



"We learn together, we play together, we pray together, we grow together in the love of God"

Pupil premium strategy statement: St Theresa's Catholic Primary School 2017-18

1. Summary information

School	St Theresa's Catholic Primary School				
Academic Year	2017/18	Total PP budget	£42100	Date of most recent PP Review	n/a
Total number of pupils	235	Number of pupils eligible for PP	30	Date for next internal review of this strategy	July 2018

2. EYFS GLD (0 pupils)

Achieved standard	N/A
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3. Phonics screening check (2 pupils)

Achieved standard	100%
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4. KS1 Attainment July 2017 (0 Pupils)

	% achieving age expectations	% achieving high score
Reading	N/A	N/A
Writing	N/A	N/A
Maths	N/A	N/A

5. KS2 Attainment July 2017 (4 Pupils)

	% achieving age expectations	% achieving high score	Progress score	Standardised score
Reading	50%	0%	3.15	104
Writing	75%	0%	3.16	
Maths	75%	0%	5.32	101
Reading, writing and maths combined	50%	0%		

6. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Attainment and Progress in core subjects
B.	SEND (20% of all pupils eligible for PP grant have varying SEND)
C.	No spoken English on entry
D.	Low levels of language skills in EYFS

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Learning behaviours- aspirations, self-belief and confidence.
F.	Personal Social Emotional factors e.g. family matters or mental health and emotional wellbeing.

7. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading attainment and progress at the end of KS2	KS2 expected standard target 75%. WGD 33%
B.	Improved writing attainment and progress by end of KS2	KS2 attainment measure to be in line or above national 17% WGD
C.	Improved Maths attainment	KS2 attainment measure to be in line or above national 17 WGD
D.	Improved levels of language skills in EYFS	Improved GLD with a target of achieving 80%
E.	Pupils feel happy and confident at school demonstrated by their conscientious attitude towards their learning.	Evidence of behaviours within the classroom Improved confidence and self-esteem of pupils Pupil surveys showed increased confidence

F.	Parents feel confident to support their pupils with home learning.	Attendance at parents evening and curriculum work shops Parent surveys to reflect this.
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8. Planned expenditure

Academic year **2017/18**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for core subjects- English (All pupils to be secure in the expectations for their year group. Those with SEND to be at least 'expecting' by the end of the year.)	One to one/Small group focus/Intervention group	Support pupils in their learning by targeted personalised learning plans.	Lesson observations Reviewing of termly assessment data SENCo to monitor and review impact.	Head Teacher/ Deputy Head (Maths Lead) and English Lead SENCo	July 2018 <i>Approx. costs £3000</i>
	Challenge Partners	To ensure best practice is implemented across the school in order to improve outcomes for pupils. Gives teachers and management an opportunity to be reflective and evaluative of our practice.	Teachers to attend OTP/ITP Involvement in English and Maths projects. Using the findings of the Challenge Partner Quality assurance review to drive forward further school improvement.	Head Teacher/ Deputy Head(Maths Lead) and English Lead	March 2018 and ongoing. <i>Approx. costs £3500</i>
	Set up Parent Reader volunteers	Supports children with their reading and ensures they are heard read by an adult more than once a week.	English lead to induct parent volunteers and set up dates per class for weekly reading sessions.	English Leader	July 2018 <i>Approx. costs FREE</i>
Improved outcomes for Reading and Writing.	Targeted TA-led English interventions-Pirate Writing Crew (1 st Class @ Writing) and The Word Wasp	Pirate Writing Crew (1 st Class @ Writing) This intervention will help towards closing the progress and attainment gap in writing in lower KS2.	Teacher and Teaching Assistant will timetable, track and evaluate progress overseen by the SENCo.	SENCo	July 2018 <i>Approx. costs £5000</i>

