

# Pupil Premium Strategy Statement – St Uny CE Academy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	St Uny CE Academy
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	29.9.21
Date on which it will be reviewed	29.2.22
Statement authorised by	Mrs J Osborne (Strategic Partner)
Pupil premium lead	Mr R Hoskins (Head of School)
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£57,765</b>
Recovery premium funding allocation this academic year	<b>£5945</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,710

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is to be a positive, loving school where children are equipped to live well with Jesus Christ and with others. At St Uny CE Academy it is our intent that all pupils flourish and enjoy a rich and diverse curriculum. As a school we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. At St Uny CE Academy we have created a package of support aimed to tackle a range of barriers to ensure all pupils flourish. We aim to:

- Provide learning experiences which meet the needs of all pupils.
- Establish further provision to support the cognitive and emotional needs of identified pupils.
- Provide support for disadvantaged families (including signposting to services and attendance).

## Challenges

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

Challenge number	Detail of challenge
1	Misconceptions in learning have been identified as a result of the school's closures and needs of identified pupils.
2	Identified pupils require further support with their SEMH needs in order to flourish in school and make progress both socially and academically.
3	Trends in attendance identifies a gap between attendance % for PP pupils in comparison with non-PP pupils. Attendance has risen over the past two years, but as non-PP has continued to rise, the gap is still evident.
4	The school strives to provide more support for parents of disadvantaged pupils so that families feel supported and pupils flourish.

## Intended outcomes

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
Pupil misconceptions in learning will be addressed, enabling learners to make progress from starting points and make	<ul style="list-style-type: none"><li>• Gaps in knowledge and understanding to be identified.</li></ul>

links in their learning so that they know more and remember more.	<ul style="list-style-type: none"> <li>• Teachers to ensure the curriculum for all subjects is planned in a sequential approach so that misconceptions are overcome.</li> <li>• Pupils able to demonstrate consolidation of revised knowledge and skills and apply these to new learning.</li> </ul>
Barriers to learning and SEMH needs are supported so that pupils will feel well-supported in school and are able to flourish.	<ul style="list-style-type: none"> <li>• Development of whole school SEMH provision (PSHE, nurture art, well-being curriculum).</li> <li>• Training and deployment of TIS practitioners, ensuring a rigorous timetable of support is in place for identified pupils.</li> <li>• Nurture art and lunch provision to take place for identified pupils.</li> <li>• Whole-school well-being provision (linked to art and expression) to be put into place.</li> </ul>
Attendance rates will be the same for PP and non-PP pupils.	<ul style="list-style-type: none"> <li>• School to work in collaboration with EWO to provide support for families where attendance is lower than expected (specific cases).</li> <li>• School-based support, such as access to wrap around care, in place for identified families.</li> </ul>
Families of disadvantaged pupils feel supported by the school and wider school community.	<ul style="list-style-type: none"> <li>• Regular communication and updates from the school for identified families.</li> <li>• Information on provision for PP pupils made accessible to all.</li> <li>• School to organise support sessions for identified families.</li> </ul>

## 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: £1840 (Recovery Teaching) £29,422 (Teaching): **£31,262**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of additional teaching staff to lead targeted curriculum support in identified areas (Year 2 Phonics, Year 3 catch-up).	<p>Teacher-led support has a high impact on outcomes for pupils. Teachers know their pupils well, have identified misconceptions and next steps and have a secure understanding of the National Curriculum for the year group they are teaching.</p> <p><u>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF – Teaching Assistant Interventions).</u></p>	1 & 2
Retention of class teacher designated to provide high-quality class cover in order to enable class teachers to lead their own interventions.	<p>The quality of teaching and learning is more successful when a teacher leads the class.</p> <p>Teacher-led support has a high impact on outcomes for pupils. Teachers know their pupils well, have identified misconceptions and next steps and have a secure understanding of the National Curriculum for the year group they are teaching.</p> <p><u>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF – Teaching Assistant Interventions).</u></p>	1
Retention of an additional adult for all KS2 classes for learning and interventions taking place in the afternoons.	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3) (EEF).</p>	1 & 2

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

Budgeted cost: £29,422 (Teaching), £24,236 (Support), £325 (Recovery Support), £500 (Resources): **£54,483**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to have access to high-quality <b>teacher-led</b> intervention based on specific learning needs.	Strategy was successful in 2020/21 across the school in terms of accelerating progress and addressing misconceptions for identified pupils. Live marking approaches and 'close the gap' sessions will enable teachers to address misconceptions during teacher time. Interventions will be led by qualified teacher who understand the needs of specific pupils. All pupils will have access to high quality art teaching across the school whilst teachers are released.	1
PP pupils in KS2 will be targeted with extra support in the classroom, as well as participate in SMEH and team building activities.  Additional support staff in KS2 with a specific focus on supporting identified PP pupils both academically and socially / emotionally.  Additional staff will support with targeted in-class provision, directed and planned by class teachers.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3) (EEF).	1 & 2
An additional member of support staff in UKS2 (recovery premium funding) to provide targeted support for identified pupils.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3) (EEF).	1 & 2
Pupil Experiences – specific provision for identified pupils.	Outsourcing specific services (such as equine therapy) provides identified pupils with provision they need which is not able to take place on the school grounds.  <i><u>The best SEMH schools will be working with a range of external providers to cater for the needs of a very diverse set of students. Access to a range of therapies is vital including, but not limited to, on site counsellors. Connections to charities and voluntary groups can also provide</u></i>	2

