

# St Teresa's Catholic Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 within our school.

## School overview

Detail	Data
School name	St Teresa's Catholic Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	Reception to Y6
Date this statement was published	18.07.2022
Date on which it will be reviewed	17.07.22
Statement authorised by	N. Cashell
Pupil premium lead	N. Cashell
Governor / Trustee lead	M. Sear

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

### Statement of intent

We continually identify, support and monitor children who are disadvantaged or vulnerable. Our curriculum design and implementation builds cultural capital especially for disadvantaged pupils. All staff “buy-in” to St Teresa’s Aspire Programme (strategy for entitlement) for all pupils, so pupils access cultural development of a high quality through the curriculum, extra-curricular activities and experiences including visits. We want to limit the impact of deprivation on disadvantaged pupils’ opportunities, including possessing uniform and equipment and participating in school trips.

We are improving the percentage attendance for disadvantaged pupils so that it is in line with the non-disadvantaged pupils.

#### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Challenges / Barriers

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills on entry to the Early Years Foundation Stage in all areas. This weakness is more prevalent since lockdown.
2	We continue to fill gaps developed through lockdown. Despite remote learning throughout lockdown and the provision of hardware, there is a clear disparity between engagement and participation levels.
3	19% of children on the PPG register have additional SEN needs
4	Attendance for a small number of disadvantaged children is an issue.
5	Social / domestic conditions of families.

### 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
<p>Quality of teaching for all - To develop a robust curriculum that addresses and meets the needs of all disadvantaged pupils and fills learning gaps created during the pandemic.</p>	<p>Gap analysis and use of tracking system by class teachers and subject leaders is used to identify missed learning due to Covid 19.</p> <p>Curriculum addresses previous learning missed with a particular emphasis on core content and skills, allowing new learning to build on firm foundations.</p> <p>Whole-school Aspire Programme is in place and effective.</p> <p>Robust assessment, data analysis and evaluation supports planning for targeted intervention.</p> <p>Curriculum enrichment including visitors and visits.</p> <p>The impact of relevant CPD is evidenced in outcomes.</p> <p>PPG children are known by all staff as noted on subject weekly plans.</p>
<p>Targeted support - To implement interventions to support disadvantaged pupils</p>	<p>Use of catch-up programmes and interventions that are proven effective.</p> <p>Extra-curricular activities either after school or holiday clubs run at either a reduced or no cost to parents - ensuring access for all pupils to a wide range of high quality sporting experiences.</p> <p>Support to purchase uniform for the most vulnerable.</p> <p>Subsidised trips to enhance academic, personal and social development.</p> <p>Involvement of external agencies where appropriate.</p> <p>Additional wellbeing interventions provided where necessary.</p> <p>Provision of school uniform as required.</p>
<p>Staff to continue to ensure that the emotional wellbeing of vulnerable children who are PPG is met in an inclusive and nurturing way. This is so pupils receiving the pupil premium grant's attendance increases in line with their peers.</p>	<p>Pupil support worker to support with attendance, behaviour, foodbank, social support/signposting etc.</p> <p>Counselling hours increased to meet the needs of all pupils.</p> <p>Aspire Programme lead to ensure progress is made across the curriculum.</p> <p>Where appropriate, additional meals / snacks provided, to ensure a healthy diet (school foodbank and local foodbank vouchers offered).</p> <p>Whole school initiative, offering £20 to families to spend within school e.g. uniform, trips etc. if their child has 100% attendance.</p>
<p>Resources are available so all pupils develop a love of reading</p>	<p>Extend Accelerated Reading including holiday reading books availability to include Year 2.</p> <p>Teachers use CLPE's Power of Reading to increase engagement in core texts.</p> <p>Early Years and key stage one teachers also use the Talk for Writing approach (CPD) to increase engagement with stories and equip children with a wider vocabulary.</p>

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Language development	NELI research	1, 3
Mastering Number EYFS and Y1	<i>NCETM research</i>	1, 2, 3
Primary Mastery in Maths Specialist Training.	<i>NCETM research</i> <i>EEF</i>	1, 2, 3
White Rose Early Years maths provision	<i>EEF &amp; White Rose Maths Hub research</i>	1, 2, 3
Essex disadvantaged Pupil training	<i>CPD - SEEC</i>	1, 3, 4, 5
Trauma Perceptive Practice		

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

Budgeted cost: £87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional reading and writing support for Y2,3,4 and Y5</i>	The EEF's rapid evidence assessment examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature. Key findings and implications include: School closures are likely to reverse progress made to close the gap in the last decade since 2011. Estimates for the gap widening range from 11% to 75%. Consequently, quality teaching for all needs to take this into consideration and reflect this research at a whole school level. The EEF recommend: clear scaffolding and explanations, meaningful feedback and opportunities for peer interaction.	2
<i>Additional maths support for cusp pupils in key stage 2</i>		2
<i>Additional phonics and reading support in R, Y1 and Y2</i>		1,2
<i>Embed Aspire Programme</i>	ONS Children's Wellbeing Indicator Review 2020	1,2,3,4
<i>Employment of pupil Support Manager to support families and pupils</i>	ONS Children's Wellbeing Indicator Review 2020	4, 5
<i>Speech and Language practitioner in place for R &amp; Y1 (mainly)</i>	Weak Language and Communication skills. Most children are working in the 22-36 months' age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are	1

	unlikely to use talk to connect ideas and explain what is happening. A vast majority of disadvantaged children will either require small group support or 1:1 support from the school speech and language practitioner	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Counselling hours</i>	Outcomes of participants	2, 4, 5
<i>Free after school clubs including sewing, reading</i>	Parent feedback, pupil enjoyment and engagement (always full to capacity).	2, 4, 5

Total budgeted cost: £ 111,000

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

		ARE+	GD			ARE+	GD		EY	ARE+	GD
Y6	R	70	30		Y3	R	67	50	R	62	17
10/28	W	70	-		6/30	W	67	33	W	66	17
	M	70	10			M	83	33	M	69	14
Y5	R	89	44		Y2	R	50	-			
5/30	W	89	22		6/30	W	33	-			
	M	89	33			M	33	-			
Y4	R	71	14		Y1	R	60	-			
7/30	W	71	43		5/30	W	40	-			
	M	86	14			M	60	-			

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Further information

*At St Teresa's school, looking after disadvantaged and vulnerable pupils is always a priority.*

*We provide the following: a foodbank run from the school, vouchers for local foodbanks, support with uniform and a pupil support manager who works closely with families to ensure the wellbeing of the family.*

*We seek funding and grants from external providers. We were successful securing support from an external charity to provide reading materials for pupils and from commercial companies.*

*Sponsored school events such as Rudolph Run, Penalty Shoot Out help to purchase resources and fund events that contributed to cultural capital, such as visiting scientists, pantomimes, art gallery visits, etc.*