

St Teresa's Catholic Primary School
Pupil Premium Strategy Statement 2019/20

1. Summary Information						
School	St Teresa's Catholic Primary School					
Academic Year	2019/20	Total PP Budget	£63,360	Date of most recent PP review		
Total no. of pupils	189	Number of pupils eligible	48	Date for next internal review	November 2020	
KS 2 – 2019 results		<i>% PP achieving ARE</i>		<i>School (All pupils)</i>		<i>National (All Pupils)</i>
% of pupils achieving Age Related Expectations (ARE) in Reading.		62.5% (5/8)		64%		75%
% of pupils achieving Age Related Expectations (ARE) in Writing.		75% (6/8)		79%		78%
% of pupils achieving Age Related Expectations (ARE) in Maths.		75% (6/8)		75%		76%
% of pupils achieving Age Related Expectations (ARE) in Spag.		75% (6/8)		86%		78%
2. Barriers to Future Attainment for pupils eligible for PP						
In-School Barriers:						
A	There are only a small number of pupils in school who are eligible for PP. This can distort the picture of attainment each year.					
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.					
E	Pupil premium children having low resilience and aspirations in terms of academic achievement, progress and future goals					
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.
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.
H	Although mobility does not often happen, when it does 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 progress in line with other groups and compared to similar pupils nationally	Small group early intervention, speech and language 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.
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.
E: Children will have high self-esteem and a belief that they can succeed. They will be motivated to learn and will have high aspirations for themselves in later life.	Within lessons pp children show resilience in their approach to problem solving and challenges set. Increase extended learning opportunities for pp children to experience situations outside of school e.g. residentials, museum, theatre trips. These can be paid for or subsidised.
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.
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	Although persistently absent rate was low for all pupils in 2017-18 there are variables in attendance of PP when compared to non PP. Narrow the gap across the school.

the work undertaken					
1. Planned expenditure					
Academic year	2019-20				
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?
All children in EYFS/KS 1 with language and communication difficulties are identified early and supported well.	Early Talk Boost KS1 Talk Boost	These programmes are nationally recognised as improving early language and communication skills.	<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. ✓ Relate outcomes to performance management of key staff. ✓ KS1 children identified early. 	EYFS teacher (AW)	Termly assessment through progress reports to SLT. Cost £1000

<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 Chris G – Reading Booster KS2 – Reading Booster</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 Cost – Bug Club - £880 Supply - £6,000 New reading books -£1000</p>
<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</p>	<p>Small groups in Year 6 – supported by Level 3 TA Purchase TTS Rockstars White Rose Maths Booster Sessions as detailed above</p>	<p>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</p>	<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 	<p>Maths Leader SLT</p>	<p>Termly following SLT discussions Termly updates to Governors Cost – TTS Rockstars – £200 Level 3 TA - £11000</p>

<p>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</p>	<p>Increase exposure to professionals and enrichment activities across the curriculum (e.g. visiting authors, careers talks for Y6)</p> <p>PSHE activities across the curriculum</p>	<p>PSHE has had a proven impact on improving children’s self-belief and confidence.</p>	<p>Drop- in observation of PSHE sessions Pupil voice informal and formally Parental voice sought Effective communication, reassurance and encouragement from all staff.</p>	<p>SH RB SLT</p>	<p>Half Termly</p> <p>Cost – Learning Mentor – £19,600 PSHE Resources – £500</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Children who are eligible for PP who have additional SEN, will make progress in line with other groups and compared to similar pupils nationally</p>	<p>Additional TA support targeted at children with specific area of need (KS2)</p> <p>KS1 – TA support for targeted daily phonics sessions.</p> <p>TA delivery of precision maths, reading and spelling interventions</p> <p>Support from EWO to raise attendance</p>	<p>Structured approach to phonics used as core of KS1 reading curriculum.</p> <p>TA support targeted for early reading skills to ensure every child a reader.</p>	<ul style="list-style-type: none"> ✓ Effective planning for TA support in daily, weekly timetables – monitored regularly. ✓ Impact of interventions will be monitored and reviewed regularly as part of monitoring and evaluation schedule. 	<p>SENDCo SLT EWO Service</p>	<p>Half Termly</p> <p>Cost – EWO (SLA) £3900 Level 2 TA - £14000</p>

<p>Improve reading and writing skills of those with SEND and are PP.</p>	<p>Commission the Learning Support Service to work with groups of children who have specific learning difficulties/have trouble accessing at ARE.</p>	<p>A specific programme of support by an expert in this field to raise standards in reading and writing.</p>	<ul style="list-style-type: none"> ✓ Identify pupils in KS2 with this need. ✓ Timetable support and intervention. ✓ Plan, do, assess and review. ✓ Report produced for parents to support home school communication. ✓ Access/adaptations to Y6 SATs arrangements if appropriate and entitled. 	<p>SENDCo - AW</p>	<p>Jan 19-Apr 19</p> <p>Cost – (LSS) £2000</p>
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<p>To improve reading, writing and especially vocabulary knowledge.</p>	<p>Immerse children in high quality literature.</p> <p>Use The Red Letterbox Club.</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>	<ul style="list-style-type: none"> ✓ Sign up to the home delivery scheme of specially selected book boxes each half term. ✓ Children in receipt of the boxes use their voice to discuss the impact of this service eg more regular reading/enjoyment/excitement 	<p>Literacy Lead</p>	<p>Jan 19-Oct 19</p> <p>Cost: Red Letter Box - £135 per child</p> <p>Total - £1800</p> <p>EAL Service - £1480</p>
Total budgeted cost					£63,360
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 		<ul style="list-style-type: none"> • All progress towards end of year targets were significantly impacted by the ongoing COVID-19 Pandemic. The good progress made by children up to Spring 2020 was negatively impacted by lost learning in Summer 2020. Catch up curriculum is a major part of school improvement for 2020/21 onwards. • Pupil premium children are always included in the Pupil voice groups for internal monitoring. • All vulnerable children were offered places during Summer 			

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.
- 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.

lockdown period in order to maintain support and contact with school.

- The majority of children chose to work at home with school support which included work set on the school website, welfare calls from staff and the school blog.
- A small group of children took up the school offer and regularly attended.
- In house data collected from October 2020 is monitored to identify gaps in learning and highlight specific children for intervention programmes.
- Due to the ongoing pandemic, it was not possible to collate end of year data.
- All targets will be carried forward to next academic year.