

Pupil Premium Strategy Statement



St. Teresa's Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	8 pupils 3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021 - 2024
Date this statement was published	12 th December 2023
Date on which it will be reviewed	Autumn term 2023
Statement authorised by	Jillian Holmes
Pupil premium lead	Julie Hawitt
Governor / Trustee lead	Members of SEC Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24612.13
Recovery premium funding allocation this academic year	£2131.25

<i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£26743.38

Part A: Pupil premium strategy plan

Statement of intent

At St. Teresa's Catholic Primary School, our aim is that all pupils make good progress and achieve to the very best of their ability across all subject areas. We recognise that some of our disadvantaged pupils may have a range of barriers to their learning that may prevent them from achieving their full potential.

Our pupil premium strategy aims to support our disadvantaged children to achieve that goal by ensuring that all pupils receive high quality first teaching by a well-trained teacher alongside targeted academic support and interventions that are grounded in evidence and tailored to the individual needs of the pupils.

Our key principles of our strategy plan are:

- We have a commitment to raising the achievements for pupils who are eligible for Pupil Premium.
- We are committed to ensuring that all staff receive high quality CPD in order to support pupils achieve and make effective progress.
- We never confuse eligible pupils with low ability and strive to 'bring out the best' in this group of pupils and support them to achieve the highest outcomes.
- We create support aimed to tackle the range of barriers including; behaviour, external factors and learning needs. Our professional development focuses on improving outcomes for eligible pupils, improving the quality of teaching and learning, opportunities for enrichments and development of phonics, reading, writing and numeracy skills.
- We use assessment systems to track and enable thorough analysis of data (Reading, Phonics, Writing and Maths) to identify pupils who are under achieving and why.
- We direct resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- We use data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.
- The Headteacher, Deputy Headteacher and Pupil Premium Leader have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils.
- We ensure class teachers, teaching assistants, KS leaders and subject leaders know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.

- The Governing Body closely monitors the school's effectiveness in closing the gap between different groups of pupils.
- We are committed to developing the whole child with particular attention on the pupils' academia, well-being and their enrichment opportunities

Challenges

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

Challenge number	Detail of challenge
1	Attainment in phonics and reading is below the attainment of non-advantaged pupils, especially since the national lockdowns and isolation periods.
2	Attainment in Mathematics is below the attainment of non-advantaged pupils, especially since the national lockdowns and isolation periods.
3	Attainment in Writing below the attainment of non-advantaged pupils, especially since the national lockdowns and isolation periods.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Effective provision is in place for disadvantaged pupils with SEND to remove barriers to learning and enable them to make maximum progress.	There are high standards and fulfilment of potential for disadvantaged pupils with SEND.
Improved phonics and reading attainment among disadvantaged pupils.	Maximum progress will be made by disadvantaged pupils in Reading and phonics.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maximum progress will be made by disadvantaged pupils in Maths.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice • questionnaires and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils
--	---

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: £ 3743.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous development of high quality SEND provision and CPD for all members of staff.	There is extensive evidence of the attainment gap between pupils with SEND and their peers. This is twice as big as the gap between pupils eligible for free school meals and their peers: SEND in Mainstream Schools - EEF	1, 2, 3
Continue to embed new DfE validated synthetic phonics programme (Essential Letters and Sounds) to secure stronger phonics teaching for all pupils.	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
The development of a strong reading culture across school, developed through high quality CPD for all members of staff, in line with the DfE and EEF guidance.	The DfE guidance is based on a range of the best available evidence: The Reading Framework: teaching the foundations of Literacy	1

