessary. 	EYFS & KS1 - £3,175 KS2 - £5,000