

Pupil premium strategy statement

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

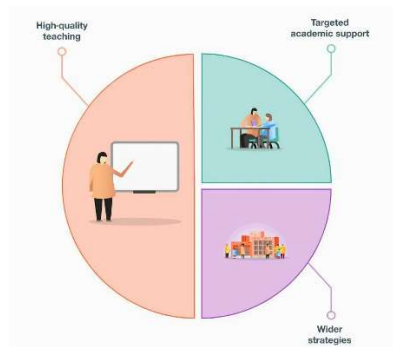
Detail	Data
School name	St Teresa's Catholic Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachael Brookes - Headteacher
Pupil premium lead	Lynsey Burgess – Deputy Headteacher
Governor / Trustee lead	Peter Atherton, Chair of Governors and lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,045
Recovery premium funding allocation this academic year	£5,208
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	£87,253

Part A: Pupil premium strategy plan

Statement of intent



Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school – ‘Vital for some; valuable for all’. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge												
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>2020-2021 end of year KS2 data for reading and writing</p> <table border="1" data-bbox="371 703 1268 938"> <thead> <tr> <th colspan="2" data-bbox="371 703 790 831">Reading - % of children making expected or more progress</th> <th colspan="2" data-bbox="794 703 1268 831">Writing - % of children making expected or more progress</th> </tr> <tr> <th data-bbox="371 837 580 887">PP</th> <th data-bbox="585 837 790 887">Non-PP</th> <th data-bbox="794 837 1027 887">PP</th> <th data-bbox="1032 837 1268 887">Non-PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 893 580 938">67%</td> <td data-bbox="585 893 790 938">89%</td> <td data-bbox="794 893 1027 938">67%</td> <td data-bbox="1032 893 1268 938">89%</td> </tr> </tbody> </table>	Reading - % of children making expected or more progress		Writing - % of children making expected or more progress		PP	Non-PP	PP	Non-PP	67%	89%	67%	89%
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67%	89%	67%	89%										
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Year 2 (Autumn 2020) Phonics screen 44.4% of PP children compared with 81% of Non PP children achieved a pass mark</p> <p>Current Year 3 class 100% of PP children still receive daily RWInc intervention compared to 59% of Non PP children.</p>												
3	<p>Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>2020-2021 end of year KS2 data for math</p> <table border="1" data-bbox="371 1650 790 1886"> <thead> <tr> <th colspan="2" data-bbox="371 1650 790 1778">Maths - % of children making expected or more progress</th> </tr> <tr> <th data-bbox="371 1785 580 1834">PP</th> <th data-bbox="585 1785 790 1834">Non-PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 1841 580 1886">67%</td> <td data-bbox="585 1841 790 1886">89%</td> </tr> </tbody> </table>	Maths - % of children making expected or more progress		PP	Non-PP	67%	89%						
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4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p>												

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably with our EAL families and as a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance for all pupils will be at least 96% and the attendance gap between disadvantaged

	<p>pupils and their non-disadvantaged peers will be closed.</p> <ul style="list-style-type: none">• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils to be in line with that of their peers.
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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: £46,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance the English Curriculum by Purchase of Pathways to Progress</p>	<p><i>Pathways to Progress</i> is a writing intervention programme designed to be delivered in addition to pupils' English lessons. The programme is predominately aimed at pupils who were working just below expected in summer term assessments and those who have fallen behind due to disruption to learning during the COVID-19 pandemic.</p> <p>It is designed to be facilitated by a teacher, teaching assistant or tutor and provides targeted CPD each half term for the key skills to be taught. The <i>Pathways to Progress</i> intervention programme has been designed following recommendations from the Education Endowment Foundation (EEF) on running high-quality structured interventions (<i>Improving Literacy in KS1 - 2020, Improving Literacy in KS2 – 2017</i>).</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>
<p>Enhance the English Curriculum by Purchase of Pathways to Read and Pathways to Poetry</p>	<p>Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include: prediction; questioning; clarifying; summarising; inference; and activating prior knowledge.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2, 4</p>

	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	
To continue to use and develop a DfE validated Systemic Synthetic Phonics programme to continue to provide high quality phonics teaching for all pupils - Read Write Inc development days, small group and 1:1 interventions.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
Improve the quality of social and emotional (SEL) learning through Emotional Literacy approaches. Emotional Literacy approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 4
To continue to provide high quality teaching in maths across the school through the use of White Rose Maths, Master the Curriculum, TTRS resources	KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk) This guidance sets out recommendations for improving maths in Key Stages 2 and 3. All of these recommendations are met through the use of White Rose and Master the Curriculum resources.	3, 4

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

Budgeted cost: £21,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of the Nuffield Early Language Programme (NELI)</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). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 2, 4</p>
<p>Implementation of high quality interventions maths interventions to support children in making progress from their individual starting points.</p>	<p>Schools should focus on improvements to core classroom teaching that support all children in the class. With this in place, the need for catch up intervention should decrease. Nevertheless, some high-quality, structured intervention may still be required for some pupils to make progress. Selection of the intervention should be guided by effective assessment of pupils' individual strengths and weaknesses.</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	<p>1, 3, 4</p>

pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk)	
EAL support Service to support Language Development for EAL children		1, 2, 3, 4, 5

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

Budgeted cost: £19,161

Activity	Evidence that supports this approach	Challenge number(s) addressed
To promote healthy active lifestyles and aim change young people mindset through the delivery of Kids Activities and Bootcamps – KAB's	A set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	4, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4, 5

training and release time for staff to develop and implement new procedures, working closely with the school's allocated EWO and weekly/half termly punctuality awards.		
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 5
Whole staff training on a trauma based approach.	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	1, 4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £87,253

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than of non-disadvantaged pupils.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had 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.

How we continued to provide for our disadvantaged pupils throughout school closure and during periods of covid related absence

- A full-time school place was offered to all our disadvantaged pupils.
- Where these places weren't taken up, any PP pupils who were working at home and did not have the means to access the home learning were provided with equipment such as laptops to enable them to have access to their class activities
- Quality first teaching through live and pre-recorded lessons (Oak National Academy)
- Participation levels were closely monitored. Those pupils who did not join online were contacted and provided with bespoke learning opportunities.
- School maintained strong links with families throughout the lockdown with clear instructions and support for those who require technical guidance
- Where there were concerns of a lack of interaction, staff responded quickly to meet the needs of the pupils and families. (telephone contact and house visits were made with families as an additional avenue for support)
- Pupils working in school continued to be given every opportunity to discuss their feelings with an extra emphasis on pastoral support
- CPG maths and English books were purchased to support children with remote learning
- School responded quickly to those families in need of support and ensured that needs are met quickly.

- Live lessons were timetabled in such a way as to provide maximum support to families throughout each day whilst minimising the disruption to those at home who have their own working and family commitments.
- Parents' Evenings took place via telephone call or Teams
- Telephone conversations were held regularly to re-engage pupils and offer support to parents struggling with a changing approach to learning.
- CP and FAM meetings were held virtually to ensure that the needs of the families most in need were met
- Support from our school EAL outreach support worker continued for children attending and school and for those accessing remote learning
- Third Space Learning maths intervention for Year 5 children

Although attendance rates fluctuated over the course of the school year leaders monitored it closely, taking appropriate action where necessary to address low attendance. Attendance rate of disadvantaged pupils was lower than others.

Pupil voice, monitoring and observations of children indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.