



Pupil Premium Grant Expenditure 2014-15 Spring Term 2

Overview of the school

Context

St Theresa's is a one form Catholic Primary school currently with a bulge year (year 2) in Barnet. We provide extended provision from 7.45am to 4.30pm every day at school with a link to a private after school club that offers extended hours until 6pm.

We have high aspirations and ambitions for all our children and believe every child matters. We offer rich and varied experiences to enable our children to develop an early love of learning. As pupils continue through the school outstanding teaching inspires and motivates pupils to work hard and achieve in all subjects.

We know that one of the biggest barriers to learning can be poverty of expectation so we are determined to create a learning environment that does not limit any child in any way. We share a common Catholic goal - 'to draw out the potential in each person to the full'. We ensure this happens through our growth mind-set learning culture. Pupil Premium funding helps us to achieve this.

Objectives of Pupil premium spending

- Raising the attainment of disadvantaged pupils in all core subjects
- Close the attainment gap between disadvantaged children and their peers
- Supporting children and young people with parents in the regular armed forces
- To ensure the standard of quality first teaching continues to be at least good with an emphasis on achieving outstanding

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	238
Total number of pupils eligible for PPG	30

Amount of PPG received per pupil	£1300
Total amount of PPG received	£42,636

Nature of support in 2014/15

Reading
 Writing
 Phonics
 Maths
 School trips and journeys
 Staff development
 Improved and increased resources

Curriculum focus of Pupil Premium Grant spending in 2014/15

Literacy

One to one reading for those reading below national expectations
 Better Reading Partners training for SENCO and TA to deliver high quality reading intervention
 Small group phonic intervention for children in Year 1 and Year 2
 Five Minute literacy box focusing on reading and phonics in Year 3 and Year 4
 London Schools Excellence Fund - Improving writing peer enquiry across school
 London Schools Excellence Fund - English lesson study to improve quality of teaching across school
 Project X Code reading intervention resources Year 3 and Year 4
 1st Class at Writing intervention for Year 3
 Talk Boost training for SENCO and TAs - speech and language intervention
 Small group English intervention throughout the school
 Clicker Upgrade literacy software programme

Maths

Small group Maths intervention throughout the school
 Five Minute Maths box focusing on core skills in Year 3 and Year 4
 Whole School
 'Disadvantage Club' focusing on core skills in Maths and English

Subsidised school trips to ensure all experience extra-curricular learning
 Challenge Partners membership to continually evaluate and develop teaching and learning
 Evening workshops to increase parental involvement in teaching and learning
 Continued staff training on learning culture to improve teaching and learning
 Purchase of Ipads to use across the curriculum to improve teaching and learning
 Purchase of furniture to create a learning environment in the SENCO room.

Measuring the impact of Pupil Premium Grant spending

Evaluation of performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can quickly identify any issues and develop strategies to promote improvement.

The impact of each intervention is analysed half termly as assessment data is gathered and uploaded to our dating tracking system.

In 2015 we have used a range of data to analyse impact of spending.

Current data

End of year data

End of key stage data

Phonics screen

EYFS data

Intervention analysis

Outcomes of observations, book scrutinises, learning walks and stakeholders feedback.

Attainment end of Spring Term 2

Performance of disadvantaged pupils at end of Spring term 2 - Year 1

% of children achieving ARE in reading	66.7% (2/3)
% of children achieving ARE in writing	66.7% (2/3)
% of children achieving ARE in maths	66.7% (2/3)

Performance of disadvantaged pupils at end of Spring term 2 - Year 1	
% of children making expected progress in reading	66.7% (2/3)
% of children making expected progress in writing	66.7% (2/3)
% of children making expected progress in maths	66.7% (2/3)

Performance of disadvantaged pupils at end of Spring term 2 - Year 2	
% of children making expected progress in reading	66.7% (2/3)
% of children making expected progress in writing	66.7% (2/3)
% of children making expected progress in maths	66.7% (2/3)

Performance of disadvantaged pupils at end of Spring term 2 - Year 2	
% of children making expected progress in reading	66.7% (2/3)
% of children making expected progress in writing	100% (3/3)
% of children making expected progress in maths	66.7% (2/3)

Performance of disadvantaged pupils at end of Spring term 2 - Year 3	
% of children achieving ARE in reading	25% (1/4)
% of children achieving ARE in writing	25% (1/4)
% of children achieving ARE in maths	50% (2/4)

Performance of disadvantaged pupils at end of Spring term 2 - Year 3	
% of children making expected progress in reading	100% (4/4)
% of children making expected progress in writing	100% (4/4)
% of children making expected progress in maths	100% (4/4)

Performance of disadvantaged pupils at end of Spring term 2 - Year 4	
% of children achieving ARE in reading	25% (1/4)
% of children achieving ARE in writing	25% (1/4)
% of children achieving ARE in maths	50% (2/4)

Performance of disadvantaged pupils at end of Spring term 2 - Year 4	
% of children making expected progress in reading	75% (3/4)
% of children making expected progress in writing	100% (4/4)
% of children making expected progress in maths	75% (3/4)

Performance of disadvantaged pupils at end of Spring term 2 - Year 5	
% of children achieving ARE in reading	33.3% (1/3)
% of children achieving ARE in writing	33.3% (1/3)
% of children achieving ARE in maths	33.3% (1/3)

Performance of disadvantaged pupils at end of Spring term 2 - Year 5	
% of children making expected progress in reading	100% (3/3)
% of children making expected progress in writing	100% (3/3)
% of children making expected progress in maths	100% (3/3)

Performance of disadvantaged pupils at end of Spring term 2 - Year 6	
% of children achieving 4C in reading	100% (7/7)
% of children achieving 4C in writing	100% (7/7)
% of children achieving 4C in maths	100% (7/7)

Performance of disadvantaged pupils at end of Spring term 2 - Year 6	
% of children making expected progress in reading	100% (7/7)
% of children making expected progress in writing	100% (7/7)
% of children making expected progress in maths	85.7% (6/7)

Total PPG Received	£42,636
Total PPG Expenditure	£47,713
PPG Remaining	£-5,077