**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  | 156 (REC-YR6) |
| Proportion (%) of pupil premium eligible pupils | 36% (56 PUPILS) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-232023-242024-25 |
| Date this statement was published | DECEMBER 2024 |
| Date on which it will be reviewed | DECEMBER 2025 |
| 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 | £82,880 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*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.*  | £0 |
| **Total budget for this academic year***If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £82,880 |

# 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. 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 & LANGUAGEAssessments, observations and discussions with pupils indicate communication and language skills are underdeveloped or delayed particularly evident in FS2 –year 2. |
| 2 | ENGLISH-WRITINGWriting End of Key Stage assessments show a significant amount of disadvantaged pupils are working below expected.  |
| 3 | MATHSMaths End of Key Stage assessments show a significant amount of disadvantaged pupils have difficulties with maths. |
| 4 | SOCIAL AND EMOTIONALAssessments, observations and discussions with pupils and families have identified that many of our disadvantaged pupils have social and emotional issues, that have a significant impact on their learning and ability to access the curriculum. |
| 5 | WIDER OPPORTUNITIESDeprivation may mean that some of our Pupil Premium children in school have limited aspirations and limited life experiences which can impact on their ability to engage in some areas curriculum learning. |
| 6 | ATTENDANCEOur data indicates that attendance among disadvantaged pupils has been significantly low.  |

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 autumn term 2025 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 2025). |
| 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 2025). |
| 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. | Sustained high levels of wellbeing demonstrated by pupil voice, pupil and parent surveys and teacher observations.A sustained participation in enrichment activities, particularly among disadvantaged pupils (eg.the arts, educational visits/trips). |
| To achieve and sustain improved attendance for all pupils, particularly for disadvantaged pupils. | Sustained high attendance from 2022 -2025 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. |

## 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: £ *39,000*

|  |  |  |
| --- | --- | --- |
| 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).IDL Maths | 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, pictoral, 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>Purchase of IDL maths intervention to further support children who are working below expected level. | 3 |
| Implementation of a DFE validated Systematic Synthetic Phonics programme -Ready Steady Phonics, to secure stronger phonics teaching to pupils. | Evidence shows that Systematic Synthetic Phonic approaches have a positive impact on the accuracy of word reading, particularly for children from disadvantaged backgrounds.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1,2 |

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

Budgeted cost: £ *29,000*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching Assistants in EYFS delivering WELLCOMM Speech & Language Therapist to support in EYFS one afternoon every 2 weeks to carry out assessments and implement individual/groupinterventions. | 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.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1 |
| Additional English interventions targeted at disadvantaged pupils who require further writing support.IDL &Spelling Shed | Interventions in writing to address gaps and issues from lockdowns are essential in building confidence and stamina for writing attainment. <https://educationendowmentfoundation.org.uk/public/files/Writing_Approaches_in_Years_3_to_13_Evidence_Review.pdf> | 2 |
| 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: £ *14,880*

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

**Total budgeted cost: £** *82,880*

# Part B: Review of the previous academic year 2023-24

Pupil premium strategy outcomes

## Outcomes for disadvantaged pupils

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *NFER tests for reading and mathematics have been embedded this year. Children continue to complete test papers three times per year. This has been a valuable resource for identifying progress by means of quantitative data and is used to inform overall assessment.**Coordinator release time has enabled teachers to access further training in knowledge, skills and delivery of maths. Teachers have received training that is evident in the planning, delivery and assessment of the daily teaching of maths.**Ready Steady Phonics has been embedded throughout the school. This scheme has proved to be a valuable resource and close monitoring of the programme has resulted in the vast majority of pupils in KS1 making progress with their phonic development.**WELLCOMM continues to be a valuable intervention for the development of speech and language in early years. Interventions are currently being delivered daily in FS1, FS2 and as an intervention for children that require it in year 1.**The Speech and Language Enhanced Provision has enabled a Speech and Language Therapist to work in school for half a day every 2 weeks and support children with needs in this area. Children have benefitted from this resource and received efficient specialist support.**TA targeted interventions, IDL and Spelling Shed have been embedded. Formative data is positive from teaching staff and students. Summative data to be evidenced in July 2025. Both qualitative data(children’s daily comprehension, writing etc.) and quantitative data (end of section tests within IDL)show that children are making progress.**The Learning Mentor has delivered and developed ELSA interventions and the support of social and emotional wellbeing of disadvantaged children continues to be provided.**Many opportunities for wider experiences have been provided such as; whole school trip to a pantomime, various sporting activities including – cricket & golf tuition, subsidising residential trips.**The table below shows the amount of pupil premium children that reached Expected Standard in each year group for academic year 2023-24:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **YEAR GROUP** | **PP TOTAL**  | **READING** | **WRITING** | **MATHS** |
| **1** | **6** | **5** | **4** | **4** |
| **2** | **6** | **3** | **3** | **1** |
| **3** | **6** | **4** | **4** | **2** |
| **4** | **5** | **3** | **1** | **1** |
| **5** | **13** | **5** | **5** | **6** |
| **6** | **12** | **5** | **4** | **3** |
| **TOTAL** | **48** | **25** | **21** | **17** |
|  |  | **52%** | **44%** | **35%** |

*Strategies have been implemented to promote good attendance.* *The table below shows the impact these have had on attendance:* |

## 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.* |