

ULEY C OF E PRIMARY SCHOOL



PUPIL PREMIUM REPORT

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

What is Pupil Premium Funding?




Pupil premium funding is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings, children who have been “Looked After” continuously for more than six months, and children of service personnel. In 2014 this also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Schools are free to spend the pupil premium as they see fit. However, we are held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish information about how we have used the premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the premium and the extra support they receive.

Ethos Statement







We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

Our School Vision

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

Our School Mission

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

Financial Year 2021-2022

Number on role Sept 2021	111	October Census	15 (14%)	£23,175 (plus £19,920 carry forward/unallocated due recruiting a teaching assistant later in the year, extra pupils receiving FSM, receiving extra funding per pupil and coronavirus impacting on the school) Total budget allocated = £43,095
--------------------------	-----	----------------	----------	--

Identified barriers to educational achievement	Social, emotional and behavioural issues Adverse childhood experiences Family breakdowns Poor skills in core subjects – PP children are not always in line with their peers in attainment Financial difficulties Catch up for disadvantaged due to the impact of coronavirus
--	---

Teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures
Disadvantaged children, including those who have been in care or are in the social care system or at risk of being in the social care system and have experienced adverse child experiences (ACES), feel safe, exhibit good behaviours and show appropriate learning behaviours Staff have strategies to know how to best support the children academically in order to close the gaps and support underachievement	<p>Training EP service</p> <p>Any training that supports children social/emotional needs</p> <p>Training which provides staff with strategies on how best to support the children learning</p>	<p>Disadvantaged children, and in particular, those who have been in care, or are in the social care system or at risk of being in the social care system often suffer from attachment issues and/or ACES. Training for staff to understand attachment disorders/trauma training and implement strategies.</p> <p>Not all children learn the same way and staff t to be provided with strategies to know how best to support disadvantaged children who are underachieving.</p>	<p>Regular communication with parents of children who have attachment issues.</p> <p>Review of My Plans and My Plan+ forms to focus on improving behaviour and attitudes to learning and academics</p>	ZM & staff	<p>Pupils with attachment disorder and/or ACES issues to feel safe and have good attitudes to learning from lesson observations, book-looks and pupil conferencing</p> <p>Children are better placed to access learning</p> <p>£2,000</p>

Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points	Small group/individual support from an additional TA addressing academic needs in reading, writing and/or maths to PP children over the year TA support 15 hours a week for 38 weeks	Children from disadvantaged backgrounds often struggle with the basic core skills. This spend aims to identify and address gaps in knowledge and skills in core subjects to help them make stronger progress and catch up	Outcomes monitored 3x over the year monitoring cycle in terms of data, book-looks and pupil conferences. Lesson observations are conducted as part of the cycle of lesson observations. Termly monitoring of comparing PP outcomes compared to non-PP Use external tracking to compare PP pupils to national data	ZM & AS	Children's gaps in their learning is identified and addressed Children make better than expected progress in the areas where they are supported Children grow in confidence in their learning £9,000
Disadvantaged pupils to be able to catch up due to school lost as a result of corona virus (Not the catch-up premium – this is in addition to)	Small group/individual support from an additional TA addressing academic needs in reading, writing and/or maths to PP children over the year TA support 15 hours a week until the end of the summer term 2021 – extended to Christmas 2021	Children from disadvantaged backgrounds often struggle with the basic core skills. This spend aims to identify and address gaps in knowledge and skills in core subjects to help them make stronger progress and catch up particularly due to the impact of covid	Outcomes monitored 3x over the year monitoring cycle in terms of data, book-looks and pupil conferences. Lesson observations are conducted as part of the cycle of lesson observations. Termly monitoring of comparing PP outcomes compared to non-PP Use external tracking to compare PP pupils to national data	ZM	Children's gaps in their learning is identified and addressed Children make better than expected progress in the areas where they are supported Children grow in confidence in their learning £9,000
Supporting disadvantaged children who are also identified as SEND	Support from a SENDCO with time invested to support teachers and staff to support these children Fixed term contract 1 year 1 day a week	Children from disadvantaged backgrounds often struggle with the basic core skills. This spend aims to identify and address gaps in knowledge and skills in core subjects to help them make stronger progress and catch up particularly due to the impact of covid	Role would be focused on particular children Focus will be more monitoring the interventions in place – what is working well This role will support staff to identify and implement the best strategies Staff training	ZM	Children's gaps in their learning is identified and addressed Children make better than expected progress in the areas where they are supported Interventions are monitored well £5,000
Total budgeted cost					25,000

Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures
Children have a good level of self-esteem and growing confidence socially and emotionally impacting ultimately on academic achievement	<p>Nurture/enrichment groups Small group enrichment sessions for PP children. Children are identified as needing a positive enrichment experience with a trained member of staff.</p>	Some children have self-esteem or confidence problems which can be reflected through inappropriate behaviour or a negative attitude to learning impacting on children's progress. Online pupil survey	TP implements during an afternoon Parents on board Pupil conference Regular communication with TP	ZM & TP	<p>Pupils have good attitudes to learning and school from lesson observations, book-looks and pupil conferencing.</p> <p>Parents & carers to feel that their children are being well supported and have good attitudes to learning in school</p> <p>Children's social and emotional need are well supported. Children are happy and thriving at school – impacting on their progress and achievements</p> <p>£3,000</p>
Families are well supported through challenging times	<p>Family Support Worker (FSW) Family worker to support PP families with issues at home and/or school. Family worker and school to signpost through the Early Help support.</p>	Families are recognising the need to ask for help due to the impact on their children. Families are best supported by those who are already working with them, with additional support from local partners arranged as needed.	Frequent conversations between HT and FSW Frequent conversations between parents, children, FSW & HT School staff talk about how well the children are progressing in class or if there are any barriers	ZM & FSW	<p>Parents & carers to feel that they, and their children, are being well supported to address any needs.</p> <p>Children are happy and thriving at school – impacting on their progress and achievements</p>
Disadvantaged and vulnerable children who have experienced ACEs, including those who have been in care, feel safe, exhibit good behaviours and improve socially and emotionally in order to help them to access learning	<p>Targeted support – therapies, counselling etc for individuals or a small of individuals with the same need</p>	Some children exhibit behaviours which demonstrate unhappiness and anger, whom are emotionally unstable. Children who have experienced adverse childhood experiences which have an impact on their learning and in turn the progress therefore underachieving	Access to external services such as counselling, art/play therapies etc. which could happen sooner than the child have to wait for an intervention	ZM LH Families First Barnardo's	<p>Pupils with attachment disorder and/or ACEs issues to feel safe and have good attitudes to learning from lesson observations, book-looks and pupil conferencing</p> <p>Children are better placed to access learning</p> <p>£5,000</p>
Disadvantaged pupils to be able to catch up and/or address gaps in learning due to loss of learning as a result of corona virus	<p>Using the National Tutoring Programme tutors are sourced to target small groups of learners to address specific gaps</p>	Children from disadvantaged backgrounds often struggle with the basic core skills. This spend aims to identify and address gaps in knowledge and skills in	Outcomes monitored 3x over the year monitoring cycle in terms of data, book-looks and pupil conferences.		Children's gaps in their learning is identified and addressed

		core subjects to help them make stronger progress and catch up particularly due to the impact of covid	Lesson observations are conducted as part of the cycle of lesson observations. Termly monitoring of comparing PP outcomes compared to non-PP Use external tracking to compare PP pupils to national data		Children make better than expected progress in the areas where they are supported Children grow in confidence in their learning £2,000
Improvement in attendance for Pupil Premium children with low attendance	Every short term, attendance data is monitored. If lateness or attendance is low (according to the school categories) then the parent will be invited in to establish reasons and identify any problems that could be addressed	Attendance information	Reports to be collated at the start of each short term – a phone call is then made – part of a school process FSW and or Enrichment groups can be signposted to support the children and parents	ZM	Attendance data improves and has a positive impact on the children's performance £0
Total budgeted cost					£10,000
Wider Strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures
All children have equal opportunities and are included. No child is excluded from a wider curriculum experience that families wish to be included.	Supplementing fees for Breakfast/After school club Trips/music tuition	Children from disadvantaged backgrounds often cannot afford additional expenses such as music tuition, extra-curricular clubs, residential or the before and after school club facility.	Office staff to identify children and families. Families spoken to early in the term to ensure that they are aware of funding available	ZM & CC	PP children will be given the same opportunities as non PP children. PP children will attend a variety of clubs and have the opportunity to take part in residential and school trips. The option to use before or after school club is available – breakfast is available at Breakfast Club
Total budgeted cost					£2,000
					Total - £37,000
					£43,095 – 37000 = £6,095 unallocated

Review Financial Year 2020-21

Total number of pupils on roll January Census 2021	108	Total number of pupils eligible for PPG January Census 2021	16 (15%)	Planned expenditure	£25,865 (plus £14,466 carry forward/unallocated due recruiting a teaching assistant later in the year, extra pupils receiving FSM, receiving extra funding per pupil and coronavirus impacting on the school) Total budget allocated = £40,331
--	-----	---	----------	---------------------	--

Teaching

Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points	Small group/individual support from an additional TA addressing academic needs in reading, writing and/or maths to PP children over the year TA support 15 hours a week for 38 weeks	Points progress Progress July 20– July 21 EXPECTED PROGRESS=3 POINTS Maths – average 2.7 points Reading – average 3.2 points Writing – average 3.7 points	This has proved to be successful in supporting PP children academic needs Continue for 21-22	Budgeted £8,000 Actual £8724
Improvement in attendance for pupil Premium children with low attendance	Every short term, attendance data is monitored. If lateness or attendance is low (according to the school categories) then the parent will be invited in to establish reasons and identify any problems that could be addressed	Attendance was monitored and records kept	Ongoing	£0

