

Pupil premium strategy statement:

1. Summary information					
School	St. Teresa's Catholic Primary School				
Academic Year	2016/17	Total PP budget	£35,860	Date of most recent PP Review	Sept 2016
Total number of pupils	219	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Spring 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school /national Y6)</i>
% achieving expected standard or above in reading, writing and maths	43%	77% / 53%
Progress in reading KS1 -2	57%	73% / 66%
Progress in writing KS1-2	57%	77% / 74%
Progress in maths KS1-2	86%	81% / 70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some pupil premium children require additional support to improve their reading skills
B.	Some pupil premium children require additional support to improve their writing especially in technical areas such as spelling and grammar
C.	Inability to apply knowledge to problem solving and poor reasoning skills can impact on progress in maths
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance / Punctuality – overall attendance for all pupils and the FSM group was above the national average and no group was in the lowest 10%, however some pupil premium pupils have poor punctuality due to chaotic home circumstances.
E.	Some pupils have little involvement in out of school activities and families need financial support to ensure that children can take part in extra-mural trips and clubs to improve their social and cultural awareness.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The percentage of disadvantaged pupils that achieve age expected expectations is in line with or better than the national percentage of disadvantaged pupils.	In reading, disadvantaged children will achieve in line with or better than the national cohort at KS1 and 2. In writing, disadvantaged children will achieve in line with or better than the national cohort at KS1 and 2. PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling
B.	The percentage of disadvantaged pupils that achieve age expected expectations is in line with or better than the national percentage of disadvantaged pupils.	PP children develop greater understanding of mathematical vocabulary so that they are able to understand the requirements of problems PP children achieve in line with non-PP children.
C.	The punctuality of PP children is improved.	Reduce the number of late attendances among pupils eligible for PP Children are involved in early morning sessions such as Lexia, aimed at improving reading and writing skills. PP children take part in extra-mural activities and after-school clubs so that they develop stronger social links and develop greater cultural awareness
D.	PP children have access to a wider range of extra-mural activities	PP take part in additional activities increasing their social interactions and ensuring that they have access to wider cultural experiences. This will improve their confidence and improve their social inclusion.

5. Planned expenditure					
Academic year	2016/17				
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?
Children are able to talk about what they read, read regularly and show enjoyment in their reading	Pupils will read on a daily basis. They will have 1-1 sessions with LSA or Pupil Premium Teacher.	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books.	Pupil progress monitoring termly will inform how the children are achieving. Children will read to Headteacher and discuss their progress and attitude to reading.	A Roberts D Keelan	January 2017 Half-termly
PP children's reading improves in line with non-pp children	Children will receive extra daily reading with an LSA. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school A range of interesting non-fiction books will be added to the reading scheme to encourage boys to read for pleasure.	Children who are not on track to meet their end of year target will gain support from intervention (1:1 specialist support). Support which is targeted to the individual child is most likely to be effective.	The specialist support teacher and the specialist LSA will conference with class teachers to decide on individual targets for children. Targets will be reviewed on a half termly basis.	A Roberts D Keelan	September 2016 Half-termly

PP children's writing improves in line with non-pp children	Children will be encouraged to read widely, visiting the school library every week to withdraw two books which they can take home or read in school. Library sessions will include opportunities for children to hear stories and information texts read to them. They will be encouraged to draw on what they read in	Children who read widely have better understanding of text types and develop a wider vocabulary. This is evident in their writing. When children hear quality children's literature read to them they become eager to read the same books themselves. Dedicated library session expose children to a wide range of books in addition to reading scheme books and children can be guided to challenge themselves in their choice of literature.	All class teachers will include a dedicated library session in their weekly planning and ensure that children are able to withdraw books during these sessions. Using the Junior Librarian system, staff will be able to monitor the number and types of books read by pupils and intervene if children are not reading a range of texts.	Literacy coordinator	September 2016 Half-termly
The punctuality of PP children improves	Topics will interest all children and especially PP children. They will include special activity days and Forest school, Art/ DT work and exciting activities throughout the term. Exciting clubs and extra-mural activities are offered.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school on time. Special days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning. PP children have access to extra-mural activities.	Topic webs will be shared with parents and be interesting. special days will be shared with the children and parents as something to look forward to. Forest school, DT and outdoor learning will be regular. Extra-mural activities such as trip to Italy and Kingswood Activity Centre are offered to children.	S Jackson	September 2016 Termly

