



Pupil premium strategy statement: St. Teresa's Catholic Primary School September 2020

1. Summary Information					
School	St. Teresa's Catholic Primary School				
Academic Year	2020/21	Total PP Budget	£78,380 (from September 2020 budget forecast)	Date of most recent PP Review	January 2020 September 2020
Total number of Pupils	310 plus 50 nursery (forecast for year)	Number of pupils eligible for PP	51 (September 2020 numbers)	Date for next internal review of this strategy	January 2021

2. Current attainment		
N.B. This last data was from 2019 as COVID 19 meant no external SATs and data in Summer 2020.	Pupils eligible for PP (10 pupils)	Pupils not eligible for PP (national average 2019)
% achieving the expected standard or above in reading, writing and maths end of KS2	80%	71%
Progress score in reading end of KS2	1.61	1.6 (School other)
Progress score in writing end of KS2	1.86	2.11 (School other)
Progress score in maths end of KS2	3.92	3.7 (School other)
In year six 2019 to 2020 there were 17 PP pupils	No external data is available here due to COVID 19 in September 2020	
In year six 2020 to 2021 shows currently 11 year six PP pupils		

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	Oral language skills in nursery and reception are lower for pupils than those nationally impacting on reading, writing and maths standards at the end of EYFS. There is a gap between disadvantaged pupils achieving GLD and their non-disadvantaged counter-parts.
B	To maintain PP pupils' progress to the expected standard and higher in reading, writing and maths combined at the end of Key Stage Two.
C	Overcoming barriers to learning associated with lower emotional well-being and self-esteem including barriers involving attendance, punctuality and absence.
D	Overcome barriers to learning in KS1 that may see PP pupils achieving lower than their non-PP counterparts in reading, writing and maths.

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	Oral language skills in nursery and reception are lower for pupils than those nationally impacting on reading, writing and maths standards at the end of EYFS. There is a gap between disadvantaged pupils achieving GLD and their non-disadvantaged counter-parts.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP attain a good level of development.
B	To maintain PP pupils' progress to the expected standard and higher in reading, writing and maths combined at the end of Key Stage Two.	Targeted intervention to boost progress in year six and years three, four and five. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established across school. To maintain, in particular, progress and attainment in KS2 reading and attainment.
C	Overcoming barriers to learning associated with lower emotional well-being and self-esteem including barriers involving attendance, punctuality and absence.	Vulnerable pupils and families supported so that learning can take place.
D	Overcome barriers to learning in KS1 that may see PP pupils achieving lower than their non-PP counterparts in reading, writing and maths.	Pupils eligible for PP in KS1 are boosted and make the expected standard alongside non-PP children. To maintain the upward trend in attainment in KS1.

5. Planned expenditure					
Academic Year		2020/21			
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. Universal Provision					
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 implement action?
A. Oral language skills in nursery and reception are lower for pupils than those nationally impacting on reading, writing and maths standards at the end of EYFS. There is a gap between disadvantaged pupils achieving GLD and their non-disadvantaged counter-parts.	<p>Staff training as directed by EYFS lead and literacy and numeracy leads.</p> <p>Staff focus on improving the vocabulary of children.</p> <p>Higher staff to pupil ratios in EYFS than average.</p> <p>Language Boost Interventions – ICAN, BLAST, turn taking games to build confidence.</p> <p>Class teacher movement of key stages and phases – deployment of strengths.</p>	Invest some of the PP funds in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, as is targeted questioning. Many children have improving vocabulary targets. Speech and language targeted focus groups.	<p>Courses selected using evidence of effectiveness. Use INSET days to deliver training.</p> <p>Lessons and ideas from training embedded in school feedback and targeted talk with children.</p> <p>Early Excellence Training</p>	Deputy Head/EYFS Lead	January 2021 Summer 2021
B. To maintain PP pupils' progress to the expected standard and higher in reading, writing and maths combined at the end of Key Stage Two.	<p>Support in classes to focus on disadvantaged children to help them to not only 'Catch Up and Keep Up' but to also to make more rapid progress.</p> <p>Intervention groups target children who are falling behind in attainment and</p>	PP are making less progress than other pupils across some year groups in Key Stage 2 in writing, maths and reading. We want to ensure that PP pupils can achieve expected or where possible, greater depth from their starting points in KS1 and that their progress does not	In pupil progress meetings, teachers highlight and monitor PP children and discuss barriers to learning with relevant intervention and support staff. Personal targeted support is then given to PP children to ensure that progress is maintained and does not slow in comparison to others.	Deputy Head/ Head teacher/ Literacy Lead/ EYFS lead	January 2021 Summer 2021

	<p>achievement. TAs, where possible – some change in provision due to COVID restrictions, extra class teacher in UKS2, TA leading nurture group provision for specific group of targeted children – all provision leading to smaller group interventions with children targeted by need. Staggered timetables due to COVID 19 – UKS2 have longer morning session - focus on missed skills and content due to COVID 19. Adoption of history and geography MAT wide curriculum to further boost literacy skills as well as humanities skills. Webinars training sessions to update new staff and staff new to year groups in maths training and skills. White Rose Premium Subscription Adoption of literacy and literacy IT initiatives - Whole Class Reading sessions into the timetable (30 mins each day 3 days a week) for KS2 children. Drawing on a range of texts and authors (fiction, non-fiction, poetry, song lyrics and picture books). Subscriptions</p>	<p>slow in comparison to other children. EEF monitored trial on history and geography curriculum from MAT.</p>			
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	to websites such as: 'LoveReading4kids' and 'Get Epic' to progress our Whole Class Reading programme. The purchase of a number of additional texts to meet class curriculum needs. Included in each year group programme is a unit on Gypsy Roma and Traveller history. Each session to involve the children reading, discussing vocabulary, retrieval questions and then some partnered discussion, individual thinking and solo work.				
Total budgeted cost					£40,000

ii. Targeted Provision					
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 implement action?
D. Overcome barriers to learning in KS1 that may see PP pupils achieving lower than their non-PP counterparts in	Children in KS1 targeted and learning needs addressed. Timetable and staff changed. Additional learning support assistant hours targeted into KS1. Training made available to new and existing staff	Disadvantaged pupils can achieve less well than their non-disadvantaged counter-parts in reading writing and maths in KS1. 2019 figures saw they did less well than their counterparts in Greater Depth in KS1.	Specific sessions given to learning assistants; adaptations made to KS1 timetable; training needs met for KS1 staff; smaller phonic groups (where possible COVID 19) – will lead to improvements in achievement at	HT/KS1 reading lead/Literacy Lead	January 2021 Summer 2021

<p>reading, writing and maths.</p>	<p>members to boost literacy teaching. 2 HTLAs based in KS1 on a morning. Extra EAL TA hours supporting lower attaining year one pupils on an afternoon. Focus on core subjects - autumn term 2020 – additional maths lesson in KS1 afternoon sessions to focus on content and skills missed due to COVID 19. Basic skills focus in maths. IT programs and subscriptions made focusing on supporting English and Maths skills. Clicker 8 and Lexia to support lower ability readers and reluctant writers. Maths Bot-Specific to KS1. Literacy and maths after school interventions.</p>	<p>2020 external data not available due to COVID 19</p>	<p>expected standard in reading and writing for disadvantaged pupils.</p>		
Total budgeted cost					£18,000

iii. Specialist Provision					
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 implement action?
C. Overcoming barriers to learning associated with lower emotional well-being and self-esteem including barriers involving attendance, punctuality and absence.	Part time family liaison officer/well-being lead employed to provide support for vulnerable pupils and families especially those struggling with mental health, social well-being, child protection, family difficulties, low self-esteem and also punctuation and attendance issues. Attendance officer checking of registers. Attendance motivators.	NFER briefing for school leaders identifies addressing attendance as a key step. Children's mental health has to be in a positive place before learning can take place.	Thorough briefing of family liaison officer about existing issues. Family liaison officer, head teacher, SENCO, etc. will collaborate to ensure standard school processes work smoothly together and vulnerable children's needs are addressed and barriers to learning are smoothed.	Head teacher/DHT/Family Liaison officer	January 2021 Summer 2021
Total budgeted cost					£21,000