<p>Use of Reading Plus throughout key stage two.</p>		
<p>Further enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>The maths leader will embed key elements of guidance in school through high quality CPD and access to the local Maths Hub (Abacus North West) resources and training.</p> <p>Train the Tutor White Rose Maths interventions in both key stage one and two.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in the EYs and KS1 Improving Mathematics in Key Stages 2 and 3</p>	<p>2</p>
<p>Further enhancement of our English teaching and curriculum planning (in particular, writing) in line with DfE and EEF guidance.</p> <p>The English leader will embed key elements of guidance in school through high quality CPD.</p>	<p>The EEF guidance based on improving literacy in key stage one and two: Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2</p>	<p>1,3</p>
<p>Improve the quality of pupil well-being (social, emotional and mental health - SEMH).</p> <p>SEMH approaches will be embedded across the PSHE curriculum and school practices and strengthened by professional development and training for staff.</p>	<p>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)</p>	<p>4</p>

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Plan and implement targeted intervention to raise attainment in Reading (Additional Reading Plus sessions), Writing and Maths (White Rose Train the Tutor)	Small Group Intervention – the EEF evidences that this approach has an average impact of 4 months additional progress over a year, depending upon how frequently the programme is implemented.	1, 2, 3

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on social, emotional and mental health (SEMH) approaches with the aim of further developing our PSHE curriculum and school ethos; improving pupil well-being across school.	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)	4

Effective and targeted pastoral support through access to an in-house well-being coach.	The EEF recognises strong SEMH as essential in supporting effective learning.	4
All pupils have access to educational trips/residential to enrich their cultural capital.	Ofsted's guide 'The Pupil Premium' (Jan 2013) evidences the top 10 'gap busters' to improve access to a full curriculum and improve outcomes.	4

Total budgeted cost: £ 26743.38

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Desired Outcomes	Success Criteria	Further Evaluations
<p>A higher proportion of targeted pupils in the EYFS, KS1 and KS2 achieve age related expectations in Reading, Writing & Maths and the attainment gap is narrowed.</p>	<p>Targets are met for a proportion of pupils in EYFS, KS1 and KS2 to meet their full potential in Reading, Writing and Maths.</p>	<p>To continue to use systems to measure progress in Reading, Writing and Maths. The 2023/2024 strategy needs to continue to target attainment for disadvantaged pupils.</p> <p><u>2023 KS2 results</u> PP children achieved targets from Y2 to Y6 (Reading, Writing and Maths) with some children exceeding their targets to make accelerated progress and finish the year at ARE.</p>
<p>Targeted pupils (pupils eligible for PP) have improved maths, phonic skills and reading stamina. Evidence of improved vocabulary.</p>	<p>Targets are met for a proportion of pupils in EYFS, KS1 and KS2 to meet their full potential in maths, phonic skills and reading stamina. Measured improvement of taught vocabulary.</p>	<p>To continue to use systems to measure progress in Reading, Writing and Maths. The 2023/2024 strategy needs to continue to target attainment for disadvantaged pupils. Continue to focus on developing oral language skills and vocabulary gaps.</p> <p><u>2023 KS2 results</u> PP children achieved expected progress from Y2 to Y6 (Reading, Writing and Maths)</p>
<p>Target pupils are supported with the coaching and strategies they need to help them overcome issues relating to SEMH. Most pupils are better equipped to deal with their emotions and strategies for how to self-regulate.</p>	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, questionnaires and teacher observations <p>an increase in participation in enrichment activities, particularly among disadvantaged pupils</p>	<p>The 2023/2024 strategy needs to continue to target wellbeing and engagement with enrichment opportunities and access to our well being coach when required.</p>

In 2022/23 100% of disadvantaged pupils attended school visits (including Y6 residential visit)

Externally provided programmes

Programme	Provider
IDL	Ascentis
Essential Letters and Sounds subscription and top up resources	Oxford University Press
Reading Plus subscription	Reading Solutions UK

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around metacognition and self-regulation. [EEF evidence](#) demonstrates this has significant benefits for pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The Headteacher has been trained as a Senior Mental Health Lead to oversee the wellbeing of students and staff and will be responsible for shaping practice, writing policy and driving change. This will continue to have a significant impact on our disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.