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?
Children are able to talk about what they read, read regularly and show enjoyment in their reading	Children will work with the PP teacher or PP LSA for two sessions per week. These sessions will be focused on specific areas that they find difficult in reading – phonics, decoding, vocabulary, comprehension -	Children work on specific areas which are preventing them from progressing in reading. Focused time allows them to develop confidence and become more engaged with reading.	Class teacher' assessments will show which areas children need help. Pupils progress will be tracked half-termly to ensure adjustments are made to individual programmes when necessary.	A Roberts D Keelan	September 2016 Half-termly

PP children's reading improves in line with non-pp children	Work between class teachers and specialist teachers will ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. The new reading scheme books will allow for more boy friendly books to be incorporated at whole school/class level. Children will take part in three sessions of Lexia each week – in the IT suite for KS2 pupils and during iPad sessions for KS1. Progress through units will be recognised with presentation of certificates at the weekly celebration assembly.	When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. The boys who do not like reading will be more inspired in class with book more appropriate to their interest. Children enjoy the opportunity to use technology and computer programs in their learning.	The books used in class will be of more interest to boys – more information texts. Children who have daily reading – progress will be monitored and reports on progress given half-termly to fine tune their individual programme. Children will look to read more at 'free time'. PP and boys, in particular, will begin to enjoy reading as a past time and not just when asked. PP LSA will collect data from Lexia each half-term to share progress so teachers can plan next steps.	A Roberts D Keelan	September 2016 Half-termly
PP children's writing improves in line with non-pp children	Children will work with the PP teacher or PP LSA for one session per week. These sessions will be focused on specific areas that they find difficult in writing – spelling, sentence construction, organisation, letter formation.	Children work on specific areas which are preventing them from progressing in writing. Focused time allows them to develop confidence and become more engaged with writing.	Class teacher' assessments will show which areas children need help. Pupils progress will be tracked half-termly to ensure adjustments are made to individual programmes when necessary.	A Roberts D Keelan	December 2016
PP children's ability to use mathematical reasoning improves in line with non-PP children	Children in small groups will work with PP LSAs prior to school to improve their understanding of mathematical language, PP children will be offered 1-1 or 1-2 Booster sessions to improve their	Children who understand mathematical language are able to interpret maths problems and their reasoning skills improve. They become more confident and resilient in their approach to solving maths problems.	Class teacher' assessments will show which areas children need help. Pupils progress will be tracked half-termly to ensure adjustments are made to individual programmes when necessary.	R McTernan	
The punctuality of PP children improves	The children will be invited to take part in Breakfast club so that they are in school prior to the start of the school day. The cost of the sessions will be covered so that parents who have financial difficulties. Rewards will be offered for punctuality.	When children arrive in school on time, make more progress. Evidence shows that children who attend school punctually are better prepared for learning, make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Punctuality will be monitored weekly. Any decrease in punctuality will be addressed immediately. Office staff will produce a weekly punctuality report. A chart of which children receive awards will be logged and tracked.	S Jackson	September 2016 Weekly monitoring

PP children have access to a wider range of extra-mural activities	PP will be offered the opportunity to take part in after-school clubs and financial help will be provided so that they can take part in overseas and residential trips.	When children take part in a range of activities they become more confident, make better friendships and feel more included in their social group. Opportunities to take part in extra-mural activities builds confidence and resilience and broadens outlook.	PP children will be offered opportunities to take part in clubs and after-school activities e.g. sports' clubs and will be given families will be supported financially to ensure that they do not miss out on residential or overseas visits.	S Jackson	September 2016 Termly
--	---	--	--	-----------	------------------------------

6. Additional detail

Costs

Action	Targeted / intended impact	Cost
Staffing	Teacher one to one + LSA one to one	£30,000
Booster tuition	Sessions out of hours to support maths	£2,087
Resources	Lexia program / non-fiction books	£2,500
Breakfast Club	PP children – to allow punctual start to the day	£425
Trips/other	PP children - to allow for extra-curricular activities and residential trips Uniform	£1,643
		£36,655