6. Review of expenditure				
Previous academic year		2019-2020		
<i>i. Universal Provision</i>				
Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
A. Oral language skills in nursery and reception are lower for pupils than those nationally impacting on reading, writing and maths standards at the end of EYFS.	Higher staff to pupil ratios in EYFS than average. Children have limited oracy skills on entry into nursery and reception.	There was a gap between Ever 6 FSM children and non-ever 6 children in FSM in GLD. (2019 NB No external data for 2020 due to COVID 19).	To continue with the higher than average staffing ratios in EYFS in order to support our vulnerable children with their oracy skills which in turn impact reading, writing and maths development. To strive to further enhance EYFS GLD. To continue and enhance speech, language and communication and interventions.	£25,000
B. Although PP pupils overall achieved a higher percentage in the expected standard in reading, writing and maths combined at the end of Key Stage Two, PP pupils made less progress. Address progress of pupil premium pupils across KS2.	Support in classes to focus on disadvantaged children to help them to not only 'Catch Up and Keep Up' but to also to make more rapid progress. Intervention groups target children who are falling behind in attainment and achievement. TAs and DHT to lead small group interventions.	PP children out-performed national PP children at end of KS2 in the expected standard in reading, writing and maths combined in SATs in 2019. At the end of KS2 80% PP children achieved the expected standard compared to 71% nationally. Progress scores in school show that in reading PP pupils scored 1.61 (1.60 school 'other') and in maths 3.92 (3.70 school 'other') there was less progress in writing by PP pupils at 1.86 (2.11 school 'other') (Data from 2019 as due to COVID restrictions external data from 2020 is not available.)	To continue with the approach of 'Catch Up and Keep Up' interventions led by TAs, overseen by class teachers and the DHT. NB This for 2020-2021 has now been to extended to an extra class teacher for UKS2 meaning further and smaller group provision in year 5 and six. HTLA still supporting UKS2 pupils on a morning. Target Greater Depth children with targeted support in half hourly slots. This will start again when able to due to COVID restrictions – however – as whole school assemblies cannot take place – children are now targeted within classroom.	£20,000

			Target children for after school 1:2 tuition – successful and can see the progress that children make. However, this cannot continue due to Trust policy that no longer allows this. Nurture group provision in place and after school interventions will commence when COVID restrictions allow.	
ii. Targeted provision				
Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
D. Overcome barriers to learning in KS1 that show PP pupils achieving lower than their non-PP counterparts in reading and writing.	Focused interventions supporting pupils who are not progressing and who have barriers to achieving expected levels in writing, reading and maths.	78% of PP achieved expected standard in reading, writing and maths combined as compared to 74% school 'others'. 11% of PP attained Greater Depth at KS1 compared to 19% school 'others'. (NB 2019 Data figures as external data for 2020) is not available due to COVID restrictions)	Disadvantaged pupils at the end of KS1 outperformed 'other' children. However, there was a gap at greater depth. (2019 data – no 2020 external data available due to COVID 19)	£25,000
iii. Specialist Provision				
Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
C. Overcoming barriers to learning associated with lower emotional well-being and self-esteem including barriers involving attendance, punctuality and absence.	Part time family liaison officer/well-being lead employed to provide support for vulnerable pupils and families especially those struggling with mental health, social well-being, child protection, family difficulties, low	High. Family liaison officer/well-being lead continues to provide vital support for our most vulnerable families including both PP and non-PP families. This support helps to ensure that children are attending school and are learning. Pupil premium children show higher attendance rates than non-pupil premium children 4-1% as opposed to school	To continue employing our highly effective family liaison officer/well-being lead.	£15,000

	<p>self-esteem and also punctuation and attendance issues.</p>	<p>non-PP children at 7.3%. 4.1% is also lower than the national average of 5.7% absence rate for non-PP children. (These are 2019 figures.)</p> <p>Attendance up to February 2020 shows that PP pupils had a lower unauthorised absence rate than 'other' pupils both in school and nationally. 0.6% school rate and 1.9% nationally. School rate 'other' was 0.9%.</p> <p>Overall absence rates show that PP pupils were 5.6% compared to 5.9% nationally and 8.2% non-PP children. However, percentage of persistent absence rates show 19.4% of PP compared to national rates of 17.6%.</p> <p>School rates persistent absentee show 27.7% for non-PP pupils.</p>		
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7. Additional detail