



Pupil Premium Strategy Statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 C of E Academy
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	7 th September 2023
Date on which it will be reviewed	7 th January 2024 7 th April 2024
Statement authorised by	Richard Hoskins (Head of School)
Pupil premium lead	Richard Hoskins
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,100
Recovery premium funding allocation this academic year	£5365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£68,415

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 led to lower attainment in reading, writing and maths for identified pupils. Regular opportunities to develop automaticity in maths and opportunities for reading have been identified.
2	High attaining pupils need to continue to maintain and accelerate progress to ensure a higher % of pupil premium eligible pupils achieve GDS.
3	Trends in attendance demonstrate that persistent absence amongst pupil premium pupils is 9% higher than that of non-pupil premium pupils.
4	Identified pupils (including those in care) require further support with their SEMH needs in order to flourish in school and make progress both socially and academically. These needs must be met first.
5	Identified families and parents of disadvantaged pupils require additional support in order to feel supported and that their child is able to flourish in and out of school.

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>Misconceptions in learning for identified pupils will be addressed in reading, writing and maths. Regular opportunities to develop automaticity in maths and opportunities for reading have been identified.</p>	<ul style="list-style-type: none"> • School to develop methods for formative and summative assessment across the curriculum. • Teachers to ensure the curriculum for all subjects is planned in a sequential approach, with a clear intent for acquired knowledge and skills, so that misconceptions are overcome. • All pupils to access spiral review in maths in order to support the development of automaticity in number skills and facts. • School to prioritise 1-1 and small group reading for identified pupils requiring further support.
<p>Higher attaining pupils will maintain and accelerate their progress so that more pupils achieve GDS in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Teaching and learning strategies in all classes meet the needs of the most able to ensure they are challenged. • Targeted intervention to be used to challenge and extend the most able pupils. • Assessment to be used effectively to ensure GDS pupils are challenged and to accelerate potential GDS pupils.
<p>The % of persistent absence amongst pupil premium pupils will reduce and the gap will narrow in comparison to non-pupil premium pupils.</p>	<ul style="list-style-type: none"> • School to work in collaboration with EWO to provide support / challenge for families where attendance is lower than expected (specific cases). • School to review how attendance expectations are communicated with all parents. • School-based support, such as access to wrap around care, in place for identified families.
<p>The SEMH needs of identified pupils will be met, enabling pupils to flourish in school and make progress both socially and academically.</p>	<ul style="list-style-type: none"> • Continued development of whole school SEMH provision (PSHE, nurture art, well-being curriculum), including a specific focus on mental health as part of the PSHE curriculum. • Training and deployment of TIS practitioners, ensuring a rigorous timetable of support is in place for identified pupils. • Development of the 'Senior Mental Health Lead' role. • Nurture art and lunch provision to take place for identified pupils. • Whole-school well-being provision (linked to art and expression) to be put into place. • Regular 'Motional' assessments will take place for all pupils to support staff in identifying areas of need.
<p>Families of disadvantaged pupils feel supported by the school and wider school community.</p>	<ul style="list-style-type: none"> • Regular communication and updates from the school for identified families. • Information on provision for PP pupils made accessible to all. • School to organise support sessions for identified families. • Links with the FOSUA to be strengthened to provide support and opportunities for families.

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: £35,200 (£33,000 Teaching / £2000 CPD).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous Professional Development to improve high quality first wave teaching and support from all staff. Fund ongoing teacher training release time/overtime for support staff.	<p>The evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-qualityteaching</p>	1 2 4
<p>Retention of class teacher designated to provide high-quality class cover in order to enable class teachers to lead their own interventions.</p> <p>Identified pupils to access additional tutoring support in reading, writing & maths.</p>	<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><i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF – Teaching Assistant Interventions).</i></u></p>	1 2 4
Retention of an additional adult for all KS2 classes for learning and interventions taking place in the afternoons.	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 4