Targeted Support

Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Children have a good level of self-esteem and growing confidence socially and emotionally impacting ultimately on academic achievement</p>	<p>Nurture/enrichment groups Small group enrichment sessions for PP children. Children are identified as needing a positive enrichment experience with a trained member of staff. To consider some additional hours to plan, prepare and evaluate groups</p>	<p>Positive feedback from children – see children’s quotes Parents happy for children to engage in groups - parents’ consent is requested</p> <p>Points progress Progress July 20 – July 21 EXPECTED PROGRESS=3 POINTS Maths – average 2.4 points Reading – average 3.2 points Writing – average 3.7 points</p> <p>100% achieving the standard at the end of Y6 in reading and maths</p> <p>50% achieving the standard at the end of Year 6 in writing</p>	<p>This year has been a challenge to deliver to all PP children due to the impact of coronavirus but identification of children who would benefit from small group intervention through nurture groups to support their mental health has happened mainly within the junior classes.</p> <p>Continue:</p> <ul style="list-style-type: none"> • More targeted needs though identification from classes – how do we know that this child would benefit from enrichment group, what will support look like and what difference will it make? • Simple baseline has been implemented to measure some impact as measuring impact of something less tangible is challenging • Groups are smaller and with children of similar needs <p>Is there any way we can make nurture continue during class/school lockdown?</p>	<p>Budgeted £3,000 Actual £1296</p>
<p>Families are well supported through challenging times</p>	<p>Family Support Worker (FSW) Family worker to support PP families with issues at home and/or school. Family worker and school to signpost through the Early Help support.</p>	<p>60% children/families have been directed to FSW over the year autumn 2020 – Summer 2021 and have had interaction/support.</p> <p>Parents have been sign posted to FSW for support for a variety of purposes</p> <p>Children are signposted by school staff to FSW for support and intervention to support SEMH needs</p> <p>During the lockdown periods and self-isolation, phone/video calls were made to all PP families offer support if required</p>	<p>This strategy is continuing for the next financial year.</p>	<p>Budgeted £4,000 £3680</p>
<p>Disadvantaged children, including those who have been in care, feel safe, exhibit good</p>	<p>Training EP service Coaching</p>	<p>Cpoms – online recording system purchased for staff to add records/notes on children’s needs - £525</p>	<p>To continue any training that will prove to be useful with identified needs within the school</p>	<p>Budgeted £2,000 Actual £525 – due to covid</p>

behaviours and show appropriate learning behaviours		Family Support Worker Elsa training £150 to help to support – to support the emotional needs of children	FSW continues to train and implement these strategies	
Disadvantaged and vulnerable Children who have experienced ACEs, including those who have been in care, feel safe, exhibit good behaviours and improve socially and emotionally in order to help them to access learning	Targeted support – therapies, counselling etc for individuals or a small of individuals with the same need			Budgeted £3,000 Actual £0
Disadvantaged pupils to be able to catch up and/or address gaps in learning due to loss of learning as a result of corona virus	Using the National Tutoring Programme tutors are sourced to target small groups of learners to address specific gaps	Children did not make any more progress within the same of time Maths – 2 points Reading – 3.4 points Writing – 3.2 points	Would we do this again? Tutoring was virtual which had its problems Questionnaire for feedback from the children to be completed Alternative tutor?	Budgeted £5,000 Actual £146.25
Disadvantaged pupils to be able to catch up due to school lost as a result of corona virus (Not the catch-up premium – this is in addition to)	Small group/individual support from an additional TA addressing academic needs in reading, writing and/or maths to PP children over the year TA support 9.00 – 12.00 x5 mornings until the end of the summer term 2021	Points progress Progress July 20 – July 21 EXPECTED PROGRESS=3 POINTS Maths – average 2.4 points Reading – average 3.2 points Writing – average 3.7 points Despite the coronavirus challenges	This role has been extended until the end of the autumn term 2021 Evaluation how adult was utilised is nearing completion	Budgeted £8,000 Actual £2383 due to recruiting on Nov 21
Wide Strategies				
All children have equal opportunities and are included. No child is excluded from a wider curriculum experience that families wish to be included.	Supplementing fees for Breakfast/After school club Trips/music tuition	Children have access to extra-curricular activities to enhance their experiences Residential trip budget carried forward as residential was due for May 2020 now booked for June 2021	This has been impacted due to school closures as a result of Covid	Budgeted £2,000 Actual £0
Budget Allocated – £35,000 Actual spend £16,754 Carry forward - £18,246				