

Pupil Premium Strategy

St. Theresa's Catholic Primary School

2022-2023

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	<i>Barbara Costa,</i> Executive Headteacher
Pupil premium lead	<i>Barbara Costa,</i> Executive Headteacher
Governor / Trustee lead	Finance Committee Curriculum and Achievement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,035
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	£37,035

Part A: Pupil premium strategy plan

Statement of intent

At St. Theresa's Catholic Primary School, we believe in offering children a wide range of broad and balanced learning experiences that meet the needs of all learners, regardless of their social economic backgrounds.

By utilising our pupil premium funding allocation, alongside a planned strategy of school improvement, we aim to provide outstanding academic and pastoral support to all children so that they can reach their full potential, equipping them to become independent lifelong learners in an ever-changing world.

Our approaches and strategy at St. Theresa's include the following:

- to narrow the academic gap between disadvantaged and non-disadvantaged children;
- to diminish pastoral differences between disadvantaged and non-disadvantaged children, such as attendance and behaviour;
- to ensure early identification and targeted support for children not making the expected progress;
- to put strategies in place so that higher rates of progress are achieved across the school for high-attaining disadvantaged children;
- to implement a whole school approach in which all staff take responsibility for disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Greater difficulties with phonics than peers
2	Attainment gaps, particularly in Writing
3	Lower attendance and higher persistent absence
4	Social, emotional and behaviour difficulties

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
Progress in phonics for disadvantaged pupils is in line with that of all pupils	<ul style="list-style-type: none"> • Pupils pass phonics screening in Year 1 • Pupils read at age related expectation • Pupils engage with reading and show a passion for reading
Increased and improved writing skills and knowledge for disadvantaged children	<ul style="list-style-type: none"> • The percentage of disadvantaged children who achieve age-related expectation will be equivalent to their peers • The attainment difference between disadvantaged and non-disadvantaged children will be diminished • Disadvantaged children will make at least good progress from their starting points.
Children attend school regularly and make good progress	<ul style="list-style-type: none"> • Disadvantaged pupils' attendance is in line with, or exceeds, the national average for non-disadvantaged pupils (96%+)
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<ul style="list-style-type: none"> • Members of the Senior Leadership Team to support families and children to alleviate barriers to learning. • To support PP children that also have SEND needs through targeted support e.g. Education Psychologist, Speech and Language Therapy and other external agencies. • Children identified are provided with a range of supportive interventions delivered by trained support staff.

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: **£6,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for teachers on Quality First Teaching</p> <p>Continuous Professional Development for all staff through BPSi</p>	<p>We know (Sutton Trust) that Quality of Teaching impacts on the progress of disadvantaged children more than their peers. To secure good teaching, we have invested heavily in professional development for staff so that all children have high quality teaching in their lessons</p> <p>https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	1, 2, 4
<p>Purchase of Little Wandle Letters and Sounds Revised, a DFE-approved phonics scheme, to ensure good phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Subscription to DFE-validated systematic phonics programme will be re-newed and implemented during this academic year.</p>	1, 2, 4
<p>Phonics training extended to all staff</p>	<p>Targeted CPD ensures the quality of interventions is maintained leading to greater outcomes for disadvantaged pupils targeted in these interventions</p>	1
<p>EYFS/KS1 Reading Books to ensure the books link to</p>	<p>An investment of new books and resources undertaken to ensure that</p>	1

<p>the new phonics scheme – Little Wandle</p>	<p>early reading is directly aligned to the teaching of phonics and enables pupils to make good progress in reading and reach the age related expectations.</p>	
<p>Through our Marking and feedback policy (part of our Teaching and Learning policy), staff development, and further monitoring and feedback to staff by our Leadership Team</p>	<p>EEF has identified marking and feedback as a highly effective low cost intervention to accelerate learning. SLT / middle leader book looks show that marking is of a high quality and is impacting on learning (as seen through children’s responses).</p>	<p>2</p>
<p>Targeted CPD for teachers in the teaching of writing.</p>	<p>Targeted CPD on EEF research (How to improve writing in KS1 and KS2) to address the teaching of areas where there are gaps in attainment between disadvantaged pupils and non-disadvantaged pupils leads to improved outcomes for disadvantaged pupils.</p> <p>Opportunities for collaborative learning have been shown to be effective as discussed in reliable evidence sources such as the EEF Toolkit. In-Class differentiation including mixed ability work where children have peer role models has a positive effect on learning and outcomes.</p> <p>Reliable evidence sources such as the EEF Toolkit suggest that, on average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.</p> <p>We strive to identify children at risk of underachieving early on and focus on speaking and listening skills in order to raise standards in reading and writing in subsequent years.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 2, 4</p>

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

Budgeted cost: £26,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured Interventions led by SendCo and TAs to support progress in phonics and reading, including:</p> <ul style="list-style-type: none"> • Nesy • 1-1 reading and additional group reading • Reading Eggs • Racing to English • NELI 	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p> <p>Working in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Nesy Reading & Spelling is a research-based program developed by reading and dyslexia specialists. It has been awarded the British Dyslexia Association mark of quality assurance and is a three-times winner of the Educational Resources Award.</p> <p>NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. Several robust evaluations have led to NELI being the most well-evidenced early language programme available to schools in England.</p> <p>The Reading Eggs Scientific Research Base includes an in-depth review of the research literature that supports the wide variety of elements that make up the Reading Eggs program. It shows how Reading Eggs incorporates this research into all parts of the program from the instructional framework, lesson structure and types of activities, through to the motivational elements and reward structure.</p>	<p>1, 2</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Executive Headteacher monitors attendance and works with parents to improve attendance of disadvantaged pupils.</p> <p>Buy into LBB EWO services to support with this work.</p>	<p>Education Endowment Foundation Guide to the PP 2019: <i>“Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.”</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	<p>2, 4</p>
<p>Support from</p> <ul style="list-style-type: none"> - Pastoral Lead for individual children - Educational Psychologist - Inclusion Advisory Team 	<p>Children are able to plan and prepare for changes and learn ways to regulate their emotional states.</p> <p>Support from the Pastoral Lead enables teachers to implement strategies in class that support pupils’ attachment needs.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>2, 4</p>

Total budgeted cost: £45,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- We will continue to evaluate the impact on each pupil at the end of each term through rigorous Pupil Progress Meetings.
- Data analysis will show and improvement in outcomes for disadvantaged children.
- Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the interventions and 'extra' programmes which aim to raise progress.

2022 EYFS Outcomes

1 out of the 1 pupil premium children achieved a Good Level of Development

2022 Yr1 Phonics Outcomes

There were 0 pupil premium children in Y1

2022 KS1 Outcomes

Reading

4 out of the 9 pupil premium children achieved the expected standard.

0 out of the 9 pupil premium children achieved a greater depth in reading.

Writing

4 out of the 9 pupil premium children achieved the expected standard in writing.

0 out of the 9 pupil premium children achieved a greater depth in writing.

Maths

5 out of the 9 pupil premium children achieved the expected standard.

1 out of the 9 pupil premium children achieved a greater depth in maths.

2022 KS2 Outcomes

Reading

2 out of the 3 pupil premium children achieved the expected standard.

1 out of the 3 pupil premium children achieved a greater depth in reading.

Writing

2 of the 3 pupil premium children achieved the expected standard in writing.

0 of the 3 pupil premium children achieved a greater depth in writing.

Maths

2 out of the 3 pupil premium children achieved the expected standard.

0 out of the 3 pupil premium children achieved a greater depth in maths.