

IMPACT - Pupil Premium Provision Strategy 2017 – 2018



The allocated Pupil Premium Funding (April 2017 – April 2018) for St. Teresa's Catholic Primary School is: £18,900.

How will we make decisions about the spending of the pupil premium grant?

At St. Teresa's we continually review the progress and attainment of the children in our care. Senior leaders and class teachers regularly analyse how well our disadvantaged pupils do compared with non-disadvantaged pupils. Decisions are then made based on identified priority areas.

Children need to come to school every day and at St. Teresa's we are pleased with our high levels of attendance. We know that good attendance leads to high standards and good progress and so we work closely with our families to ensure attendance remains high.

We know that children do best when they feel safe, calm and in control of their emotions. Consequently, we prioritise children's emotional well-being. We can offer the support of a well-being coach who works with families, giving help and advice on a range of difficulties, as well as being a sensitive listening ear.

All pupils are entitled to the very best curriculum and learning opportunities, whatever their level of ability, so we ensure that our disadvantaged pupils receive help when they find learning difficult but are also offered challenges in areas where they excel. We also ensure they have the very best resources and enrichment opportunities through visits to places of interest and participation in community events. Pupil Premium spending is reviewed in an ongoing way as each year progresses in light of regular evaluations. Future priorities are made in response to new guidance and research (e.g. DfE, EFF) as well as the school's rigorous self-evaluation processes.

Main barriers to educational achievement faced by eligible pupils at St. Teresa's Catholic Primary School:

We identify and address barriers to learning faced by individual pupils by considering fundamental areas –academic, well-being, equality and opportunities. We do this through;

- Everyday teaching practice – pupil discussions and observations
- Robust and regular tracking of progress and assessment during our 'narrowing the gap' progress meetings in which all disadvantaged pupils are discussed (including higher ability pupil premium children) with senior leaders. This involves evaluating the effectiveness of strategies to overcome barriers to learning, with a new programme put in place if necessary
- Involvement with parents and outside agencies.

The main barriers to educational achievement faced by eligible pupils at St. Teresa's include;

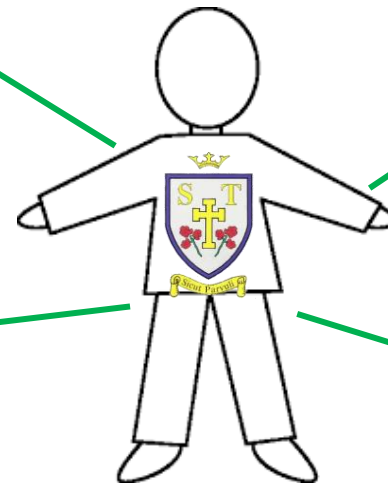
- Low income
- Socio-economic disadvantage i.e. deprivation
- Broken family structures – stress or well-being concerns
- Pupils with SEND
- LAC - pupils adopted or special guardianship

Rationale for overcoming main barriers, for 2017-2018

For the 2017-2018 academic year, St. Teresa's will focus its Pupil Premium spending on closing the gaps identified from 2016-2017 data analysis, comparing pupil premium attainment and progress against the national picture but also looking at in-school gaps between pupil premium children and non-pupil premium children. This will include closing the achievement gap in Reading in Years 1, 3, 4 & 5, in Writing in Year 1, 3 & 4, and in Maths in Years 1, 3, 4 & 5; ensuring pupil premium children make accelerated progress. This also involves rigorously monitoring our new cohort of Reception children and the pupils transitioning into the new Year 1 class.

This will include investing in all identified barriers to progress and attainment such as tailored intervention, well-being support, small-group phonics teaching, maintaining excellent attendance and enrichment opportunities.

Pupil Premium Provision – Academic Outcomes



Supporting the Whole Child

SLT and SENCO

IMPACT- Time was allocated to ensure effective monitoring and provision mapping took place. Intervention sessions took place across the school.

1-2-1 Tuition

IMPACT – The one-to-one tuition enabled one pupil to make excellent progress in Reading and helped them to achieve the end of year expected standard.

Specialist Special Needs Teacher

IMPACT – The support from the specialist autism teacher was excellent and helped staff to further develop personalised support plans and teaching. SEN pupils have made very good progress.