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

Budgeted cost: £27,365 (£22,000 Support / £5365 Tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils to have access to high-quality teacher-led intervention based on specific learning needs.</p> <p>Identified pupils to access additional tutoring support in reading, writing & maths.</p>	<p>Strategy was successful in 2021/22 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.</p>	<p>1 2 4</p>
<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> <p>Additional support staff in KS2 with a specific focus on supporting identified PP pupils both academically and socially / emotionally.</p> <p>Additional staff will support with targeted in-class provision, directed and planned by class teachers.</p> <p>Pupils in Year 6 will have access to additional 'booster' sessions after school.</p>	<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>	<p>1 2 4</p>
<p>Pupil Experiences – specific provision for identified pupils.</p>	<p>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.</p> <p><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 opportunities for the children to access support</u></i></p>	<p>1 2 4 5</p>

	<i>and experiences that may meet their needs to an even greater extent. SEMH Schools Link</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5850 (Including resources - £500)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils in KS2 to access provision and support to develop SEMH barriers to school.</p> <p>Use of 'Motional' assessments on all pupils to identify areas of support needed and progress.</p>	<p>Identified pupils will access high quality 'free art' intervention one afternoon each week, planned and led by an experienced art teacher with 'Draw & Talk' training. 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. SEMH Schools Link</i></p>	4
<p>Identified families will receive support in school attendance, with the aim of increasing attendance % and reducing persistence absence.</p>	<p>The attendance gap between our disadvantaged and non-disadvantaged pupils is a contributing factor for the lower % of progress and attainment. 9% gap in persistent absence in 2022/23.</p> <p>Case studies between 2020-23 demonstrated that specific support for attendance led to a decrease in persistent absenteeism.</p> <p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</p>	3 5
<p>Parents & 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 & 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. Provision for trips proved effective in 2021-23 in ensuring all pupils have access to a range of activities and experiences.</p>	4 5

	<p>Support for wider professionals to support pupils and families in school.</p> <p><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 opportunities for the children to access support and experiences that may meet their needs to an even greater extent. SEMH Schools Link</u></i></p>	
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Total budgeted cost: £68,415

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 2022 to 2023 academic year.

Aim	Chosen Action / Approach	Outcome / Impact
Pupil misconceptions in learning will be addressed, enabling learners to make progress from starting points and make links in their learning so that they know more and remember more.	Teachers to be provided with release time to lead their own interventions for identified groups and individuals in their classes.	<p>Teacher-led interventions have led to accelerated progress for identified pupils and for misconceptions to be reduced. Teachers have been able to plan next steps effectively as a result of leading their own interventions.</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. Aspire progress trackers for pupils with SEND have been successful in monitoring small steps of progress.</p> <p>The development of assessment strategies has started to impact progress from specific starting points for identified groups and individuals.</p> <p>Pupils are secure in demonstrating learning which has taken place within the current school year and beyond – identified through internal and external monitoring.</p>
Barriers to learning and SEMH needs are supported so that pupils will feel well-supported in school and are able to flourish.	<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. Motional assessments have confirmed this.</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 groups. Motional assessments have confirmed this.</p>
Attendance rates will be the same for PP and non-PP pupils.	Aspire attendance policy / procedures / support from the Education Welfare Officer.	The attendance gap between PP and non-PP reduced to 1.5% - a positive impact. However, persistent absence did increase for PP pupils – this needs to be the next step in supporting attendance across the school as this gap has widened.
Families of disadvantaged pupils feel supported by the school and wider school community.	<p>To provide parent workshops and support based on need.</p> <p>Provide free wrap around care for identified pupils who need it.</p> <p>Provide free / subsidised access to clubs, trips & residential visits for identified pupils.</p>	<p>Pupil uptake for wrap around care has enabled parents to be supported for a longer duration across the school day.</p> <p>Identified pupils accessed trips and residential visits as a result of support from the school.</p> <p>Pupils have engaged with and experienced a range of trips and experiences, especially during 'Activities Week'.</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>Parent feedback has praised the support families feel they receive from the school.</p>

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
Fresh Start	RWI
The Write Stuff	The Write Stuff
Trauma Informed Schools	Trauma Informed Schools

Service pupil premium funding

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As above
What was the impact of that spending on service pupil premium eligible pupils?	As above.