

Student premium strategy statement 2022-2023

This statement details our school's use of student premium (and recovery premium for the 2022 to 2023 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	634
Proportion (%) of student premium eligible students	29%
Academic year/years that our current student premium strategy plan covers (3 year plans are recommended)	2022 2023 2024
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023
Statement authorised by	U Norbert
student premium lead	K Izard
Governor / Trustee lead	

Funding overview

Detail	Amount
student premium funding allocation this academic year	£ 167,200
Recovery premium funding allocation this academic year	£18,270
student premium funding carried forward from previous years (enter £0 if not applicable)	£53143
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	£ 238,613

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. We are an academic school, but to ensure the small percentage of our students with less than expected ages can access the curriculum, we have identified reading and literacy as one of our challenges.
2 Pastoral need	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

	<p>(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>
3 SEND	<p>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.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations.</p>

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
Improved reading comprehension among disadvantaged students across the school	<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.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<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>
To close the gap between students with additional needs and those without.	<p>80% of pupils or above expectations in subjects</p> <p>75% of pupils to be reading at or above expectations</p>

	Improved vocabulary and language skills leading to improvements in reading and writing
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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: £67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole School Reading</i>	Reading comprehension strategies focus the readers understanding of written text.	1, 3
<i>2 Teaching assistant for Whole School Reading</i>	To support the teacher in the general classroom environment, or to provide targeted interventions , which are often delivered out-of-class.	1, 3
<i>CPD</i>	Group and bespoke CPD to meet the needs of the students	1, 3

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

Budgeted cost: £29500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics for those who are 2 years behind reading age	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.	1, 3

<i>School Led Tutoring</i>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>£21000 grant £15000 PP</p>	1, 3
<i>SEND assessments</i>	To identify and provide specific support for our SpLD - dyslexic students towards oral language	3
<i>SALT Assessments</i>		1, 3
<i>SEND Equipment</i>		1, 3
<i>Revision guides for ebacc subjects</i>	The difference in GCSE results of specific subjects between young people who attend schools in England's richest and poorest communities. Ebacc subjects were impacted and the report can be read here .	1, 2, 3
<i>Targeted Revision Intervention</i>	Early indications are that the gap may have widened as a result of the coronavirus pandemic, therefore supporting children to self-regulate and relearn classroom routines such as strategies to use when they are stuck will be of even greater importance	1, 2, 3

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

Budgeted cost: £142000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RSL</i>	Additional development of pastoral team to support with behaviour .	2, 3
<i>Enrichment</i>	Enrichment of the arts can have an impact of 3 months	2

<i>Music lessons</i>	In the last decade there has been a massive growth in research over the benefits of group musical activity. Dr Jacques Launey of Brunel University whose research was based on choirs but who strongly believes could apply to any group musical activity	2
<i>Ukelele project</i>		2
<i>HA Scholarship</i>	Disadvantaged students with good A-level grades are significantly more likely to opt for less prestigious universities than those with similar results from more advantaged backgrounds.	1, 3
<i>Group Therapy</i>	SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	2
<i>Retreats</i>		2
<i>Careers programme</i>	To overcome 'postcode lottery' with careers , a suitable programme will support students in exceeding their goals.	2

Total budgeted cost: £238500

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 2021 to 2022 academic year.

Despite our disadvantaged students having a positive progress 8 score in English and Maths, the gap between disadvantaged and non disadvantaged students is approximately -0.3 in English and Maths.

At KS3, internal data suggest that our disadvantaged students had on average a higher number of subjects where they were below target grades when compared with non disadvantaged students.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were 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. The turbulence since May 2020 in staffing has also not supported the realisation of some interventions. The impact was mitigated by our resolution to maintain a high quality curriculum.

Although overall attendance in 2021/22 was lower than in the preceding years, it was above national figures. These gaps between the disadvantage groups have decreased and our current attendance is now higher and all groups have made improvements.

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.

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
Tuition	Tutor Doctor

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?	

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.