	<u>opportunities for the children to access support and experiences that may meet their needs to an even greater extent. <a href="#">SEMH Schools Link</a></u>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,422 (Teaching), £24,236 (Support), £3500 (Experiences) £500 (Resources): **£54,158**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils in KS2 to access provision and support to develop SEMH barriers to school.	<p>Identified pupils will access high quality 'free art' intervention one afternoon each week, planned and led by an experienced art teacher with 'Draw &amp; Talk' training.</p> <p>All pupils to access art-led well-being activities and 'doodling' sessions to support expression and SEMH development.</p> <p><i>A creative and flexible curriculum is key in an SEMH school. A range of different extracurricular activities will work hand in hand to create the balance needed to challenge and provide continuous opportunity for success, vital for providing the confidence to try new things. <a href="#">SEMH Schools Link</a></i></p>	2
Identified families will receive support in school attendance, with the aim of increasing attendance % and reducing persistence absence.	<p>The attendance gap between our disadvantaged and non-disadvantaged pupils is a contributing factor for the lower % of progress and attainment. 4% gap in attendance between PP and Non-PP pupils in 2020/21.</p> <p>Case studies in 2020/21 demonstrated that specific support for attendance led to a decrease in persistent absenteeism.</p>	3 & 4
<p>Parents &amp; wider family members will be supported for identified PP pupils.</p> <p><i>To provide parent workshops and support based on need.</i></p> <p><i>To provide support with breakfast club provision in order to ensure identified pupils have a positive start to the school day and identified families are supported.</i></p> <p><i>Provide free / subsidised access to clubs, trips &amp; residential for identified pupils.</i></p>	<p>Parent workshops for identified families provided great support for parents in 2019/20/21 – parent feedback was very positive.</p> <p><i>Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions. (EEF – Working with parents to support children's learning).</i></p> <p>Wrap around care provided by support staff, known to the children, in a nurturing environment at the start and end of the day.</p> <p>Provision for trips proved effective in 2019/20 in ensuring all pupils have access to a range of activities and experiences.</p> <p>Support for wider professionals to support pupils and families in school.</p> <p><i>The best SEMH schools will be working with a range of external providers to cater for the needs of a very diverse set of students. Access to a range of therapies is vital including, but not limited to, on site counsellors.</i></p>	4

	<i>Connections to charities and voluntary groups can also provide opportunities for the children to access support and experiences that may meet their needs to an even greater extent. <a href="#">SEMH Schools Link</a></i>	
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**Total budgeted cost: £59,323**

## 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 2020 to 2021 academic year.

Aim	Chosen Action / Approach	Outcome / Impact
Pupils to have access to high-quality teaching and resources in early reading, phonics and whole-school reading.	<p>Review of Reading Comprehension strategies and resources to ensure high quality reading teaching across the school.</p> <p>Development of 'Reading Karate' across the school.</p> <p>Development of 'Bedtime Stories' and strategies to further boost engagement in reading.</p> <p>Reading a high priority for monitoring and assessment.</p> <p>Development of the 'Record of Need' and assessment systems to be able to drill down into data to track small steps of progress.</p>	<p>The implementation of the actions and approaches have led to positive and sustained impact on teaching, learning and pupil outcomes across the school year.</p> <p>Pupil engagement in Reading continued to increase as pupils achieved their Reading Karate bands whilst teacher assessments in reading identified where pupils made accelerated progress in Reading.</p> <p>The 'Record of Need' has successfully enabled leaders to identify PP pupils who require additional support and monitor (in some cases) the small steps of progress made.</p>
PP pupils in KS2 will be targeted with extra support in the classroom, as well as participate in SMEH and team building activities.	<p>Additional support staff in KS2 with a specific focus on supporting identified PP pupils both academically and socially / emotionally.</p> <p>'Nurture Art' sessions to be provided for identified PP pupils weekly by a skilled art teacher.</p>	<p>The SEMH needs of pupils, especially KS2, have been positively impacted this year – with key pupils accessing more learning and making better progress.</p> <p>Pupils accessing nurture art have been provided with tools to use to express their emotions in a creative way. Pupil well-being and relationships with each other and key adults have developed as a result of this – seeing a reduction in SEMH needs within identified group.</p>
Pupils to have access to high-quality teacher-led intervention based on specific learning needs.	Teachers will have one afternoon each week of release time to implement and track teacher-led intervention for specific pupils.	<p>Identified pupils have benefitted from weekly intervention sessions with their class teachers. By targeting specific pupils, disadvantaged outcomes have shown impact.</p> <p>Ongoing teacher assessments and monitoring have identified where pupils made accelerated progress.</p>
<p>Parents &amp; wider family members will be supported for identified PP pupils.</p> <p>Identified families will receive support in school attendance, with the aim of increasing</p>	<p>To provide parent workshops and support based on need.</p> <p>Extra support provided during school's Coronavirus closures for parents and families and well as school places offered for the most in need.</p> <p>Provide free wrap around care for identified pupils who need it.</p> <p>Provide free / subsidised access to clubs, trips &amp; residential for identified pupils.</p>	<p>Feedback from parents highlighted the positive support received for pupils and families during the school's closures. The most vulnerable pupils were able to attend school in smaller groups.</p> <p>Pupil uptake for wrap around care has enabled parents to be supported for a longer duration across the school day.</p> <p>Pupils have engaged with and experienced a range of trips and experiences, especially during the school's first 'Activities Week' in 2021.</p>



attendance % and reducing persistence absence.		
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider