



"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 2018-19

1. Summary information

School	St Theresa's Catholic Primary School				
Academic Year	2018/19	Total PP budget	£45480	Date of most recent PP Review	n/a
Total number of pupils		Number of pupils eligible for PP	34	Date for next internal review of this strategy	July 2019

2. EYFS GLD (0 pupils)

Achieved standard	
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3. Phonics screening check (2 pupils)

Achieved standard	100%
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4. KS1 Attainment July 2018 (2 Pupils)

	% achieving age expectations	% achieving high score
Reading	50%	0%
Writing	50%	0%
Maths	50%	0%

5. KS2 Attainment July 2018 (6 Pupils)

	% achieving age expectations	% achieving high score	Progress score	Standardised score
Reading	66.7%	16.7%	-0.5	102
Writing	33.3%	16.7%	-3.2	
Maths	50%	0%	-2.8	99.5
Reading, writing and maths combined	33%	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 (An average of 20% of all pupils eligible for PP grant have varying SEND)
C.	33% of children entitled to Pupil Premium have English as an Additional Language
D.	Low levels of language skills

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 2018 – 2019

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading attainment and progress at the end of KS1 and KS2	- % of Pupil Premium children achieving WA and WGD at the end of KS1 and KS2 to be in line with or above National Pupil Premium - Narrow the gap between % of Pupil Premium children achieving WA and WGD at the end of KS1 and KS2 compared with the other school group - Ensure that the majority of Pupil Premium children make good progress from their starting points (EYFS data) at the end of KS1 - Ensure that a significant proportion of Pupil Premium children make more than good progress from their starting points (EYFS data) at the end of KS1 - Ensure that there is an improvement in Pupil Premium children's progress score so that it is in line or above National Average at the end of KS2 - Ensure that a significant proportion of Pupil Premium children make more than good progress from their starting points (EYFS data) at the end of KS2
B.	Improved writing attainment and progress by end of KS1 and KS2	
C.	Improved Maths attainment and progress by the end of KS1 and KS2	

D.	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
E.	Parents feel confident to support their pupils with home learning.	Attendance at parents evening and curriculum work shops Parent surveys to reflect this.

8. Planned expenditure

Academic year **2018/19**

We are using Pupil Premium to:

- i) Improve classroom pedagogy
- ii) Support whole school strategies – Seesaw, Spelling Shed
- iii) Provide targeted support to children entitled to Pupil Premium
- iv) Ensure pupils feel happy and confident at school demonstrated by their conscientious attitude towards their learning
- v) Ensure parents feel confident to support their pupils with home learning
- vi) Wider opportunities

In order to achieve the outcomes as A to E above

i. Improve classroom pedagogy (37/235 children = 16%)

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?
Ensure Quality First Teaching for Pupil Premium children across KS1 and KS2	Challenge Partners	Challenge Partners has a proven track record in supporting school development across the country. We aim to ensure best practice is implemented across the school in order to improve outcomes for pupils. It gives teachers and management an opportunity to be reflective and evaluative of our practice.	Using the findings of the Challenge Partner Quality assurance review to drive forward further school improvement. We will measure impact through the teaching and learning monitoring cycle and through evaluating progress and attainment data for children entitled to Pupil Premium	Head Teacher/ Deputy Head(Maths Lead) and English Lead	March 2019 and ongoing. Costs: Joining fee SLT time INSET prep Approx. costs £3500 £560
	Teacher & TA training to external workshops by the borough CPD Training	By being a member to Barnet Partnership for School Improvement we have access to quality professional development for both the teaching staff and the teacher assistant team. We will also be booking external training programmes to support professional development. Teachers and TAs will have the opportunity to explore a range of	Through the teaching and learning monitoring cycle and through evaluating progress and attainment data for children entitled to Pupil Premium Outcomes from intervention groups. TA appraisal targets related to pupil progress	Deputy Head/Inclusion Lead	Ongoing Approx. costs £500