Small Group Intervention

IMPACT - Intervention sessions took place. Gaps in learning have *started* to be addressed. Next year, rigorous intervention programmes will be in place.

Staff training – e.g. mastery learning, meta-cognition, effective feedback, peer assessment

IMPACT – Staff have gained a deeper knowledge base and are using this to further develop teaching and learning. This has started to impact on learning and will continue to be embedded next year.

1:1 Home reading support

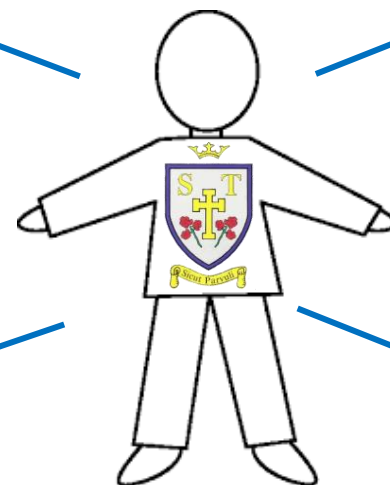
IMPACT – Additional 1:1 reading support took place throughout the year – pupils made progress with phonic knowledge and fluency.

Green – Academic

Blue – Equality and Opportunities

Yellow - Well being

Pupil Premium Provision – Equality and Opportunities



Supporting the Whole Child

Class Teaching Assistants

IMPACT - Pupils were supported within lessons and during intervention activities. This has supported pupil progress and has improved pupils' confidence in specific areas of learning.

Additional Educational Psychologist Visits

IMPACT – Assessments have helped staff to assess and identify special educational needs and the support needed for pupils. Pupils have benefitting from a personalised plan and are pupils are starting to overcome barriers to learning.

Subsidised extra-curricular clubs/ Holiday Clubs

IMPACT – This has enabled pupils to access a variety of after school clubs and holiday clubs irrespective of their financial situation. This has helped to develop holistic aspects of learning, including well-being.

Subsidised Trips

IMPACT - The subsidised trips has enabled all pupils to access a variety of school trips irrespective of their financial situation.

Visitors in school

IMPACT – Opportunities have enriched the pupils' learning.

Homework Club

IMPACT – The KS2 leader and Faith in Action children have supported pupils with completing homework throughout this year. This has helped pupils to feel more confident and supported with the completion of homework and has provided children with the opportunity to work on specific skills of weakness.

Green – Academic

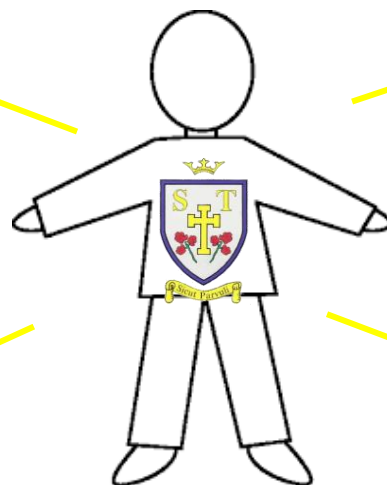
Blue – Equality and Opportunities

Yellow - Well being

Digital technology

IMPACT – Pupils demonstrate high levels of engagement and motivation; supporting the learning process.

Pupil Premium Provision – Well-being



Supporting the Whole Child

Staff Training

IMPACT – Staff have received frequent safeguarding training. As a result, the pupils feel safe and well supported emotionally. They behave well and enjoy school – Pupil Questionnaire.

External Behavioural Support

IMPACT – This resource wasn't required this year.

Reaction funds

IMPACT – The reaction funds have been used for pupils to access counselling when in crisis. This has been vital for the well-being of pupils and has greatly benefitted the families involved.

Emotional and Wellbeing support

IMPACT – The wellbeing coach has been invaluable for pupils and for families too. Sessions have enabled pupils to develop strategies to cope with various situations that arise in school and at home. The school has been able to reactively respond to children's needs as and when they have occurred.

Additional Lunchtime Sports Coach

IMPACT – This resource was not available this year. The staff received Active Literacy training in its place. This has developed teaching across the school and supported literacy skills as well as fundamental movement skills.

Toast and Milk

IMPACT - Pupils are well nourished throughout the school day.

Green – Academic

Blue – Equality and Opportunities

Yellow - Well being