

Pupil premium strategy statement 2018 – 2019

| 1. Summary information | | | | | |
|------------------------|-------------------------------------|----------------------------------|---------|--|---------|
| School | St Teresa's Catholic Primary School | | | | |
| Academic Year | 2018 | Total PP budget | £54,120 | Date of most recent PP Review | N/A |
| Total number of pupils | 198 | Number of pupils eligible for PP | 41 | Date for next internal review of this strategy | Nov. 19 |

2. Current attainment (Current aspirational attainment targets based on FFT projections)

| Keystage 2 outcomes 2018 - | Pupils eligible for PP | Pupils not eligible for PP |
|--|---|---------------------------------|
| % Expected Standard in reading from Y1 % Expected Standard in reading from Y2 % Expected Standard in reading from Y3 % Expected Standard in reading from Y4 % Expected Standard in reading from Y5 % Expected Standard in reading from Y6 | Numbers are small and can distort figures especially if also SEND 50% 75% 50% 67% 34% 50% 84% 84% 71% 86% 75% 75% | 71% 78% 67% 80% 82% |
| % Expected Standard in writing from Y1 % Expected Standard in writing from Y2 % Expected Standard in writing from Y3 % Expected Standard in writing from Y4 % Expected Standard in writing from Y5 % Expected Standard in writing from Y6 | 50% 75% 67% 72% 34% 50% 50% 70% 71% 86% 75% 75% | 71% 78% 67% 80% 82% |
| % Expected Standard in maths from Y1 % Expected Standard in maths from Y2 % Expected Standard in maths from Y3 % Expected Standard in maths from Y4 % Expected Standard in maths from Y5 % Expected Standard in maths from Y6 | 50% 75% 67% 72% 34% 50% 67% 72% 71% 86% 75% 75% | 71% 78% 67% 80% 82% |

| 3. Barriers to future attainment (for pupils eligible for PP) | | |
|--|--|---|
| In-school barriers | | |
| A. | The numbers are small and this can distort the picture of attainment each year. | |
| B. | Some PP children are also SEND and because of the small numbers can make attainment look lower. The challenge is to ensure they make good progress from their starting points. | |
| C. | Development and understanding of independent learning skills – consolidation of the characteristics of effective learning so that learners demonstrate self-motivation skills and know how to learn for themselves | |
| D. | There is a gender gap rather than PP gap across the school in most areas. | |
| External barriers | | |
| E. | Attendance rates for pupils eligible for PP are lower than non-PP students in some year groups. This potentially reduces their school hours and could cause them to fall behind. | |
| F. | A group of pupils eligible for PP display difficulties in social and emotional aspects of their learning. This can lead to difficulties with friendship groups so we have to ensure that this | |
| 4. Desired outcomes | | Success criteria |
| A. | Ensure all pupils make at least good progress from their starting points so that it is not just attainment that is measured. | 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. | For all pupils in all year groups who are eligible for pupil premium to make good progress in reading and spelling from starting points. This will be measured using internal progress and attainment trackers. | Level of attainment for pupils eligible for PP is closer aligned to non PP pupils. Progress is as good for all groups of pupils. |
| C. | Improve outcomes for the most able pupil premium children to secure greater depth working | Increased proportions of the most able working at greater depth in English and Mathematics |
| D. | The gender gap reduces across the school. | Comparisons will be measured from previous year. Boys will be targeted for marginal gains in the core subjects. |
| E. | Children entitled to pupil premium will have attendance that is as good as non-disadvantaged pupils at St Teresa's or improve due to the work undertaken. | Although there were no persistently absent pupils in 2016-17 there are variables in attendance of PP when compared to non PP. Narrow the gap across the school. |
| F. | Develop pupils' social and emotional well-being in targeted individuals and groups throughout the school. | Intervention/support programmes demonstrate that children are more equipped to manage their feelings and relationships. This will not be a statistical analysis but through pupil voice evidence and professionals reports. |

