

St Teresa's Catholic Primary School
Pupil Premium Strategy Statement 2020/21

1. Summary Information					
School	St Teresa's Catholic Primary School				
Academic Year	2020/21	Total PP Budget	£67,250	Date of most recent PP review	
Total no. of pupils	184	Number of pupils eligible	54	Date for next internal review	November 2021
No national results to report this year due to COVID-19					
2. Barriers to Future Attainment for pupils eligible for PP					
In-School Barriers:					
A	30% of school population are eligible for PP. This can distort the picture of attainment each year as some year groups have very small numbers.				
B	A number of pupils eligible for PP also have SEN, which affects progress in core areas. The challenge is to ensure they make good progress from their starting points.				
C	Some children who are eligible for PP have emotional needs which impact on their learning on a daily basis				
D	A number of pupils eligible for PP are also EAL children.				
External Barriers					
F	Vulnerable parents/carers responsible for pupils eligible for PP requiring home/school support ensuring children are able to accessing learning and supporting their well-being and welfare. Pupil premium children potentially have more barriers to home learning due to lack of updated technology in the home to be able to support blended learning programmes.				
G	Attendance rates for pupils eligible for PP are lower than non – PP pupils in some year groups. This reduces their hours in school and could cause them to fall behind. There is a significant gap in attendance % between pupil premium and non PP children.				
H	Although mobility does not often happen, when it occurs in upper key stage 2, it does not give school enough time to have a positive impact on the outcomes of these children.				
Desired Outcomes			Success Criteria		
A: Ensure all pupils make at least good progress from their starting points.			Pupils eligible for PP across the school continue to do at least as well as their non-disadvantaged peers. Progress and attainment comparative trackers analysed termly and intervention/support instigated.		
B: Children who are eligible for PP who have additional SEN, will make			Small group early intervention following SEN support plans, speech and language		

progress in line with other groups and compared to similar pupils nationally	programmes and social communication groups will be implemented. Pupils eligible for PP will make required progress to ensure no gap in reading, writing, maths and phonics				
	Targeted interventions will be implemented throughout the school, along with the provision of other educational resources to aid learning so that SEN pupils eligible for PP make the same progress as other groups.				
C: Pupils with significant Social and Emotional needs will not have a barrier to their learning	Pastoral support and interventions will be put in place to support Social and Emotional needs and reduce the impact of these on learning, ensuring that pupils eligible for PP achieve Age Related Expectation or above. This includes provision and support given by Learning Mentor and specific programmes such as DESTY Mentor and Attachment awareness.				
D: EAL pupils make progress in line with their peers. The gap reduces across the school.	EAL pupils eligible for PP make progress from their starting points. Support from EAL Service.				
F: Parents engage with school and show a willingness to support their children. They will attend Parent Workshops where they will have the opportunity to improve their own skills and knowledge so that they are better able to support their children at home.	Children will attend all booster sessions. Homework will be completed to a good standard. Parents will attend Parents' Evenings and Parental Workshops. (in line with Government guidelines during the pandemic)				
G: Children entitled to pupil premium will have attendance that is as good or even better than non-disadvantaged pupils at St Teresa's or improve due to the work undertaken	Although persistently absent rate was low for all pupils in 2019-20 there are variables in attendance of PP when compared to non PP. Narrow the gap across the school. School work closely with EWS to monitor attendance and punctuality.				
1. Planned expenditure					
Academic year	2020-21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality of teaching for all					
i.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>All children in EYFS/KS 1 with language and communication difficulties are identified early and supported well.</p>	<p>Nuffield Early Language Programme (NELI)</p>	<p>This programme is nationally recognised as improving early language and communication skills and is recommended as part of the Government strategy for Catch up Learning.</p> <p>Also recommended by Education Endowment Foundation</p>	<ul style="list-style-type: none"> ✓ Identified lead practitioners to deliver. ✓ Children identified quickly on entry to school so programmes can be impactful early in the school year.(starting January 2021) ✓ KS1 children identified early. 	<p>EYFS teacher (AW)</p>	<p>Termly assessment through progress reports to SLT.</p> <p>Cost £1000</p> <p>(supply costs for 2 members of staff to be trained and implement programme)</p>
<p>Improved reading stamina and comprehension skills to ensure that pupils complete reading tests and thus show a significant amount of progress from KS 1 to KS 2</p>	<p>Bug Club Reading scheme R Rice– Reading Booster KS2 – Reading Booster Additional reading with RB</p>	<p>Securing reading, comprehension and processing skills whilst promoting stamina and a pleasure for reading</p>	<ul style="list-style-type: none"> ✓ Key priority on the school development plan ✓ Monitoring, evaluation and reporting of revised strategy through observations, assessments and effectiveness of provision ✓ Enhancement of reading resources <p>to include:-</p>	<p>English Leader SLT</p>	<p>Termly following SLT discussions Termly updates to Governors</p> <p>Cost – Bug Club - £880 Supply - £6,000 Enhancement of Library resources - £2000</p>

Increased maths and English attainment for PP children, with an increased focus on PP at the higher levels to increase the percentage of children at a higher level in Year 6	Small groups in Year 6 – supported by Level 3 TA Subscribe to TTS Rockstars White Rose Maths Booster Sessions as detailed above] Subscribe to WRM/Classroom secrets	Embedding of mastery curriculum to secure higher standards and to empower pupils to work confidently at greater depth Embedding higher level teaching of texts to improve reading and writing	<ul style="list-style-type: none"> ✓ Clear focus on pupil progress outcomes through high expectation and target setting ✓ Challenge thoroughly sharply differentiated tasks and activities ✓ Highly effective first teaching with rapid support and ongoing assessment. ✓ Effective use of new resources to consolidate concrete learning ✓ Effective staff training and development 	Maths Leader SLT	Termly following SLT discussions Termly updates to Governors Cost – TTS Rockstars – £200 Level 3 TA - £11000
The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in increased contributions within the classroom, pupil and parental voice and feedback	PSHE activities across the curriculum including good mental health and wellbeing resources (in line with St Helens wellbeing offer) Learning mentor timetabled in for 1:1 sessions with vulnerable Children.	PSHE has had a proven impact on improving children’s self-belief and confidence.	Drop- in observation of PSHE sessions Pupil voice informal and formally Parental voice sought Effective communication, reassurance and encouragement from all staff.	SH RB SLT	Half Termly Cost – Learning Mentor – £19,600 PSHE Resources – including staff training £3,390 DESTY Subscription And children’s nasses
ii. 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	When will you review

<p>To improve reading, writing and especially vocabulary knowledge.</p>	<p>Immerse children in high quality literature.</p> <p>EAL support Service to support Language Development for EAL children</p>	<p>Disadvantaged pupils nationally have a vocabulary that is much smaller than non-disadvantaged. This is especially true of those children in families in receipt of welfare benefits.</p> <p>By making schematic connections through literacy the children's vocabulary increases which in turn enables them to know more and access more difficult texts.</p>	<p>✓ Set up new Reading groups in school to access the Library and new enhanced resources</p>	<p>Literacy Lead</p>	<p>Dec 20- Oct 21</p> <p>EAL Service - £1480</p>
Total budgeted cost					£67,250
How we aim to show impact			Review		
<ul style="list-style-type: none"> • Continuous monitoring of attainment, achievement and social development will take place during the year - this will be a feature in pupil progress reviews and during monitoring exercise. • Meetings with parents/children will take place throughout the year to discuss development and next steps – feedback to measure impact. End of key stage attainment levels will measure impact on core curriculum areas and illustrated on school's website as and 					

when data becomes available. In-school data will also be monitored.

- Pupils' learning and social development through pupil voice consultation as part of the monitoring process.
- Increased % of PP meeting ARE. (if end of year data available)
- Increased % of PP exceeding ARE
- Increased % of PP children reaching GLD for language development and reading at the end of Reception.
- Increased % of Y1 PP children achieving above National Standard in Phonic Screening test at end of Y1.