		strategies, resources and programmes that will help all pupils make good or better progress.			
Improved reading attainment and progress at the end of KS1 and KS2	Whole class guided reading Staff INSET by the literacy lead	English Lead to run an INSET about Whole class guided reading. The Educational Endowment Foundation recognise that quality of reading comprehension strategy can have a high impact +6 months	Through the teaching and learning monitoring cycle and through evaluating progress and attainment data for children entitled to Pupil Premium Through feedback from the children	English Lead	Autumn Term and ongoing
	Author visit	Author visit to inspire the children to be readers and writers.	Through children's response to the visit and pieces of work that follow.	English Lead	Spring Term- World Book Day Approx. costs £500
Writing moderation internal and external improve assessment	INSETs using exemplification both national and school examples Moderations with other schools	Using exemplifications documents and moderating pieces of writing both in school and during inter-school events will help the teachers develop their expertise in understanding of their year groups expectations for writing and accuracy in assessing where the children are at. Teachers will be able to set clear next steps for their learning through feedback and support children in understanding what they need to do in order to make progress. The Education Endowment Fund conclude that effective feedback and pupil self-regulation have high impact on pupil progress (+8 months and + 7 months)	Quality evidence of moderation activity for writing both in school and inter-school. Teachers show a consistent understanding of what the end of year group writing expectations High quality marking and feedback in evidenced throughout monitoring activity evidence Children are able to articulate their targets in writing and self-assess their work against the expectations for their year group	English Lead and SLT	Autumn Term and ongoing
Improved maths attainment and progress at the end of KS1 and KS2	Mastery inset: training for all staff. White Rose planning. Teacher & TA training to external workshops by the borough. CPD training	The Education Endowment Fund recognises that Mastery Learning has a moderate impact on Pupil Progress (+5 months) 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.	Through the teaching and learning monitoring cycle and through evaluating progress and attainment data for children entitled to Pupil Premium Through higher proportions of Pupil Premium children achieving Greater Depth at the end of KS1 and KS2	Maths Leader SLT All staff	Ongoing Approx. costs £500
ii. Support Whole School Strategies (37/235 children = 16%)					
Pupil progress meetings	Close monitoring and analysis of data whereby Class Teachers, Assessment Lead and SLT have professional discussions about the needs of students.	In depth Pupil Progress Meetings will happen every half term. During these meetings each child's progress and attainment will be discussed and verified as well as their barriers to learning and interventions where necessary will be suggested and planned for. This process is very important and children who are entitled to Pupil Premium will be discussed in depth and will be a focus during these meetings	Through the teaching and learning monitoring cycle and through evaluating progress and attainment data for children entitled to Pupil Premium Through intervention progress analysis	Half termly	Termly Approx. costs £2000

Continue to develop the school's assessment system so that challenging targets are set and that progress towards these targets are carefully measured	Introduce Termly Assessment Tests standardised in line with the New curriculum from Y1 to Y6	Accurate assessment leads to targeted whole class quality first teaching ensuring that children can make accelerated progress.	Through the teaching and learning monitoring cycle and through evaluating progress and attainment data for children entitled to Pupil Premium Moderation of judgments both externally and internal. Pupil progress meetings	Subject leaders and class teachers	Termly Costs: Purchase price INSET training Teacher time SLT time % cost Approx. costs £3600
Writing	Introduce Spelling Shed across the school	A Spelling platform designed to make spelling fun for students as well as simple for teachers to manage. A whole-school spelling scheme, giving 100% coverage of the National Curriculum. The teacher has the ability to set and monitor homework assignments for e.g. weekly spelling lists.	Access data for Pupil Premium children Results of activities as reported on Spelling Shed Impact on spelling ages across the school	English Lead	Ongoing
Maths	Introduce Maths Rock across the school	A times tables online platform where children can practise their times tables with a simple game. It will enable children to have a secure understanding of times tables and to use this knowledge in a range other aspects in Maths such as fractions, problem solving, percentages and ratio.	Access data for Pupil Premium children Results of activities as reported on Maths Rock Impact on maths achievement across the school.	Maths Lead	Ongoing
Improve confidence and language skills of EAL learners across the school	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. Pupil will report an increase in confidence and in enjoyment in school	SLT	Ongoing Approx. cost £70
iii. Targeted support (37/235 children = 16%)					
Implement additional teaching support for English and Maths	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 Pupil Premium children make expected or more than expected progress and a higher percentage meet age related expectations Progress and attainment data from the intervention teacher Intervention teacher's performance management	DHT Intervention Teacher	Ongoing Approx. cost £3500
	Implement additional teaching support in English and Maths to ensure progress is accelerated for all pupils			AHT Intervention Teacher	Summer Term Approx. cost £7000

	including greater depth sessions for higher learners.				
Improved reading attainment and progress at the end of KS1 and KS2	Phonics group – Lisa Katin Teacher Y1 and Y2 A,S	Ofsted (2013), <i>The Pupil Premium</i> , 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 Pupil Premium children make expected or more than expected progress and a higher percentage meet age related expectations Progress and attainment data from the intervention teacher Intervention teacher's performance management	SLT Intervention teacher	Ongoing Regular phonic screening checks <i>Approx. costs £3000</i>
	Target readers	Children are heard read on a 1:1 basis and support with inference and other comprehension strategies.	Teacher and Teaching Assistant will timetable, track and evaluate progress overseen by the SENCo	SENCo	Ongoing
	Targeted TA led intervention - 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.	Teacher and Teaching Assistant will timetable, track and evaluate progress overseen by the SENCo	SENCo	Ongoing
	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	Ongoing <i>Approx. costs £400</i>
Improved writing attainment and progress at the end of KS1 and KS2	Targeted TA-led English interventions-Pirate Writing Crew (1 st Class @ Writing)	Pirate Writing Crew (1 st Class @ Writing) This intervention will help towards closing the progress and attainment gap in writing in lower KS2. Edgehill University developed a writing intervention that has proven evidence to close the writing gap in Year 3.	Teacher and Teaching Assistant will timetable, track and evaluate progress overseen by the SENCo.	SENCo	<i>Approx. costs £5000</i>
	Greater depth KS1 group for writing	Ofsted (2013), <i>The Pupil Premium</i> , 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>	Teacher will monitor, track and evaluate progress in the group Pupil Premium children will be able to access the group and will be targeted for greater depth if appropriate	Literacy Lead	Termly monitoring
Improved maths attainment and progress	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	Termly monitoring <i>Approx. cost £1500</i>

