

Pupil premium strategy statement St Teresa's RC Primary School 2021-2024

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

Detail	Data
School name	St Teresa's RC Primary School
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Sandra Burgess
Pupil premium lead	Miss Lisa McCandless
Governor / Trustee lead	Mrs Sarah Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,625 Budget year Spr 20 – Mar 21
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£38,250

Part A: Pupil premium strategy plan

Statement of intent

At St Teresa's RC Primary School we pride ourselves on being a happy, caring and welcoming community, where the learning environment and the wide range of opportunities offered, help every child reach their full potential and make the most of the gifts and talents given to them by God.

Our intention is that all pupils, irrespective of their background, or the challenges they face, make good progress and achieve well across all subject areas. Our Mission Statement, Equality policy and Pupil Premium policy underpin our dedication to ensuring that every child gets the best possible start in life and is well supported throughout their school journey. We recognise the challenges faced by vulnerable pupils and we are committed to breaking down barriers and providing a curriculum that is accessible to all. The Government's introduction of the Pupil Premium Grant allows us to further our quest for equal opportunities for every child so that they can develop to their full potential.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the areas of teaching, academic support, and also a wider non academic approach. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1 Speech and Language	There are an increasing number of children who enter our Nursery with difficulties with Speech and Language. Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps. Parents have not always been able to access the SALT interventions prior to the children starting school.
2 Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress in reading and maths despite interventions. Our assessments, observations and discussions with pupils suggest that disadvantaged pupils are not given the same support with home learning, the practice of phonics and the over learning of basic skills.
3 Pastoral	Our assessments, observations and discussions with pupils and families, especially post COVID, have shown that pupils emotional well-being, social and behavioural needs affect them being in a position to able to make progress and their readiness to learn.
4 SEND	Our assessments and observations have shown that some pupils who qualify for Pupil Premium funding have specific SEND needs and an increasing number of children need SALT intervention and support with early reading.

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.

Intended outcome	Success criteria
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<p>Improved oral language skills and vocabulary amongst disadvantaged pupils in EYFS.</p>	<p>More than 80% of disadvantaged pupils record green or amber on Summer Nursery WELLCOMM assessments.</p> <p>Children in Reception will access NELI and will make at least three months progress from baseline.</p> <p>Children will complete the TALC assessment with the SLT and will receive targeted intervention where needed. 80% will pass BLANK level 2 by the end of Reception after intervention.</p> <p>Book looks and reading assessment data will show a significant improvement in vocabulary amongst disadvantaged pupils.</p>
<p>Improved phonics attainment for disadvantaged pupils.</p>	<p>To invest in a new phonics scheme of work and provide CPD for all staff. To deliver daily phonics and additional phonics interventions until all pupils are secure.</p> <p>KS1 phonics outcomes in 2024/25 to show that 70% of disadvantaged pupils meet the expected standard.</p>
<p>To ensure that all disadvantaged pupils make good progress from their starting points over time.</p>	<p>In school tracking data will show an increase in the number of disadvantaged pupils making expected progress and higher than expected progress.</p> <p>75% of the pupils in receipt of PP (4 pupils in total) will achieve the expected standard in phonics Summer 2022</p> <p>KS2 Reading and Maths outcomes in 2022 will show that more than 70% of disadvantaged pupils will make good progress from their KS1 attainment scores.</p>
<p>To ensure the well-being needs of all disadvantaged pupils are met to ensure they are ready for learning.</p>	<p>Children's well-being needs are met and supported to ensure they are able to access high quality teaching and targeted interventions where needed to support them in making progress. Engagement in class lessons, homework, extra-curricular clubs all monitored.</p> <p>Caritas counsellor will use STAR assessments to show progress in well-being and mental health.</p> <p>Qualitative data from pupil voice, pupil and parent surveys and staff observations.</p>

