

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

PART TWO 2022-23

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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	242 (213 without Nursery)
Proportion (%) of pupil premium eligible pupils	11.9% 29/242 (12.2% 26/213 without Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022 <u>2022-2023</u> 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Sandra Burgess
Pupil premium lead	Miss Lisa McCandless
Governor	Mrs Sarah Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,495 £2,052 – EYFS
Recovery premium funding allocation this academic year	£1,704
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35,251

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 writing 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																																				
<p>1. 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>Starting Point September '21</p> <table border="1" data-bbox="805 600 1410 719"> <thead> <tr> <th>WELCOMM</th> <th>September '21</th> <th>July '22</th> </tr> </thead> <tbody> <tr> <td>YN (ALL)</td> <td>32/24/44</td> <td>12/15/73</td> </tr> </tbody> </table> <table border="1" data-bbox="805 770 1410 889"> <thead> <tr> <th>WELCOMM</th> <th>September '22</th> <th>July '23</th> </tr> </thead> <tbody> <tr> <td>YN (ALL)</td> <td>29/29/43</td> <td></td> </tr> </tbody> </table> <p>Children in Reception will be assessed using TALC and will make at least three months progress from baseline.</p> <p>Starting Point September '21</p> <table border="1" data-bbox="805 1099 1410 1541"> <thead> <tr> <th>TALC</th> <th>September '21</th> <th>July '22</th> </tr> </thead> <tbody> <tr> <td rowspan="4">YR (ALL)</td> <td>Level 1 - 90%</td> <td>Level 1 - 100%</td> </tr> <tr> <td>Level 2 - 70%</td> <td>Level 2 - 90%</td> </tr> <tr> <td>Level 3 - 30%</td> <td>Level 3 - 57%</td> </tr> <tr> <td>Level 4 - 3%</td> <td>Level 4 - 27%</td> </tr> </tbody> </table> <p>Starting Point September '22</p> <table border="1" data-bbox="805 1597 1410 2080"> <thead> <tr> <th>TALC</th> <th>September '22</th> <th>July '23</th> </tr> </thead> <tbody> <tr> <td rowspan="4">YR (ALL)</td> <td>Level 1 - 94%</td> <td>Level 1 - %</td> </tr> <tr> <td>Level 2 - 79%</td> <td>Level 2 - %</td> </tr> <tr> <td>Level 3 - 45%</td> <td>Level 3 - %</td> </tr> <tr> <td>Level 4 - 45%</td> <td>Level 4 - %</td> </tr> </tbody> </table>	WELCOMM	September '21	July '22	YN (ALL)	32/24/44	12/15/73	WELCOMM	September '22	July '23	YN (ALL)	29/29/43		TALC	September '21	July '22	YR (ALL)	Level 1 - 90%	Level 1 - 100%	Level 2 - 70%	Level 2 - 90%	Level 3 - 30%	Level 3 - 57%	Level 4 - 3%	Level 4 - 27%	TALC	September '22	July '23	YR (ALL)	Level 1 - 94%	Level 1 - %	Level 2 - 79%	Level 2 - %	Level 3 - 45%	Level 3 - %	Level 4 - 45%	Level 4 - %
WELCOMM	September '21	July '22																																			
YN (ALL)	32/24/44	12/15/73																																			
WELCOMM	September '22	July '23																																			
YN (ALL)	29/29/43																																				
TALC	September '21	July '22																																			
YR (ALL)	Level 1 - 90%	Level 1 - 100%																																			
	Level 2 - 70%	Level 2 - 90%																																			
	Level 3 - 30%	Level 3 - 57%																																			
	Level 4 - 3%	Level 4 - 27%																																			
TALC	September '22	July '23																																			
YR (ALL)	Level 1 - 94%	Level 1 - %																																			
	Level 2 - 79%	Level 2 - %																																			
	Level 3 - 45%	Level 3 - %																																			
	Level 4 - 45%	Level 4 - %																																			

