

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

SLT and SENCO

Overview – To reduce any gaps in attainment by ensuring all pupils are included and achieve well – through attendance, family support, SEN support and advice and assessment. To plan and monitor the impact of pupil premium funding.

Aim/Outcome - Time to ensure monitoring and provision mapping and impact of interventions / support.

Specialist Special Needs Teacher

Overview – Work in partnership with the SENCO, teachers and family of pupils with SEN.

Aim/ outcome – Support with identification of specific learning needs. Providing teachers and parents with information regarding how to support the pupil in reaching their full potential.

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

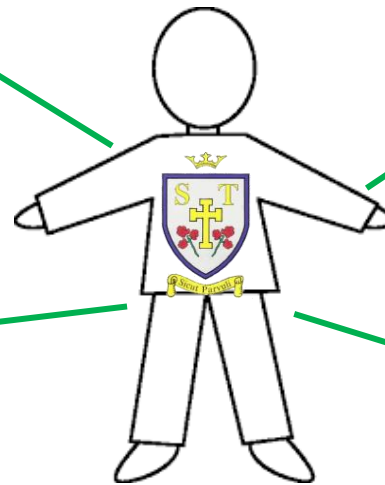
Overview - To improve the quality of curriculum provision for all pupils.

Aim/Outcomes - Children make at least expected progress and achieve at least in line with national expectations.

Green – Academic

Blue – Equality and Opportunities

Yellow - Well being



1-2-1 Tuition

Overview – Targeted individual support in Reading, Writing and/ or Mathematics to ensure that pupils make accelerated progress.

Aim/ Outcome – Pupils learning remains on track as a result of rapid and appropriate intervention. The gap between pupil premium and non-pupil premium children has decreased.

Small Group Intervention

Overview - Targeted group and individual support/challenge in Reading, Writing and Mathematics to ensure that pupils make accelerated progress towards achieving the year group expected standard OR to challenge more able pupils helping them to achieve 'greater depth' within their year group.

Aim/ Outcome – Pupils learning remains on track as a result of rapid and appropriate intervention.

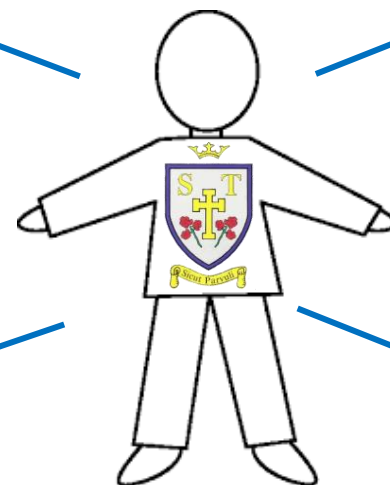
1:1 Home reading support

Overview – Extra 1:1 reading opportunities to develop confidence and provide quality reading experiences.

Aim/ Outcome – Pupils learn to develop fluency and apply developing phonic knowledge, helping them to make effective progress.

Supporting the Whole Child

Pupil Premium Provision – Equality and Opportunities



Supporting the Whole Child

Class Teaching Assistants

Overview – Each class to have the support of a teaching assistant.

Aim/ outcome – Pupils are supported within lessons or during intervention activities helping them to make accelerated progress.

Subsidised extra-curricular clubs/ Holiday Clubs

Overview – To enable all pupils to access a variety of after school clubs and holiday clubs.

Aim/ Outcome - Pupils will be able to attend all trips irrespective of their financial situation.

Visitors in school

Overview – Enrichment opportunities in addition to those built into the creative curriculum.

Aim/ Outcome - Pupils are engaging with a variety of enrichments.

Green – Academic

Blue – Equality and Opportunities

Yellow - Well being

Additional Educational Psychologist Visits

Overview – Extra visits from the EP to support children in receipt of PP grant, offering advice and support for the most vulnerable pupils with SEN
Aim/ Outcome - Barriers to learning decrease through improved understanding of SEN needs for parents, carers, teachers and staff.

Subsidised Trips

Overview – To enable all pupils to access a variety of school trips irrespective of their financial situation.

Aim/ Outcome – Pupils will be able to attend all trips irrespective of their financial situation.

Homework Club

Overview – DHT and KS2 leader to support pupils with completing homework to ensure they remain on track with progress.

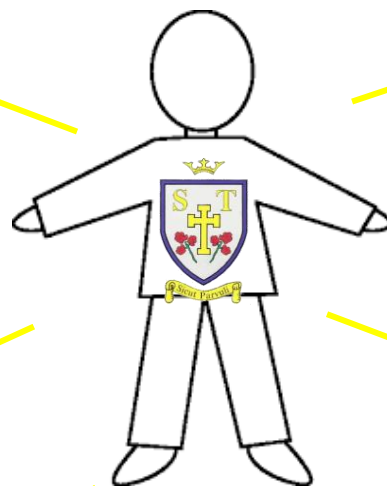
Aim/Outcome – Pupils feel confident and supported with the completion of homework. Areas of improvement are identified for further improvement.

Digital technology

Overview – To use technology in problem solving or more open-ended learning

Aim/ Outcome – High levels of engagement and motivation; supporting the learning process.

Pupil Premium Provision – Well-being



Supporting the Whole Child

Staff Training

Overview – Staff training to ensure that all staff know and understand current good practice for children’s safeguarding and well-being

Aim/ Outcome – Children feel safe and well supported emotionally. They behave well and enjoy school (Pupil questionnaire).

External Behavioural Support

Overview - 1:1 work and advice for teaching staff.

Aim/ Outcome – Pupils learning remains on track as a result of rapid and appropriate intervention.

Reaction funds

Overview – Money set aside to respond to additional needs. E.g. Counselling, 1:1 tuition.

Aim/ Outcome – Pupils learning remains on track as a result of rapid and appropriate intervention.

Green – Academic

Blue – Equality and Opportunities

Yellow - Well being

Emotional and Wellbeing support

Overview – A Wellbeing Coach will assess and support the emotional development of pupils.

Aim/ Outcome – Sessions will enable pupils to develop strategies to cope with various situations that arise in school and at home.

Additional Lunchtime Sports Coach

Overview – To work with pupils during lunchtimes to reduce behaviour issues and increase self-esteem.

Aim/Outcome – Pupils will access equipment and clubs that they would not be able to attend without this contribution. This enables enrichment for these pupils.

Toast and Milk

Overview – To provide pupils with toast and milk irrespective of their financial situation.

Aim/Outcome – pupil are well nourished throughout the school day.