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: £10,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistent approach to the teaching of English across school following the teaching sequence model with reading and writing phases.</p>	<p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p>	<p>2 4</p>
<p>Work with Maths Hub to take part in ‘Mastering Number Fluency programme’ across Key Stage 1</p> <p>CPD from White Rose for CPA and use of the scheme.</p>	<p>See EEF research guidance report: ‘Improving Mathematics in the Early Years and Key Stage 1’ published January 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>2 4</p>
<p>Review current provision alongside the guidance: ‘Special Educational Needs in Mainstream,’ for the teaching of maths for SEND pupils (Led by SLT)</p>	<p>See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020</p> <p>Ensure all pupils have access to high quality teaching.</p> <p>Compliment high quality teaching with small group and one to one interventions.</p>	<p>4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £15,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapist employed once a fortnight for assessment and intervention work in EYFS and throughout the school.</p> <p>Blank level screening of all EYFS children, intervention groups established and TA's trained to deliver the programmes.</p> <p>WELLCOMM assessments – baseline in Nursery and termly.</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress</p>	1
<p>Effective deployment of staff, Teaching Assistant apprentices and HLTA to support key children and year groups.</p> <p>Teaching Assistant timetable re-evaluated to deliver pastoral groups, out-door learning,</p> <p>Teaching Assistant employed 0.6 working in Year 4 to support teaching and learning alongside delivering one to one tuition catch up sessions.</p> <p>Teaching Assistant employed additional 0.2 to work in Year 6 to deliver one to one catch up sessions.</p> <p>Higher Level Teaching Assistant delivering Forest School sessions currently in EYFS, Year 6.</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants</p> <p>'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	2 3 4

<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. SENDCo and Headteacher.</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p>	<p>2</p> <p>4</p>
<p>Nuffield Early Language – introduce and establish small group interventions across KS1 following baseline assessments – led by SENDCo.</p> <p>Training for all staff in EYFS, teaching assistant who will deliver the intervention and SLT member</p> <p>Teaching Assistant to deliver the intervention 3 times per week</p>	<p>Endorsed by EEF Research: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>'Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020.'</p>	<p>1</p> <p>4</p>
<p>Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations in Year one and two – early intervention.</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p>	<p>2</p>
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	

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

Budgeted cost: £12,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Counsellor from Caritas employed one day a week to work with vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.</p> <p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</p> <p>SENDCo to work with local cluster of schools to : Offer parenting group sessions working on specific needs developed through a needs analysis with parents and local outside agencies.</p> <p>CAF/ TAF process with vulnerable families- allowing them to access key services.</p> <p>Engaging with THRIVE in Education</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>We have applied to be part of the THRIVE in Education offer in Salford and have been accepted.</p> <p>It is support for families via school to connect and engage with CAMHS. The school Senior Mental Health Lead and SENDCo will have access to a school counsellor to refer pupils to for those whose well-being is a concern.</p>	<p>3</p>
<p>Use of outdoor learning to support key groups of pupils</p> <p>Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver.</p> <p>Staff Training to increase access for all pupils to outdoor learning opportunities.</p>	<p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the 	<p>1</p> <p>3</p>

	<p>ability to concentrate over longer periods of time</p> <ul style="list-style-type: none"> • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	
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Total budgeted cost: £ 10,450

£ 15,400

£ 12,400

TOTAL: £38,250

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.

<p>A. Implementation of Elklan speech and language programme by TA</p> <p>WELLCOMM data Aut 20/40/40, Spr 17/20/63, Sum 10/20/70</p>
<p>A. Speech and Language Therapist works in school a half day a week screening children and supporting TA group programmes.</p> <p>All Nursery and Reception screened and interventions put in place. TALC assessments. 83 - Blank Level 1 7 - Blank Level 2.</p> <p>After intervention: 90 -Blank Level 1 50 – Blank Level 2 3- Blank Level 3</p>
<p>B. Additional Teacher to support in class and offer reading intervention in KS2</p> <p>Termly SSRT assessments carried out. Interventions and focussed group reading in Years 3 and 4. 79% achieved age related reading ages in Year 3 and 85% achieved age related reading ages in Year 4.</p>
<p>C. Release time for a HLTA to support children with EAL and deliver support packages.</p> <p>HLTA worked with EAL children in 1:1 sessions.</p>
<p>D. Caritas Counsellor to work one day a week in school.</p> <p>Caritas counsellor had 12 open cases throughout the year and carried out 76 1:1 pupil sessions in the summer term and 25 phone calls to families. She also delivered Relax Kids sessions in each year group during mental health week.</p>
<p>E. Financial support to ensure that all children can participate in extra-curricular activities.</p> <p>All children participated in extra-curricular clubs. Funding given for weekly sports clubs and music lessons for PP children.</p>
<p>F. Subsidies for school trips.</p> <p>All children able to attend school trips and residential. PP children paid for where needed.</p>

G. *Additional Targetted TA support in Years 5 and 6 for English and Maths. Resources to support home learning.*

Resources sent home to support learning. High engagement of home learning activities.

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

Programme	Provider
TT Rockstars	Maths Circle Ltd
Oddizzi	Little Travel Bug
Spelling Shed	Education Shed Ltd
Purple Mash	2Simple Ltd
iXL	iXL Learning

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.