	<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>2. To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.</p> <p>To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.</p>	<p>Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</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>Starting Point December '21</p> <table border="1" data-bbox="810 1120 1391 1579"> <tr> <td>KS2: 14 pupils</td> <td>Expected + December '21</td> <td>Expected + July 22</td> </tr> <tr> <td>Reading</td> <td>6/14</td> <td>8/14</td> </tr> <tr> <td>Writing</td> <td>6/14</td> <td>7/14</td> </tr> <tr> <td>Maths</td> <td>7/14</td> <td>8/14</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>KS2: 17 pupils</td> <td>Expected + December '22</td> <td>Expected + July 23</td> </tr> <tr> <td>Reading</td> <td>/17</td> <td>/17</td> </tr> <tr> <td>Writing</td> <td>/17</td> <td>/17</td> </tr> <tr> <td>Maths</td> <td>/17</td> <td>/17</td> </tr> </table>	KS2: 14 pupils	Expected + December '21	Expected + July 22	Reading	6/14	8/14	Writing	6/14	7/14	Maths	7/14	8/14				KS2: 17 pupils	Expected + December '22	Expected + July 23	Reading	/17	/17	Writing	/17	/17	Maths	/17	/17
KS2: 14 pupils	Expected + December '21	Expected + July 22																										
Reading	6/14	8/14																										
Writing	6/14	7/14																										
Maths	7/14	8/14																										
KS2: 17 pupils	Expected + December '22	Expected + July 23																										
Reading	/17	/17																										
Writing	/17	/17																										
Maths	/17	/17																										
<p>3. To ensure the well-being needs of all pupils in receipt of pupil premium funding 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. 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>																											

4. Improve phonics attainment for ALL pupils including disadvantaged pupils.

Pupils will improve in fluency and confidence in decoding, blending and segmenting skills.

Starting point December '21

Year 2	December '21	July 22
ALL (30)	83%	97%
Year 2	December '22	July 23
ALL (30)	%	%

Starting point December '21

Year 1	December '21	July 22
ALL (31)	67%	84%
Year 1	December '22	July 23
ALL (30)	%	%

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: £18,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a high quality teaching, assessment and a curriculum which responds to the needs of pupils: We will follow a mastery approach and we will improve teacher feedback. We will make sure that teachers have good subject knowledge and pedagogical expertise. We will do this through effective CPD and through peer collaboration with a coaching approach. We will be working with The Literacy Company and the North West Maths Hub on specific programmes to support this.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. 	2
<p>Professional development on evidence-based approaches: We will follow a Mastery Readiness programme with the North West Maths Hub and we will be developing our reading curriculum with The Literacy Company. All staff will have support to develop their professional learning logs following evidence based approaches for their subject leader action plans. One member of staff will complete their NPQSL.</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a 	2 4

	balanced design ', and more here .	
Mentoring and coaching: We will continue to work on our coaching ethos in school. We will build on our CollectiveEd: Coaching, Mentoring and Professional Learning Award and follow the next stage of our action plan. All staff will have coaching sessions with peer reviews. Our ECT will have a mentor and support from an accredited ECT Induction Tutor who is a member of SLT.	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <ul style="list-style-type: none"> The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective. 	2 4

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

Budgeted cost: £4,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy and numeracy: We will review all interventions to support language development, literacy, and numeracy. The SENDCo will track progress of all children receiving additional support.	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. The EEF has dedicated web pages on effective approaches to support literacy and numeracy. 	1
Activity and resources to meet the specific needs of disadvantaged pupils with SEND: We will review the SEND provision in EYFS so that the needs of disadvantaged pupils with SEND are planned for at the start of their school experience and approaches and resources are used to offer effective support.	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND</p>	4

