

## Pupil premium strategy statement

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 Catholic Primary |
| Number of pupils in school  | 209                           |
| Proportion (%) of pupil premium eligible pupils                         | 16.9%                         |
| Academic year/years that our current pupil premium strategy plan covers | 3 years                       |
| Date this statement was published                                       | December 2022                 |
| Date on which it will be reviewed                                       | September 2023                |
| Statement authorised by   | Vinny Turner                  |
| Pupil premium lead  | Vinny Turner                  |
| Governor/Trustee lead   | Claire Hedley                 |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £48,040 |
| Recovery premium funding allocation this academic year  | £4,930  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £52,970 |

# Part A: Pupil premium strategy plan

## Statement of intent

### **Main objectives**

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We are highly ambitious for all our pupils at St. Teresa's, especially those who are most disadvantaged. Our primary aims are:

1. Raise the aspirations of all our pupils and their families so they can achieve to their fullest potential.
2. Raise the standards of those children starting from low entry points, so that all children can achieve well against national averages. Giving these children the skills, knowledge and confidence to pursue the next phase of their education.
3. Build a curriculum that supports the skills and knowledge that our most vulnerable children need.
4. Ensure that the curriculum is well designed and resourced. Ensure that all staff are well skilled and focused so all our aims can be achieved.

We will consider the various challenges faced by vulnerable pupils and through our broad and challenging curriculum, we will strive to create an environment and culture where all children can flourish, regardless of whether they are disadvantaged or not.

Quality-first teaching is at the root of our approach, with a focus on areas in which disadvantaged pupils require the most support. Carefully planned and sequenced lessons ensure that prior learning is embedded and then built upon. 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.

### **How do we achieve our objectives?**

We will seek to improve outcomes by employing additional skilled staff, paying particular attention to basic skills such as reading and maths. An Intervention teacher will be appointed out of Pupil Premium funds, enabling targeted support for those pupils identified. This will enable more rapid progress to take place for our more disadvantaged pupils. In Year 6, in the spring term, our staffing structure will mean that two teachers will

teach the class in ability groups to boost outcomes and ensure that all children, including our most disadvantaged, are ready for the next stage of their education.

Our wider curriculum will support our most disadvantaged pupils. It will be progressive, coherent and relative to their needs. For example, we will build our curriculum around an exciting range of Educational Visits, paid for out of Pupil Premium funds. This will help to address the children's typical lack of life experience and their lack of vocabulary and will at the same time raise aspiration by showing them new environments and pathways to varying occupations. In addition, we will offer very heavily subsidised residential visits.

We will seek to help our most vulnerable pupils by enabling non-class-based release time for all subject leads to focus on their curriculum development for all pupils. Our mental health lead will also support those identified children in specific wellbeing interventions, such as the BU Programme. All staff will monitor our most vulnerable pupils in their curriculum area to ensure that they are receiving a broad and balanced curriculum offer to ensure that they are ready to achieve at their next stage in education.

Throughout, we will aim to ensure that our staff have an excellent range of CPD open to them, so that they are equipped sufficiently to achieve all of the aims set out in this document.

#### KEY PRINCIPLES:

Our key principles in achieving our aims for our most disadvantaged children are to:

- Ensure we have high attendance across the school.
- Ensure we have an ambitious and flexible curriculum that fits the needs of our pupils.
- Ensure our pupils have access to an excellent range of life experiences and educational visits that improve aspirations, outcomes and the wider curriculum experience.
- Ensure that we are highly ambitious for all pupils and that attainment and progress are high in end of Key Stage assessments.
- Ensure we have additional skilled staff to narrow our gaps and ensure appropriate intervention.
- Ensure we use staff to be a highly inclusive school.
- Ensure SEN and pastoral provision for our most emotionally, academically and behaviourally challenging children is excellent.
- Ensure staff have an excellent range of CPD available to them.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p>While attendance is relatively strong for the whole school, usually in-line with the pre COVID national average of 96%. Attendance for disadvantaged children can be lower than other peers. Persistent absence has also continued to increase year on year, but still below national average. Our disadvantaged children's attendance is usually lower or than our non-disadvantaged pupils.</p> <p><b>Attendance data in autumn term 2022/23:</b><br/> <b>Non-PP = 96%</b><br/> <b>PP = 93%</b></p> <p><b>Attendance data for 2021/22:</b><br/> <b>Non-PP = 94%</b><br/> <b>PP = 92.7%</b></p> |
| 2                | <p>Some disadvantaged pupil's speech and language development has been adversely affected by the pandemic due to reduced exposure to new vocabulary and conversation or experiences outside of the home.</p>  |
| 3                | <p>Many of our disadvantaged children come from homes that do not or cannot support a culture of reading and learning. They do not have easy access to quality books and reading. They can quickly fall behind with phonics. This inability to read well, naturally can cause difficulty in accessing the whole curriculum.</p>   |
| 4                | <p>Basic and essential skills associated with number, reading and writing are lacking as a result of school closures and a move to remote learning. This has resulted in significant gaps in knowledge amongst disadvantaged pupils leading to them falling below age-related expectations.</p>   |
| 5                | <p>A significant number of our disadvantaged pupils have been identified as having social and emotional issues, some of which have been exacerbated by the pandemic. At least 50% of disadvantaged pupils have accessed additional support with their social and emotional needs.</p>   |
| 6                | <p>Many of our children have poor awareness of the outside world which, in turn, means they often have a poor vocabulary. They lack life experiences and the opportunity to develop vocabulary by (for example) visiting a place of educational value or even a setting beyond their own locality).</p>   |
| 7                | <p>Many of our children lack self-esteem and resilience. They are often below the age appropriate emotional age that would be expected.</p>   |
| 8                | <p>A combination of these factors means that our disadvantaged children can struggle to meet end of key stage targets without intervention.</p>   |

## 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. To achieve and sustain improved attendance for all children in school: particularly our disadvantaged pupils.</p>                | <p>Overall attendance is at or close to National Average. 2021-22 attendance = 94.4% (NA = 93.8%)</p> <p>Overall Persistent Absence is at or close to National Average. 2021-22 PA = 13.4% (NA = 18.2%)</p> <p>The absence rate of disadvantaged pupils against non-disadvantaged is reduced. 2021-22 PP attendance = 92.7% vs 94% non-PP</p>   |
| <p>2. Improved oral language skills and vocabulary among disadvantaged pupils.</p>   | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>  |
| <p>3. Develop a reading culture in school and give children the ability to access many high order reading materials.</p>               | <p>Reading attainment remains strong and at least matches National Average levels of attainment. (see KS2 SATs results)</p> <p>Progress in reading from entry remains very strong and well above national averages.</p> <p>Ensure children have a well-stocked and up to date library at the hub of the school (there is not one in close walking distance on school). Links made with local library and all children access this at least once a term.</p> <p>Ensure children have access to home reading facilities and online resources to aid with reading development.</p> |
| <p>4. Basic and essential skills in number, reading and writing are securely embedded following intervention and targeted support.</p> | <p>The majority of pupils will reach at least age-related expectations by the end of each key stage and will have the appropriate knowledge and skills to prepare them for the next phase of their learning.</p>  |
| <p>5. To achieve and sustain improved wellbeing and support for all pupils in our school, particularly our disadvantaged pupils.</p>   | <p>Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations and a</p>  |

