

PUPIL PREMIUM STRATEGY STATEMENT

ST THERESA'S CATHOLIC PRIMARY SCHOOL

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	32% (57 PUPILS)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	L. HOLLAND
Pupil premium lead	N. BARNES
Governor / Trustee lead	S. BAKER

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,405
Recovery premium funding allocation this academic year	£5,655
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£79,060

Part A: Pupil premium strategy plan

Statement of intent

At St. Theresa's, our intent is to enable disadvantaged pupils to develop effectively to their full potential. We aim to eliminate any differences in progress or attainment between our disadvantaged and non-disadvantaged pupils, including the most able disadvantaged pupils.

We will use pupil premium funding to consider the barriers and challenges faced by vulnerable pupils and support their needs with the intent that they too will make the best progress possible and achieve high attainment across all subjects.

Our ultimate objectives are to ensure high-quality teaching is provided in all areas to all children, with extra focus on areas where disadvantaged pupils require the most support. We aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

We will address delayed academic progress and social or emotional development caused by the COVID-19 pandemic. All staff will be involved in the analysis of data and identification of pupils to ensure the attainment of pupil premium children is sustained. Fundamentally, we intend to nurture effective learning behaviours thus developing greater confidence and resilience in all our pupils.

Challenges

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

Challenge number	Detail of challenge
1	SPEECH & LANGUAGE Assessments, observations and discussions with pupils indicate communication and language skills are underdeveloped or delayed particularly evident in FS2 –year 2.
2	ENGLISH-WRITING Writing End of Key Stage assessments show a significant amount of disadvantaged pupils are working below expected.
3	MATHS Maths End of Key Stage assessments show a significant amount of disadvantaged pupils have difficulties with maths.

4	<p>COVID-19</p> <p>SOCIAL AND EMOTIONAL</p> <p>The social and emotional wellbeing of many of our disadvantaged pupils have been impacted by school closures, due to COVID-19.</p>
5	<p>WIDER OPPORTUNITIES</p> <p>Deprivation may mean that some of our Pupil Premium children in school often lack wider experiences and can struggle to engage in the curriculum.</p>
6	<p>ATTENDANCE</p> <p>Our data over the last year indicates that attendance among disadvantaged pupils has been significantly low.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	End of summer 2024 data will show that disadvantaged pupils in EYFS and KS1 will have made accelerated progress.
Disadvantaged pupils will make rapid progress in writing from their starting point.	An increase in the amount of disadvantaged pupils achieving the expected standard or above in writing (end of summer 2024).
Disadvantaged pupils will make rapid progress in maths from their starting point.	An increase in the amount of disadvantaged pupils achieving the expected standard or above in maths (end of summer 2024).
To improve the social and emotional needs of vulnerable pupils that have been significantly impacted by COVID-19.	Sustained high levels of social and emotional wellbeing demonstrated by pupil voice, pupil and parent surveys and teacher/other professional observations and assessments.
To achieve and sustain improved wellbeing and life skills for all pupils in our school, particularly our disadvantaged pupils through facilitating enrichment activities.	<p>Sustained high levels of wellbeing demonstrated by pupil voice, pupil and parent surveys and teacher observations.</p> <p>A sustained participation in enrichment activities, particularly among disadvantaged pupils (eg.the arts, educational visits/trips).</p>

To achieve and sustain improved attendance for all pupils, particularly for disadvantaged pupils.	Sustained high attendance from 2022 - 2023 demonstrated by the overall absence rate for all pupils being no more than 5%, attendance gaps between disadvantaged pupils and their non disadvantaged peers being reduced. The percentage of all pupils who are persistently absent being reduced.
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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: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NFER standardised diagnostic assessments for reading and maths	Standardised tests can provide reliable insight into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support. https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	2,3,
CPD, Core subject leader management time in maths. Funding for maths coordinator release time to embed key elements of guidance in maths and access CPD(including First for maths Training, embedding of CPA).	Quality First Teaching in maths supported by CPD for all staff. Retention of maths subject specialist to lead on maths (management time). Research has shown that consistent use of the CPA (concrete, pictorial, abstract) method is highly effective in developing maths understanding. White Rose maths; EEF maths https://mathsnoproblem.com/en/approach/concrete-pictorial-abstract/ https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools	3