at the end of KS1 and KS2					
	Greater depth KS1 and KS2 group for maths	Ofsted (2013), <i>The Pupil Premium</i> , states that successful schools '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	Teacher will monitor, track and evaluate progress in the group Pupil Premium children will be able to access the group and will be targeted for greater depth if appropriate	Maths Lead	Termly monitoring
	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
iv. Ensure pupils feel happy and confident at school demonstrated by their conscientious attitude towards their learning					
Growth Mindset Culture	Reinvigorate the school learning culture.	We want all our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults.	This needs to be evident in all learning and explicit in the children and adults day to day attitudes to learning.	SLT Class Teachers School Council	Ongoing
Sister Jenny – Pastoral Lead HEWS Programme (Health Educational Welfare Service)	Mental and health and Wellbeing support in school	Children and young people are facing more pressures than ever before, including exam pressure, social media and cyberbullying and pressure over body image. Schools play a crucial role in developing the skills young people need to cope and flourish in today's world. They are a constant in young peoples' lives, and are a safe, consistent place for vulnerable young people.	As well as this, children with better health and wellbeing are likely to perform better academically.	Pastoral Lead and Safeguarding Team	Regular review and meetings with parents and class teachers HEWS Approx. cost £5000 Pastoral Lead Approx. cost £3000
Anti-bullying Workshop – see SEF	Supporting children	The workshops should support and help children and school staff, parents and other professionals who work with children to understand: The definition of respect That bullying is a behaviour choice That we can respectfully disagree with each other i.e. we don't have to be best friends or always agree with each other but we do have to respect each other That we all need to choose to respect each other both face to face and online	Pupils are given the opportunity to reflect on the consequences of their actions and are encouraged to learn how to forgive and offer forgiveness, focussing on the issue not the person.	Pastoral Lead Safeguarding Team All Staff	Workshop Approx. cost £400

v. Ensure parents feel confident to support their pupils with home learning					
Seesaw	Online Learning Journal	The Seesaw app is described as a student-driven digital portfolio where pupils can reflect on their learning and share it with their parents. It allows parents to keep up to date with their child's learning, and easily communicate between school and home.	Parent and pupil Feedback Parent Consultations Parent Rep Meetings Parent and pupil engagement	Assistant Headteacher Computing Lead Class teachers	Ongoing There are no costs as the school feels that it should offer regular parent/carer communication that will support the pupils at home.
Parent engagement	Curriculum Workshops for parents could include: - Reading - Phonics - Maths	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.	-Newsletter advertising - Letters to invite parents - Parents attendance and feedback - Parent forum	Subject and phase leaders. Deputy Head	Ongoing There are no costs as the school feels that it should offer parent/carer workshops that will support the pupils at home.
vi. Wider opportunities					
Wider opportunities	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	Spring and Summer Term Approx. costs £2000
	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	Ongoing 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	Ongoing 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	Ongoing Approx. costs £100

	French Club	Provides disadvantage pupils an opportunity to learn another language and support for their French lesson in school.	Through French lessons it has been possible to identify a pupil with an interest in speaking French.	French Teacher	Ongoing Approx. costs £100
	Breakfast Club	The health benefits of breakfast are really important, especially for young people. It's important for children to eat something nutritious each morning to re-fuel for the busy day ahead. Breakfast is an ideal opportunity to eat foods which are rich in B vitamins, folate, iron and fibre. Skipping breakfast may affect a child's concentration or leave them feeling 'fuzzy'. This is because the brain is starving for energy and needs fuel from nutritious foods like grainy bread, breakfast cereals, fruit and milk so it can function at its very best throughout the day.	Staff will monitor pupils to see who would benefit from a nutritional school breakfast.	Breakfast Club staff Class Teacher Safeguarding Team	Approx. costs FREE
	Uniform	Provides disadvantaged pupils to have a new school uniform and for pupils to feel proud of their appearance.	Through conversations with parents and observations of pupils it has been possible to identify a number of pupils without different items of the school uniform.	Headteacher Deputy Headteacher Class Teacher	Approx. costs £300