|  |   |
|--|---|
|  | <p>significant increase in participation in enrichment activities, particularly among disadvantaged pupils (School achieved Wellbeing Award in Schools in 2021-2022. Also see extra-curricular activities list for evidence)</p>  |
| <p>6. The school proactively searches for life experiences and educational visits that improve aspirations and vocabulary.</p>   | <p>Further develop the rich diet of educational visits and visitors for the children.</p> <p>Develop partnerships that will further raise aspiration and will give additional educational opportunity for the children. (STEM and Careers' Week 2021-22. One child won North East Engineer of the Year for age group)</p> <p>Build a progressive and coherent curriculum around educational visits. (See curriculum maps for evidence)</p>  |
| <p>7. Improve the children's self-esteem and levels of resilience.</p>   | <p>Develop the Behaviour Policy with all staff and pupils programme so all children understand appropriate actions and rules, including positive behaviours for learning.</p> <p>Develop a growth mindset approach to our curriculum.</p>   |
| <p>8. Ensure attainment levels and progress are high for our children in end of key stage tests and in the wider curriculum.</p> | <p>Employment of intervention teacher in to improve basic reading and maths skills.</p> <p>Additional staffing at end of Key Stage 2 so that children have the best chance to achieve strongly at the end of Key Stage 2. (Spring term deployment of teacher in Y6)</p> <p>Employment of specialist teachers to enhance the curriculum (in MfL and PE).</p> <p>Excellent range of CPD available to staff. (See HT Report to Governors for evidence)</p> <p>Non-release time for all subject leads to monitor, evaluate and implement school priority plans for all areas of the curriculum.</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: **£9,500**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Purchase of standardised NFER diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>  | <p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p><a href="#">EEF Diagnostic Assessment Tool</a></p>   | 2, 4                          |
| <p>Purchase 'Essential Letters and Sound' Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils.</p> <p>All staff will be trained on the delivery of the programme. We will fund teacher release time to visit schools already using the programme.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 2, 3                          |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and</p>  | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> | 4, 8                          |

|  |   |      |
|--|---|------|
| CPD (including Teaching for Mastery training).   |   |      |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff (Thrive)</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> | 5, 7 |

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

Budgeted cost: **£31,470**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Use of the 'Talk Boost' intervention programme for children in Reception which has been found to improve children's language and communication skills.            | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>  | 2, 3                          |
| Additional 'Essential Letters and Sounds' phonics sessions targeted at disadvantaged pupils who require further phonics support on a 1 to 1 or small group basis. | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 3, 4                          |
| Engage in the School-Led Tutoring to provide a blend of tuition and school-   | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:   | 4                             |



|   |   |         |
|---|---|---------|
| <p>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><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  |         |
| <p>Intervention teacher and Support Assistants to be deployed to deliver high quality interventions on a 1 to 1 or small group basis.</p> <p>Reading and Maths intervention programmes (Better Reading Support Partners and Success @Arithmetic, Talk Boost) will be introduced to support pupils by reinforcing their understanding of basic concepts.</p> | <p>Intervention/tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 2, 3, 4 |

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

Budgeted cost: **£12,000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | 1                             |

|  |  |             |
|--|--|-------------|
| <p>Continue programmes and allow time as required to discuss emotions and feelings to help relieve any anxieties and worries (BU Programme/Emotional Rollecoaster).</p>  | <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> | <p>5, 7</p> |
| <p>Ensure children are provided with a variety of enriching experiences, linked to SMSC development and the wider curriculum, with a focus on the promotion of effective collaborative learning.</p> <p>Team Adventure ‘Survival’ days to develop team-building skills and social interaction.</p> | <p>Disadvantaged children should be as able to access and benefit from these experiences as their peers so residential and after-school clubs that incur a cost will be paid for. EEF toolkit acknowledges that collaborative learning which promotes interaction between learners is a highly effective way of improving outcomes. Residential experiences enable team building and promote confidence and self-esteem.</p>   | <p>8</p>    |
| <p>An extensive range of reading resources will be purchased that are available for all pupils to access (at their level), which will improve overall reading progress and help foster a further love of reading.</p>  | <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment:</p> <p><a href="#">DfE - Research evidence on Reading for Pleasure</a></p>   | <p>3, 4</p> |

**Total budgeted cost: £52,970**

## 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.

The number of disadvantaged pupils at the end of KS1 (2) and KS2 (1) in 2020/21 was very small therefore a percentage of those reaching the expected standard or above is not statistically significant.

Disadvantaged children continued to make progress despite the pandemic but the amount of progress made would not be as had been hoped back in 2018/19.

COVID-19 and the resulting lockdowns impacted learning and progress in all schools nationwide. The extent of the impact at St. Teresa's was mitigated by our resolution to maintain a high quality, broad curriculum, including during periods of partial closure.

In Maths, specific content had been missed leading to gaps in learning and interrupted sequencing. Recall of basic skills suffered, particularly for some disadvantaged pupils – some children were not able to recall addition facts, times tables and had forgotten calculation strategies. Children had not had the same amount of exposure to areas of Maths such as reasoning and problem solving that they would have ordinarily had in school. However, online Maths programmes – Numbots, Times Tables Rockstars and MyMaths supported children throughout.