| 5. Planned expenditure | | | | | |
|---|--|---|---|-----------------------|---|
| Academic year | | 2018-2019 – funding £54,120 | | | |
| 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 | | | | | |
| i. Quality of teaching for all | | | | | |
| 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? |
| Improved reading stamina and comprehension skills to ensure that pupils complete reading tests and thus show a significant amount of progress from KS1 to KS2 | <ul style="list-style-type: none"> • KS1 revised reading strategy using ???? scheme • implementation of D.E.A.R scheme across the school • setting up of reading corners in every classroom • bug club resources | Securing reading, comprehension and processing skills whilst promoting stamina and a pleasure for reading | <p>Key priority on the school development plan</p> <p>Monitoring, evaluation and reporting of revised strategy through observations, assessments and effectiveness of provision</p> <p>Enhancement of reading resources to include:-</p> <ul style="list-style-type: none"> • additional comprehension materials • additional reading scheme materials • additional high quality texts for KS1 | English Leader SLT | Termly following SLT discussions Termly updates to Governors |

| | | | | | |
|--|---|--|---|---------------------|---|
| Increased maths and English attainment at the higher levels to increase the percentage of children at a higher level in Year 6 | Small groups in Year 6 class for Spring term – use of 2 teachers a 1 level 3 TA (2 days a week) | 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 | 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 |
|--|---|--|---|---------------------|---|

Total budgeted cost

£5,610 (Supply teacher, twice a week, for 15 weeks) + **£880** (Bug Club)

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 implementation? |
|---|--|---|---|-------------------|---|
| Appropriate provision in place for those pupils causing concern | Learning mentor support for specific children through referral, interventions, day to day support – support for specific groups EWO service - weekly | Previous success of rapid referrals to ensure appropriate provision is in place To support emotional health and wellbeing of identified learners | Monitoring and evaluation of outcomes and provision | HT SENDO | At least termly |
| Improved phonics, spag, literacy and maths skills Additional support for reading | Small group and 1:1 support targeted support using:- RWInc sessions and SPaG sessions daily maths and literacy interventions during afternoon sessions. RM Easi Maths | To ensure a higher% of children make progress in curriculum areas from their individual starting points. | Teaching assistants deliver RWInc sessions and SPaG sessions daily Teaching assistants also deliver maths and literacy interventions during afternoon sessions Specialist T.A support Staff skills and training developments Planned timetable for provision Monitoring provision and outcomes | EYFS/KS1 Lead | Ongoing but at least half termly |

| | | | | | |
|--|--|---|--|-----------------|-----------------|
| Most able PP evidence working at Greater Depth in Maths and English | 1:1 interventions small group support using pre learning techniques target work to further challenge or consolidate learning | Securing and extending class based learning So that pupils can consolidate skills and knowledge and apply in a range of challenging concepts | Specialist T.A support Staff skills and training developments Planned timetable for provision Monitoring provision and outcomes | Subject leaders | At least termly |
| <p>Total budgeted cost £20,509 (Mentor + EWO) + £11,775 (2 x L3 10 hours per week each) + £14,500 (3 x L2 10 hours per week each) + £3,018 (1 x L2 10 hours per week for 7 months) + £420 (RM Easi Maths) + £5,750 (EAL TA)</p> | | | | | |

Actual allocated spending for 2018-2019 = £54,120

Overall spending for 2018-2019 = £62, 462

| Review of expenditure | | | |
|--|---|-----------------|------------------------------------|
| Previous Academic Year - 2017 -2018 - £62,180 | | | |
| Key Stage 2 outcomes | PP (8) 4 of which also SEND and 2 disapplied | All pupils (29) | Pupils not eligible for PP (21) |
| % achieving expected standard in reading | 75% | 79% | 81% |
| % achieving expected standard in writing | 79% | 86% | 90% |
| % achieving expected standard in maths | 50% | 79% | 90% |
| % achieving expected standard in combined | 38% | 66% | 76% |