Improved outcomes for Reading and Writing.		Edgehill University developed a writing intervention that has proven evidence to close the writing gap in Year 3. The Word Wasp- A comprehensive, structured and diagnostic programme for the teaching of reading and spelling for children and including EAL pupils and those diagnosed as dyslexic.			
	Termly Assessment Tests standardised in line with the New curriculum	Accurate assessment leads to targeted whole class quality first teaching ensuring that children can make accelerated progress.	Moderation of judgments both externally and internal. Pupil progress meetings Subject Leaders to interrogate data to develop future actions and any targeted interventions as a result.	Subject leaders and class teachers	July 2018 and ongoing. Approx. costs £3600
	Teacher & TA training to external workshops by the borough CPD Training	Training programmes designed to support Teachers and Teaching Assistants in exploring a range of strategies and resources so that all pupils make good or better progress.	Lesson observations Outcomes from intervention groups. TA appraisal targets related to pupil progress	Deputy Head/Inclusion Lead	July 2018 Approx. costs £500
Improved outcomes for Reading and Spelling	Set up Indirect Dyslexia Learning (IDL) programme	IDL is a multi-sensory speaking computer programme that is designed to teach the literacy skills of reading and spelling. It is evidence based and is a proven intervention that improved literacy skills for the children. Class Teacher and Teaching Assistant to support pupils in their learning by targeted personalised learning plans.	Regular monitoring impact of programme by SENCo to ensure the intervention is taking place and outcomes are secured. Regular monitoring of books and termly data drops to demonstrate impact.	SENCO SLT Class Teacher	July 2018 and ongoing Approx. costs £400
Improved progress in Maths (All pupils to be secure in the expectations for their year group. Those with SEND to be at least 'expecting' by the end of the year.)	Mastery inset: training for all staff. White Rose planning. Teacher & TA training to external workshops by the borough. CPD training	Maths mastery is an approach driven forward by the White Rose Maths hub initiative. The project of Maths mastery allows teachers to improve maths teaching for the needs of all children.	Lesson Observations Book scrutiny Outcomes	Maths Leader SLT All staff	July 2018 Approx. costs £500
	Targeted TA-led interventions for Maths	Catch Up Maths is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.	Teacher and Teaching Assistant will timetable, track and evaluate progress overseen by the SENCo .	Maths TA Support SENCo SLT	July 2018 and ongoing Approx. cost £1500

Improved progress in Maths (All pupils to be secure in the expectations for their year group. Those with SEND to be at least 'expecting' by the end of the year.)	Third Space Learning programme SATs Booster	Use of Third Space individual online Maths tuition where pupils have a 1-to-1 Maths lesson with their tutor, in their online classroom, building problem solving skills, working through SATs questions and plugging gaps where required. Class Teacher and Teaching Assistant to support pupils in their learning by targeted personalised learning plans.	Maths Tutor to send weekly reports summarising each pupil's progress during their session. Class Teacher to use this information to inform planning and TA support.	Maths Lead SLT	Spring Term 2018 Approx. cost £2500
Improved progress in Maths and English for all pupils at end of KS2	Implement additional teaching support in Year 5 & 6 for English and Maths to ensure progress is accelerated for all pupils including booster sessions for higher learners.	Ofsted (2013), <u>The Pupil Premium</u> , states that successful schools ' <i>allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising</i>	Lesson Observations Book scrutinies Pupil Progress Meetings Intervention teacher's performance management	DHT Intervention Teacher	Ongoing Approx. cost £3500
Improved progress in Maths and English for pupils in EYFS-Year 4	Implement additional teaching support in English and Maths to ensure progress is accelerated for all pupils including greater depth sessions for higher learners.	Ofsted (2013), <u>The Pupil Premium</u> , states that successful schools ' <i>allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising</i>	Lesson Observations Book scrutinies Pupil Progress Meetings Intervention teacher's performance management	AHT Intervention Teacher	Summer Term Approx. cost £7000
Improved levels of language skills in EYFS	Young Interpreters training	The Young Interpreters is a scheme that has been developed to recognise the huge potential that exists within each school community for pupils of all ages to use their skills and knowledge to support new learners of English so that they feel safe, settled and valued from the start.	The Deputy Head will introduce this scheme and induct older pupils with 8 training sessions.	SLT	Ongoing Approx. cost £70
Total Budgeted cost: £31,370					

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for Reading and Writing. (Including PP pupils with SEND)	Pupil progress meetings	<p>Close monitoring and analysis of data whereby Class Teachers, Assessment Lead and SLT have professional discussions about the needs of students.</p> <p>Targeted, small group teaching by CT, who knows the child best and their barriers to learning.</p>	<p>QLA of half termly assessments Intervention groups.</p> <p>Planning to be targeted to individuals needs and monitored by Assessment Leader.</p>	<p>Deputy/ All staff.</p> <p>All staff/Deputy/Assessment Leader</p>	<p>Half termly</p> <p>Approx. costs £2000</p>
Improved outcomes in Maths (Including PP pupils with SEND)	Pupil Premium Tuition Third Space Learning programme SATs Booster	Targeted 1:1 Maths lesson with a tutor, in an online classroom, working through SATs questions and identify barriers to the pupils learning.	Planning to be targeted to individuals needs and monitored by Online Tutor. Weekly report to inform Class Teacher of children's progress in the session.	Class Teacher, Teaching Assistant and Deputy Head/Maths Lead	<p>Spring Term 2018</p> <p>Approx. costs £2500 (Previously added in Part 1 costs)</p>
Improve levels of language skills in EYFS and KS1	Wizard Theatre Pupil Premium Project	<p>Improved confidence and self-esteem will have a positive impact on children's learning.</p> <p>Close monitoring and analysis of data whereby Class Teachers, Raising Standards Lead and deputy have professional discussions about the needs of students.</p>	Teachers to identify targeted pupils whom have low confidence and self-esteem. Pupils complete self-evaluations at the start and end of the project, which shows impact. Weekly feedback from each session provided and next steps planned.	EYFS & KS1 Staff Deputy Head	<p>July 2018</p> <p>Approx. costs £6000</p>
Pupils feel happy and confident at school demonstrated by their conscientious	Outdoor adventure and support in school trips.	Children gain skills and first hand experiences of the wider world, which can be translated to classroom learning.	Range of opportunities for trips and experiences to enhance our cross curricular approach to the curriculum.	Class Teacher Assessment Leader	<p>July 2018</p> <p>Approx. costs £2000</p>