<p>Teaching assistant deployment and interventions: Teaching assistants will be deployed effectively so that they feel confident delivering targeted interventions. These will include phonics, Speech and Language – WELLCOMM and TALC, Power of one, MSL, Precision Grids.</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions. 	1
<p>One to one and small group tuition: One to one and small group tuition will be provided by trained Teaching Assistants in Keystage 2. National Tutoring money will be used to support this initiative.</p>	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on one to one tuition and small group tuition. 	1

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

Budgeted cost: £ 12,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will support pupils' social, emotional and behavioural needs by offering additional support. We will buy into the SLA for Caritas Counselling and also Foundation 92.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. 	3

	The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	
Extracurricular activities, including sports, outdoor activities, arts, culture and trips will be paid for if costs prevent a pupil accessing these opportunities.	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> The EEF Toolkit has a strand on arts participation. 	3
Communication with parents will help identify what support families would like to support learning. All subject Leaders will be holding Parent Workshops.	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> The EEF Toolkit has a strand on parental engagement. The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents. 	4

Total budgeted cost: £ 35,251

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 2021 to 2022 academic year.

Challenge 1: There are an increasing number of children who enter our Nursery with difficulties with **Speech and Language**.

Success Criteria:

More than 80% of disadvantaged pupils record green or amber on Summer Nursery WELLCOMM assessments.

Starting Point September '21

WELCOMM	September '21	July '22
YN (ALL)	32/24/44	12/15/73

Comment:

In September 68% of pupils were at amber and green on the summer Nursery WELLCOMM assessment. By the summer 88% of pupils were at amber and green level with a significant increase in the percentage of pupils at green level – 44% - 73%.

Success Criteria:

Children in Reception will be assessed using TALC and will make at least three months progress from baseline.

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.

Starting Point September '21

TALC	September '21	July '22
YR (ALL)	Level 1 - 90%	Level 1 - 100%
	Level 2 - 70%	Level 2 - 90%
	Level 3 - 30%	Level 3 - 57%
	Level 4 - 3%	Level 4 - 27%

Comment: :

In September 70% of pupils were at Blank Level 2 on the TALC assessment. By the summer 90% of the pupils were at Blank Level 2.

Challenge 2: There are a small, key group of pupils in receipt of PP not making expected progress in **reading writing and maths** despite interventions.

Success Criteria:

Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.

In school tracking data will show an increase in the number of disadvantaged pupils making expected progress and higher than expected progress.

Starting Point December '21

KS2: 14 pupils	Expected + December '21	Expected + July 22
Reading	6/14	8/14
Writing	6/14	7/14
Maths	7/14	8/14

Comment:

This shows that by the summer term over half the number of pupils in Keystage Two who are in receipt of pupil premium made expected or greater than expected progress in Reading, Writing and Maths in their end of year assessments. Next year we hope to increase this further so that the disadvantaged pupils make expected progress and higher than expected progress in line with all pupils.

Challenge 3:

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.

Success Criteria:

Increase the provision in school for pupils who may be experiencing low mental health or emotional well-being.

For children receiving support to improve their emotional well-being over the course of their 1:1 sessions.

Comment: :

Our Caritas counsellor had 13 open cases throughout the year and carried out 67 1:1 pupil sessions in the summer term and met with parents and attended meetings. She also delivered Relax Kids sessions in each year group during mental health week. Using the Outcome Star assessment at the start, middle and the end of the one to one work, all 13 children improved their emotional well-being. We were also able to reach additional pupils by buying in to F92. They carried out mental health and well-being sessions for a further six pupils in Year 3.

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**.

Success Criteria:

All pupils will improve in fluency and confidence in decoding, blending and segmenting skills.

Starting point December '21

Year 2	December '21	July 22
ALL (30)	83%	97%

Starting point December '21

Year 1	December '21	July 22
ALL (31)	67%	84%

Comment:

This shows that after intervention with SALT and early reading, there has been an improvement in phonics attainment in both Year One and Year Two. These attainment figures are higher than national average attainment.

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
N/A	

Further information

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.