In regard to Writing, children lost essential practise of writing skills. Grammar and Punctuation-specific knowledge suffered, leading to a lack of fluency in writing. Those who evidently didn't write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The quality of presentation and handwriting had also been adversely affected during lockdown.

Children accessed reading during lockdown more than any other subject largely due to our online reading sessions and small group intervention that had been introduced through our Remote Learning Policy. Reading was more accessible for families and required less teacher input. However, when school re-opened, we found children were less fluent in their reading, that stamina for reading was lacking and the gap between those children that read widely and those children who didn't was wider.

### **Actions taken to minimise the impact of COVID-19 to learning:**

High quality lessons were uploaded or delivered live via Seesaw or Zoom for Years 1-6 and on Tapestry for Reception. Pre-recorded sessions across the curriculum increased from Maths and English initially to other subjects such as RE, Science, Geography and History. Key Stage 2 French lessons were provided live by our MFL specialist teacher.

Small guided reading group sessions were delivered virtually in Key Stage 1/2.

Weekly Zoom class 'catch-up' sessions were arranged to support pupil wellbeing.

We used the 'EEF Guide to Supporting School Planning' to help formulate our Recovery planning.

Before-school booster sessions were delivered across Key Stage 2.

Attendance in 2020/21 was higher than the national average and persistent absence was below for both disadvantaged and non-disadvantaged pupils. In 2020/21, for disadvantaged children was below that of non-disadvantaged pupils (PP 93.9% vs non-PP 96.9%). Persistent absence has historically been higher for disadvantaged pupils. It is for this reason that attendance remains a focus of our current plan.

Behaviour in school continued to be exemplary and children adjusted remarkably well to restrictions and changes within school and to daily routines.

Pupil wellbeing and mental health were negatively impacted last year, including for disadvantaged pupils, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The NFER tests have been a valuable tool to ensure that teachers are able to gain a summative view of a term/year's work. Teachers use these tests in conjunction with their day-to-day formative assessment to review children's progress and attainment in 'cohort commentaries.' Teachers then highlight/target children who may need further support/intervention in pupil progress meetings.

The school purchased Essential Letters and Sounds, having viewed/attended training for a number of schemes. We decided on this programme due to it fitting with many of the phonics books we already had in school, as well as feedback from other schools. Phonics results have continued to be strong, as they have historically. In 2021/22 the 90% of the Year 1 cohort passed the phonics screener.

The school continues to release all subject leads. All core subjects are released once every 3 weeks and non-core subject leads once a half-term. This is to ensure that all children receive a broad and balanced curriculum. Subject leads monitor their subject in this time, ensuring that identified pupils are well-catered for and challenged.

The school are continuing their maths mastery curriculum and are in the fifth year of this journey. Teachers are released as/when necessary to attend high-quality CPD to ensure that our maths curriculum is the best for all our children.

Individual/small group intervention continues to target the children who are identified in pupil progress/summative/formative assessment. The type of intervention will vary during the year based upon Learning Support Assistants availability and what is needed - as the school take a proactive approach to interventions -keep up rather than catch-up.

The school have invested in The Thrive Approach to support all children with their social and emotional development. The school currently has one Thrive practitioner working with identified children. The whole school staff have received training on the approach and all children are monitored and action plans formulated to ensure that we develop all children's social/emotional intelligence.

The school were awarded the Wellbeing Awards in Schools (WAS) in 2021/22. This focused on wellbeing for all. Staff, children, governors and parents were all actively involved in the work that we have been carrying out in this area.

Residential trips are offered to all children and school funds these for identified children to ensure that they are experiencing all that our curriculum and beyond has to offer. This is the same for all trips.

The school have purchased phonics and reading for pleasure books so children are able to learn to read and enjoy it from an early age. The school has re-established links with the local library and all year groups visit at least once a term, borrowing books each time.

## Externally provided programmes

| Programme           | Provider              |
|---------------------|-----------------------|
| Poverty Proofing    | Children's North East |
| Nessy Learning      | Nessy                 |
| The Write Stuff     | Jane Considine        |
| Life to the Full    | Ten Ten Resources     |
| The Thrive Approach | Thrive                |