attitude towards their learning	Additional PE Lessons	PE is an important component to leading a healthy lifestyle. The inclusion of regular fitness activity helps students maintain fitness, develop muscular strength and improve cardiovascular health. It also supports their physical literacy and self-discipline.	Through PE lessons it has been possible to identify a pupil with an interest or sporting ability.	Sports Coaches Assessment Leader Sports Leader	July 2018 Approx. costs £500
	Sports clubs	Provides disadvantaged pupils to have the opportunity to learn a sport and gain transferable skills.	Through PE lessons, it has been possible to identify a pupil with an interest or sporting ability.	Class teacher Sports coaches	July 2018 Approx. costs FREE
	Music Tuition	Provides disadvantaged pupils to have the opportunity to learn an instrument.	Through Music lessons, it has been possible to identify a pupil with an interest or musical talent.	Music Teacher Class Teacher	July 2018 Approx. costs £100
Pupils attitude to school life is positive and engaging	Behaviour	Monitor any patterns of disengagement, encourage self-initiated learning and pride in own achievement and belonging to the St Theresa's community.	Tracking disadvantaged pupils' engagement in the curriculum. Intervention and support offered if concerns arise.	SLT Class Teacher Pastoral Leader	July 2018 and ongoing Approx. costs £500

£11,100

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Parents/Carers feel confident to support their pupils with home learning.</p>	<p>Curriculum Workshops for parents could include:</p> <ul style="list-style-type: none"> - Reading - Phonics - Maths 	<p>Parents have greater understanding of curriculum expectations and strategies they can use at home to support their children's learning. It proven to increase parent skills and confidence to improve the behaviour and wellbeing of their children.</p>	<ul style="list-style-type: none"> -Newsletter advertising - Letters to invite parents - Parents attendance and feedback - Parent forum 	<p>Subject and phase leaders. Deputy Head</p>	<p>July 2018</p> <p>There are no costs as the school feel that it should offer parent/carer workshops that will support the pupils at home.</p>
<p>Parents/Carers are made to feel welcome and encouraged to contribute fully to their child's learning experience.</p>	<p>Children engage in activities well attended by parents/carers including: performances, music festival, school trips, school journey, French clubs, and the breakfast club.</p>	<p>The school will subsidise school trips including residential journeys, French tuition, and school uniform and breakfast club.</p>	<p>Engagement by every child in all activities will be tracked and parental involvement ensured.</p>	<p>Headteacher SENCo Pastoral Leader Class Teacher and Teachign Assistant</p>	<p>July 2018</p> <p>Approx. Subsidised costing excluding trips: £300</p>
<p>Parents/Carers to understand more about the local health system for children with SEND in Barnet.</p>	<p>Parent Training (SEND): Understanding Health course.</p>	<p>This is a free training event for Barnet Parents and Carers. It informs families on what is on offer in the borough to support them. It also gives the health professionals the opportunity to meet parent/carers and hear about what matters most to them and their family.</p>	<ul style="list-style-type: none"> - Newsletter advertising and on noticeboard. - Letters to invite parents - Parents attendance and feedback - Parent forum 	<p>SENCo Headteacher</p>	<p>July 2018</p> <p>This training is free and the school feel parents/carers should be advised on what is offered by the local authority to support them at home.</p>

<p>Personal Social Emotional factors e.g. family matters or mental health and emotional wellbeing.</p>	<p>Parent/Carer Drop in Sessions led by Social, Emotional and Mental Advisory Teacher (SEMH) and NHS Speech and Language teams.</p>	<p>The sessions are available for parents/carers of Barnet children and young people (0-25), to share any concerns or issues on a 1:1 basis with a relevant professional. The aim of this session is to provide parents/carers with an opportunity to discuss concerns, and collectively think through how to move forward with the situation.</p>	<ul style="list-style-type: none"> - Advertising course in school Newsletter and noticeboard. - Letters to invite parents - Parents attendance and feedback - Parent forum 	<p>SENCo Headteacher</p>	<p>July 2018</p> <p>These sessions are free and the school feel parents/carers should be aware that there are relevant professionals available locally.</p>
					<p>£300</p>
<p>Total Expenditure (Overspend of £675 will come from the Curriculum resources budget)</p>					<p>£42,775</p>