

student premium strategy statement

This statement details our school's use of student premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our school.

School overview

Detail Data	
School name	St Ursula's
Number of students in school	639
Proportion (%) of student premium eligible students	29%
Academic year/years that our current student premium strategy plan covers (3 year plans are recommended)	2021 2022 2023
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	K Faherty

student premium lead K Izard Governor / Trustee lead B Farrelly

Funding overview

Detail Amount	
student premium funding allocation this academic year	£ 179,954
Recovery premium funding allocation this academic year	£14040
student premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£193,994
If your school is an academy in a trust that pools this funding, state the amount available to your school this	

Part A: student premium strategy plan

Statement of intent

All students achieve high attainment and make positive progress across the curriculum. We want all our students to access EBacc subjects and want to support all in meeting this goal irrespective of any challenges they may face.

Quality first teaching is at the heart of our strategy, and by closing the gap between disadvantaged students' achievement and attainment, and building a strong base for numeracy and literacy, we will be sustaining and improving non-disadvantaged students' achievement and attainment. Teaching is proven to have the greatest impact on student attainment.

The focus of our student premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy will by the nature of it have not only an impact on disadvantaged students, but also the wider school.

Challenges

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

Challenge number	Detail of challenge
1 Literacy & reading	Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.

suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.

This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, especially in maths.

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3 Pastoral need	<p>Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 250 students have accessed our wellbeing officers. These students require additional support with social and emotional needs.</p>
4 Attendance	<p>Our attendance data to date indicates that attendance among disadvantaged students has been between 93% - 1% lower than for non-disadvantaged students.</p>

5 SEND Our assessments, observations and discussions with SEND students and families suggest that the education and wellbeing of many of our SEND students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.

This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations.

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

<p><i>Improved reading comprehension among disadvantaged students across KS3.</i></p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
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<p><i>Improved maths attainment among disadvantaged students across KS3.</i> Maths attainment tests demonstrate improved performance among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their</p>	<p>non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
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<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys and teacher observations. <p>a significant increase in participation in enrichment activities, particularly among disadvantaged students.</p>
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<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> · the overall absence rate for all students being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced.
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Activity in this academic year

This details how we intend to spend our student premium (and recovery premium

funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Feedback working party</i>	Feedback may have a positive impact through supporting students to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing students' motivation to improve. It can improve students ability by up to 7 months.	1, 2, 3
<i>Outstanding Teacher CPD</i>	Focus on metacognition and self - regulation	1, 2
<i>Dual Coding books for all staff</i>	Research Ed Guide to Special Educational Needs leads to inclusive teaching likely to yield better results for students with SEND.	1, 2, 5
<i>Time given for CPD for staff to read and implement</i>	Listing the benefits of dual coding reads a like a bill of rights for all learners - and a guaranteed entitlement for those with SEND	
<i>level 2 coaching</i>	Improving offer of physical activity in extra curricular	3, 4
<i>catch up numeracy and literacy resources and CPD</i>	Improving oral work boosts students' development.	1, 2
<i>Director of Quality of education</i>	Group and bespoke CPD to meet the needs of the students	1, 2
<i>SNAP send and behaviour software and training</i>	Specific software to allow targeted support for all students attending SUC.	3, 5
<i>ASD and SALT Champions</i>	Specific training for teaching assistants to allow targeted support for SEND students.	1,2, 5

	Catch up Literacy Catch up Numeracy There is also evidence that working with teaching assistants can lead to improvements in students' attitudes,	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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School Led Tutoring Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:

[One to one tuition | EEF](#)
educationendowmentfoundation.org.uk
)

And in small groups:

[Small group tuition | Toolkit Strand](#)
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[Education Endowment Foundation](#)
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[EEF](#)

support for our SpLD - dyslexic students towards [oral language](#)
 1, 2

1, 5 1, 5

Chrome books [JCQ](#) adaptations on what 'usual working' is

Exam Pens To provide specific

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

Budgeted cost: £111, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Ursuline Mentors</i>	Additional development of pastoral team to support with behaviour .	1, 2, 3
<p><i>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</i></p> <p><i>Staff will get training and release time to develop and implement new procedures. Attendance support officers will be appointed to improve attendance.</i></p> <p><i>R&R manager</i></p> <p><i>Parent one workshop a half term</i></p> <p><i>Positive Handling CPD for mid-day supervisors and SLT</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Collaborative learning takes place in the small R&R setting</p> <p>Offering more sustained support for parents to help with student homework can be effective in decreasing the disadvantage gap by 4 months as outlined by EEF.</p> <p>DfE paper states use of reasonable force to:</p> <p>to prevent a student from attacking a member of staff or another student, or to stop a fight in the playground:</p>	<p>4</p> <p>3, 4</p> <p>1, 2, 4</p> <p>3, 5</p>
<i>PGL</i>	<p>Due to the impact of COVID, students have missed out on social skills.</p> <p>The impact of this will be seen in positive relationships formed amongst year groups.</p>	3

Enrichment	Enrichment of the arts can have an an impact of 3 months	3, 4
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Total budgeted cost: £153,000

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Part B: Review of outcomes in the previous academic year

student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged students was lower than in the previous few years in key areas of the curriculum.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our student premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, and our own loom videos.

Although overall attendance in 2020/21 was lower than in the preceding years. These gaps between the disadvantage groups are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used

student premium

funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our new plan.

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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

Service student premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure Details
How did you spend your service student premium allocation last academic year?
What was the impact of that spending on service student premium eligible students?

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Further information (optional)

Use this space to provide any further information about your student premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged students, that is not dependent on student premium or recovery premium funding.

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