<p>Implementation of a DFE validated Systematic Synthetic Phonics programme -Ready Steady Phonics, to secure stronger phonics teaching to pupils.</p> <p>Continued in-house training for all EYFS/KS1 and relevant KS2 teachers/T.As in new phonic scheme.</p>	<p>Evidence shows that Systematic Synthetic Phonic approaches have a positive impact on the accuracy of word reading, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 27,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants in EYFS delivering WELLCOMM and NELI (Nuffield early language Intervention).</p> <p>Speech & Language Therapist to support in EYFS one afternoon per week to carry out assessments and implement individual/group interventions.</p>	<p>Early Language interventions have been found to be effective for improving children’s oral language skills as well as promoting longer-term progress in reading comprehension.</p> <p>https://www.elklan.co.uk/NELI/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p>Additional English interventions targeted at disadvantaged pupils who require further writing support.</p> <p>IDL & Spelling Shed</p>	<p>Interventions in writing to address gaps and issues from lockdowns are essential in building confidence and stamina for writing attainment.</p>	<p>2</p>

	https://educationendowmentfoundation.org.uk/public/files/Writing_Approaches_in_Years_3_to_13_Evidence_Review.pdf	
Implementation of structured TA led interventions. Following pupil progress meetings, pupils are identified and a structured programme is put into place.	Targeted deployment, where teaching assistants deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. EEF research Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2,3,

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

Budgeted cost: £ 14,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor and ELSA time increased to support the social and emotional wellbeing of disadvantaged. Including time given for additional training in related interventions and time to work with outside agencies such as MHST.	Social and emotional support and interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Provide wider experiences for disadvantaged pupils through enrichment approaches/ activities.	All children, including those from disadvantaged backgrounds, deserve a well rounded, culturally rich education. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	5

<p>Attendance support officer to analyse attendance/punctuality and contact low attenders. Implement strategies to promote good attendance as outlined in the school Attendance Policy.</p>	<p>Research shows that there is a direct correlation between attendance and attainment in schools. Low attendance impacts upon pupil attainment and progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>6</p>
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Total budgeted cost: £ 79,060

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- NFER tests for reading and mathematics have been purchased. Children complete test papers three times per year. The data is used to track pupil progress and inform future teaching and learning.
- Coordinator release time has enabled teachers to access further training in knowledge, skills and delivery of maths.
The maths coordinator has accessed training days and delivered guidance on the teaching of maths in staff meetings and inset time. With support from LEA advisors, a new whole school long term plan has been developed and implemented. In addition to this, teachers have had support through training from outside Maths Specialists, book scrutiny and lesson observations have taken place.
- Whole school training of Ready, Steady Phonics, has been completed during staff inset time.
The new scheme has now been implemented in foundation stage and key stage 1 and is used to teach phonics to all children.
In key stage 2 the scheme is used as an intervention for children that require further support in phonics.
- WELLCOMM AND NELI interventions are currently being delivered daily in FS1, FS2 and as an intervention for children that require it in year 1.
- Individual speech and Language Therapy has been completed in FS2. School have started Speech and Language Enhanced Provision. This enables a Speech and Language Therapist to work throughout the school and support children with needs in this area. Assessments are completed and daily plans in place. Children are monitored by SALT once every 2 weeks.
- Current interventions, for children that need support with writing, are led by key stage 1 and key stage 2 teaching assistants.
IDL has been purchased by school and is being led and implemented by YR 6HLTA -currently accessed in year 6, to be implemented in years 4& 5 in Spring Term.
Spelling Shed to be implemented next half term.
- Teaching assistant time has been given to targeted interventions to small groups. Programmes such as Ready Steady Phonics, Five Minute Maths, Reading Box, Progression in maths are used to support interventions.
- Learning Mentor and ELSA time have enabled children to begin to understand and develop strategies to self-manage and regulate their own emotions. Time has been provided to Liaise with outside agencies such as MHST- Worry Warriors, Koala, Magic 123, Platform for Life.
- Many opportunities for wider experiences have been provided such as; whole school trip to a pantomime, various sporting activities including – cricket &

golf tuition, residential trips to Burwardsley and Condover Hall.

- Strategies have been implemented to promote good attendance. Attendance is now in line with national at 95%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
IDL Literacy	IDL
Spelling Shed	Edshed

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

DATA AUTUMN 2023

PERCENTAGE OF PUPIL PREMIUM CHILDREN WORKING AT EXPECTED OR ABOVE WITHIN EACH YEAR GROUP

YR GP		PP YR GP TOTAL	READING		WRITING		MATHS	
1		5	2		3		3	
2		6	3		2		2	
3		6	3		2		3	
4		5	3		2		2	
5		14	7		4		6	
6		11	6		5		7	
TOTAL		47	24	51%	18	38%	23	49%

NB: YEAR 6 LEAVERS AND 2 CHILDREN THAT HAVE LEFT HAVE NOT BEEN INCLUDED IN THE DATA TOTAL OUT OF 47