# Pupil premium strategy statement 2021 - 2022

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | St Theresa’s Catholic Primary School |
| Number of pupils in school | 145 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | March 2022 |
| Date on which it will be reviewed | September 2022 (Termly for Governors) |
| Statement authorised by | Bernard Larkin |
| Pupil premium lead | Lisa Holland |
| Governor / Trustee lead | Bernard Larkin |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £69,940 (R9001) |
| Recovery premium funding allocation this academic year | £3,770 ( COVID catch up fund (R9001) |
| School – led tutoring grant allocation 20-21 | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year 20-21**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £73,710 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * Children feel safe, happy and nurtured in school and ready to learn. * Improved engagement, progress and attainment towards and beyond ARE (Age Related Expectations). * Greater depth of learning and application of skills across the subjects. * Pupils have targeted strategies ensure progression and build upon next steps for learning * Pupils have a broad range of experiences in line with all pupils * Attendance is improved * Improved parental and carer engagement |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Our pupil premium children as a group are not making as rapid progress in their reading, writing, maths and phonics as non-pupil premium children. |
| 2 | Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need. |
| 3 | Many of our pupil premium children do not have rich and varied experiences meaning knowledge of the world and vocabulary acquisition is limited. |
| 4 | Many of our pupil premium children have social, emotional and well-being additional needs including behaviour. |
| 5 | Attendance of some of our pupil premium children is lower than the attendance for non-pupil premium children. |
| 6 | Parental and Carer engagement |

## 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.

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| Intended outcome | Success criteria |
| Our pupil premium children as a group will make good progress in their reading, writing, maths and phonics in line with non-pupil premium children. | Interventions have impacted on progress and attainment as recorded on Insight. |
| Pupil premium children who also have an additional special educational need will be the focus of a strong dialogue between professionals within school. | Meetings will take place between staff and parents as required  We will continue to use the SAM (FSM) system to identify any new additions to the PUPIL PREMIUM register throughout the year and notify class teachers. |
| For pupil premium children to enjoy the wide range of enrichment activities we have on offer at our school. | A wide range of extra-curricular activities will be offered to tap into our children’s passions and interests.  Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms.  Discounts will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, residentials etc. |
| Children still feel happy and safe at school and engage with their learning. | Children will be given opportunities for extra time with our learning mentor to address specific need as identified by class teacher and parents/carers. |
| For attendance of our pupil premium children to be no lower than the attendance for non- pupil premium children. For attendance to be ‘good’ compared to local and national attendance. | Lateness and absences for Pupil Premium children is minimised through effective tracking and parental engagement in line with our absence management procedure. |

## 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: £3,710**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Looking at internal progress data termly. | Tracking system filled in and monitored termly with interventions adapted as necessary. Meetings attended by PUPIL PREMIUM lead, SEN leads, class teacher and Head. | 1 |
| Purchase new reading and phonics scheme including training for staff. | School will have a consistent approach in the teaching of phonics and reading. | 1 |
| 2 members of staff are taking the SEND qualifications at Manchester University. | SENCOs will be further skilled in knowing the best intervention to target any barriers for learning. | 2 |
| Relevant CPD for all members of staff (teachers and teaching assistants) | All staff are fully up to date with current practice to fully understand and enhance the progress of all pupils. | 1, 2, 3, 4 |

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

**Budgeted cost: £50,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reading, writing & maths 1:1 support to match individual need. | Children’s attainment will be more in-line with their peers and narrow the gap in line with EEF High Impact strategy. | 1 |
| Grouped interventions with TA to support specific difficulties. | Gaps will close in specific areas as concentration and taught skills improves in line with EEF High Impact strategy. | 1 |
| Pupil progress meetings with teachers as outlined above. | Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children’s progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs. | 1 and 2 |
| Early Years interventions put in place for pupil premium children to ensure they make GLD (Good Level of Development) | High quality provision with well-qualified staff is essential to ensure success of interventions all of which have a big impact on children’s readiness to learn. (Communication and language approaches – EEF) | 1 |

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

**Budgeted cost: £20,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Exciting trips and visits will be planned to enhance the curriculum including residentials for KS2 children. | Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn’t a factor for families, they almost always want their children to experience these. | 3 |
| Reading for pleasure will become a focus in each class with high quality texts introduced on a rolling programme throughout school | Children who enjoy reading are motivated to read more frequently and make better progress. | 1 |
| Sessions with our Learning Mentor to address any emotional or behaviour difficulties which may arise. | Children with emotional difficulties will not be able to focus on learning and should be encourage to explore their emotions in a safe, nurturing environment. This will help build emotional resilience. | 4 |
| Platform for Life - Counselling Support for some troubled or crisis disadvantaged children. | Research-based impact on increasing well-being. Research: EEF Teaching Toolkit +5months impact. | 4 |
| Swimming lesson subsidy for specific children. | Children will swim enough to be safe regardless of background or circumstance. | 3 |
| To provide extra curricula sports lessons through after school clubs  Children in receipt of Pupil Premium will be offered access to after school sports clubs. | Children will have the experience of sports regardless of circumstance. | 3 |
| To provide breakfast each morning and snack at playtime for those who require it. | Children who are hungry are not in the right place to learn therefore progress and attainment will be impacted. | 4 |
| Preparing most vulnerable children for transition to high school through our MHST practitioner  Class teacher and Teaching Assistant to support children who need an enhanced transition to high school. | Class teacher will liaise with high school to ensure all needs are known about. Children will be given 1:1 time to discuss any worries or concerns.  Help will be given to parents/carers to fill out forms if needed. | 4 |
| To encourage engagement of parents at parents’ evenings, sacramental programme, SEN reviews, EHA and subject specific workshops. | Working in partnership with parents ensures best outcomes for the child. | 6 |

**Total budgeted cost: £ 73,710**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| **PUPIL PREMIUM ACTION PLAN 2020-2021** |
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Pathways to writing | Literacy Company |
| White Rose Maths | White Rose |
| First 4 Maths (Early Years) | First 4 maths |
| Phonics play | Phonics play ltd |
| Education City | Edmentum |
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