

Pupil premium strategy statement (primary) –St. Teresa’s Catholic Primary School

1. Summary information					
School	St. Teresa's Catholic Primary School				
Academic Year	2018/19	Total PP budget	£41,1220	Date of most recent PP Review	Jan 2019
Total number of pupils	216	Number of pupils eligible for PP	32	Date for next internal review of this strategy	July 2019

2. Current attainment		
2018, end of KS2 data	<i>Pupils eligible for PP (5 pupils)</i>	<i>Pupils not eligible for PP (28 pupils)</i>
% achieving in reading, writing and maths	60%	86%
% making progress in reading	60%	89%
% making progress in writing	80%	89%
% making progress in maths	60%	89%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Teachers need to develop effective tracking and monitoring systems to ensure that PP children are making expected progress in the Foundation Subjects.
B.	Not all PP children are making expected progress in writing.
C.	Some PP children have a lack of resilience/confidence and may not have access to extra-curricular activities.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Not all PP children get the opportunities and experiences that their peers do.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Increase the numbers of PP children making expected or better than expected progress across the Foundation Subjects.	That more PP children across the school make at least ARE within Foundation Subjects. Insight Tracker to be utilised by subject leaders to track PP children effectively.

		PP teacher to be used to develop music throughout the school whilst releasing Foundation Subject leaders to develop their given areas with a focus on PP.
B.	For greater numbers of PP children to make expected or rapid progress in writing.	That more PP children across the school make at least expected progress in writing. (8 children not at ARE at last reported data) Children are monitored closely by teachers through regular pupil progress meeting, termly data updates and cohort commentaries. Interventions to be used effectively and impact to be evaluated.
C.	To increase the confidence and improve resilience of PP children.	Identified staff to participate in CPD relating to supporting children with anxiety and improving reliance. Key staff to disseminate training back to all staff with a view to impact classroom practice.
D.	To give PP children opportunities to take part in trips and experiences that might not be offered otherwise.	That more PP children attend trips, residential and after school clubs to broaden their experiences.

5. Planned expenditure

Academic year 2018-2019

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. Quality of teaching for all

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 implementation?
A. Increase the numbers of Pupil Premium children making expected or better than expected progress across the Foundation Subjects.	Foundation Subject learners to monitor the progress of PP children using Insight Tracker and make Class-teachers aware of any children not making expected or	End of Academic Year 2017-18 data showed that not all PP children were making at least age-related expectations in the Foundation Subjects.	-Directed release time for all foundation Subject Leaders -Use of Insight Tracker -Lesson Observations -Book scrutinies	SLT Foundation Subject Leaders PP Teacher	Termly

	<p>better than expected progress.</p> <p>For Foundation Subject leaders to be given directed release time by Music Lead/PP teacher so that they can further develop their areas to ensure all pupils receive a broad, balanced and progressive curriculum.</p>	<p>The objectives of this year's SDP are to up-skill Subject Leaders' expertise on their given area so that more children are able to make age-related expectations in these areas.</p>	<p>-Introduction of Foundation Subject development/action plans</p> <p>-Development of progression maps for the Foundation Subjects which focus on both the learning and development of subject specific knowledge and skills</p> <p>-Termly assessments</p>		
<p>B. Improved attainment and progress in writing and maths</p>	<p>For PP teacher to work with identified children.</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>-Cohort Commentaries/Pupil Progress meetings timetabled termly in staff training.</p> <p>-Relevant CPD identified and attended.</p> <p>-Monitoring of those identified children through assessment and tracking.</p>	<p>SLT</p>	<p>Termly</p>
<p>C. Improved attainment and progress in maths and reading</p>	<p>Staff training – Maths Mastery through Great North Maths Hub, Power of Reading and Pobble CPD.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest mastery learning as an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Feedback has also proven to have high impact on pupils' learning through research.</p>	<p>-Course selected using evidence of effectiveness.</p> <p>-Use INSET days/staff training to deliver CPD.</p> <p>-Action Plans to be implemented to ensure implementation.</p> <p>-Peer observation of attendees' classes after the course, to embed learning.</p>		<p>Termly</p>
Total budgeted cost					<p>£13,000</p>

ii. Targeted support					
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 implementation?
A. For greater numbers of PP children to make expected or rapid progress in writing.	<p>To ensure class- teachers are aware of who their PP children are.</p> <p>To ensure class-teachers know the writing levels of PP children and consider them when planning lessons in which writing is a focus.</p> <p>To ensure class-teacher feedback is specific and targeted.</p> <p>To ensure teachers to manage and utilise TA time effectively to support PP children who are identified to be making less than expected progress in writing.</p> <p>To ensure teachers to identify PP children who need specific interventions to support writing and for these interventions to be delivered effectively and regularly and monitored and evaluated.</p> <p>For PP teacher to work with small groups of PP</p>	<p>End of Academic Year 2017-18 and KS2 data</p> <p>The Education Endowment Foundation (EEF) Toolkit suggests that effective and timely feedback, differentiation and interventions are effective strategies for closing the achievement gap.</p> <p>Reduced adult to pupil ratios enables all pupils to benefit from the above. This has proven historically to impact positively on attainment and achievement of all pupils and PP pupils.</p>	<p>-Monitoring within school in the form of:</p> <ul style="list-style-type: none"> -Lesson observations -Use of Insight Tracker -Book scrutinies by Literacy Lead -Support for PP children to be identified in Literacy development/action plan -Termly assessments -Introduction of termly whole school themed writing assessment <p>PP teacher</p> <ul style="list-style-type: none"> -Appropriate interventions for children. 	<p>SLT</p> <p>PP Teacher</p>	Termly

	children to improve their writing.				
B. Intervention groups and booster support groups in Y6	During the second half of the spring term, daily intervention and booster groups will be delivered in Y6 with two members of staff. Targeted support will be planned and impact monitored. Intervention group support will be planned for before/after-school in order to support those pupils identified needing it.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	-Y6 class teacher to organise groups between herself and the TA. This will in response to marking and feedback and assessment data. -Year 6 class teacher to coordinate smaller groups based upon ongoing assessment that may require extra support.	Y6 teacher and DHT HT	Spring/summer term
Total budgeted cost					£18,000

iii. Other approaches

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 implementation?
A. To increase the confidence and improve resilience of PP children.	Involve staff in training about children's mental health, anxiety and resilience Ask staff to identify any children (especially PP children) in their classes who they think need support with their MH,	Poor Mental Health, lack of resilience and anxiety are prevalent issues within schools and within society at the moment. The DfE released documentation in November 2018 called Mental Health and Behaviour in Schools, as a	-The SENCo and PP lead will have each of the action/approach's to the left as part of her action plan for this year -MT will be given allocated time in her timetable to work with identified children -Training for staff will be provided	SLT MT AJ	Termly

	<p>anxieties or in building resilience. Identified children to work with MT once a week in sessions to build confidence and resilience and develop strategies to deal with anxiety. Organise professionals to come and speak to children in assembly about their MH, anxiety and resilience Have a MH week in school to raise the profile Share information gathered from staff training about MH, anxiety and resilience with parents</p>	<p>response to schools seeking support for pupils in need. The charity Young Minds highlights that an estimated 3 children in every classroom suffer from mental health problems. The Children and Young People's Mental Health Coalition states that, 'The most disadvantaged children are those most at risk'.</p>	<p>-An assembly lead by MH professionals will be held for children -MH will be given a higher profile in school.</p>		
B. Enable PP children to have full access to a broad and balanced curriculum including extra-curricular activities	<p>Pupils in Y4, Y5 and Y6 in receipt of PP funding attend residential and educational visits. Attendance at the Christmas Pantomime. Swimming Tuition Resources to enhance curriculum provision Attendance at Breakfast/After School Club Resources to support learning or attendance at school.</p>	<p>Requirements of the OAA and swimming aspects of PE curriculum are met and PP pupils are given an opportunity they might not have otherwise been able to partake in. PP pupils are given an opportunity they might not have otherwise been able to partake in. PP children are given access to a range of resources they may not otherwise have.</p>	<p>-Discussions with Finance Officer to identify and support pupils who are eligible for PP funding with extra-curricular activities and residential trips.</p>	All staff	July 2019
Total budgeted cost					£10,000