

2019 Pupil Premium Strategy Statement -St. Teresa's Catholic Primary School

School Overview

School name:	St. Teresa's Catholic Primary School
Number of pupils in school:	214
Proportion of disadvantaged pupils:	15.8%
Pupil premium allocation this academic year:	£47,820
Academic years covered by this statement:	2019 to 2022
Published:	November 2019
To be reviewed:	July 2020
Statement authorised by:	Mr Vinny Turner
Pupil premium lead:	Mr Vinny Turner
Governor lead:	Claire Hedley

Disadvantaged Pupils progress scores for 2018/19

	Progress Scores
Reading	+1.28 (5 pupils at KS2)
Writing	-2.49 (5 pupils at KS2)
Maths	+0.74 (5 pupils at KS2)

Strategy Aims for Disadvantaged Pupils

		Progress Scores
Meeting expected standard at KS2 (RWM combined)		80% (4/5 children)
Achieving high standard at KS2 (RWM combined)		20% (1/5 children)
Priority 1	Ensure that disadvantaged pupils have access to high quality teaching and early reading opportunities in EYFS and KS1, enabling all disadvantaged pupils are able to read fluently by the end of KS1.	
Priority 2	Ensure disadvantaged pupils across KS2 are avid readers by the end of Year 6; with a rich knowledge of literature, engagement across the whole curriculum through the information gained from reading and foster lifelong reading habits.	
Barriers to learning these priorities address	<ul style="list-style-type: none"> • limited vocabulary • restricted reading base/knowledge of high-quality texts 	
Projected spending	£6,000	

Teaching priorities for 2019/20

Aim	Target	Target date
Improved progress in Reading	Close the attainment gap between disadvantaged pupils and their non-disadvantaged peers in reading.	July 2021
Improved progress in Writing	Close the attainment gap between disadvantaged pupils and their non-disadvantaged peers in writing.	July 2021
Improved progress in Mathematics	Close the attainment gap between disadvantaged pupils and their non-disadvantaged peers in maths.	July 2021
Sustain high standards in Phonics	To continue to ensure that all disadvantaged pupils meet the standard of the Year 1 phonics screener.	July 2020
Other – mental health/wellbeing	To ensure that the mental health/wellbeing of disadvantaged pupils is supported.	July 2021

Targeted academic support for current academic year

	Actions
Priority 1	<ul style="list-style-type: none"> • Purchase reading books for children to be able to take books home that match exactly the sounds they are learning in school. • Source CPD for all staff in the delivery of phonics and key strategies for the development of early reading.
Priority 2	<ul style="list-style-type: none"> • Develop whole-class reading lessons that explicitly teach reading comprehension skills. • Develop whole-class spelling teaching and strategies to support the decoding of common exception words. • Develop Better Reading Partnership intervention with a trained Teaching Assistant and lead teacher. • Develop the school's coverage of books through the curriculum to ensure that they are vocabulary-rich, enthuse and engage children's interest in reading. • Develop social reading spaces in classrooms that allow for informal 'book chat' and models good reading habits and behaviours.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • limited vocabulary • opportunities to access high-quality reading texts • engagement in talking about reading/literature
Projected spending	£27,820

Wider strategies for current academic year

	Actions
Priority 1	Pastoral support for disadvantaged pupils
Priority 2	Pastoral attendance support for disadvantaged pupils who are persistent absentees.
Priority 3	Wider opportunities for disadvantaged children, including support for before/after-school clubs, trips and residential.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Mental health/wellbeing worries -children who are unhappy and not ready to learn • Pupils who are not in school regularly • Giving children wide-ranging experiences linked to topic/cultural experiences.
Projected spending	£14,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Ensuring that all staff have the knowledge and skills to deliver the early reading curriculum as experts. • Ensuring full inclusion of pupils with additional needs who are also disadvantaged. • Ensuring consistency of practice across phonics and reading sessions. 	<ul style="list-style-type: none"> • Accessing high-quality staff CPD. • Monitoring timetable of sessions by SMT/SDP. • Support provided by LA SLA and appropriate training accessed with EYFS/literacy consultants. • Review practice with SENCO/specialist professionals working with our most vulnerable pupils.
Targeted support	<ul style="list-style-type: none"> • Increase expectations of staff subject knowledge around the informal reading curriculum. 	<ul style="list-style-type: none"> • High-quality staff CPD. • Literacy coordinator being our Reading Champion within school to ensure that reading is high priority.
Wider strategies	<ul style="list-style-type: none"> • Finding ways to ensure that the hardest to reach families engage with school around mental health/wellbeing and attendance. 	<ul style="list-style-type: none"> • Regular communication regarding attendance. • Mental health/wellbeing support through pastoral counselling. • Family support through Early Help Assessment initiation.

Review: last year's aims and outcomes

Aim	Outcome
Increase the numbers of PP children making expected or better than expected progress across the Foundation Subjects.	Better tracking processes implemented with skills and knowledge in foundation subjects have allowed all pupils including disadvantaged children to be tracked more accurately with their progress in these areas.
For greater numbers of PP children to make expected or rapid progress in writing.	37.5% (12/32) of disadvantaged children below age related expectations (ARE) at the end of 2018/19. 56.25% (18/32) of disadvantaged children at ARE by the end of 2018/19. 9.4% (3/32) of disadvantaged children above ARE by the end of 2018/19.
To increase the confidence and improve resilience of PP children.	Identified staff are part of a cluster of schools working together with Local Authority on a project identifying CPD opportunities and disseminating this back into school for the benefit of vulnerable learners, including disadvantaged children. Work continues around wellbeing, mental health strategies to empower children with the mechanisms to deal with being more independent/resilient and confident learners.
To give PP children opportunities to take part in trips and experiences that might not be offered otherwise.	All disadvantaged children given the same opportunities as all pupils. The school provides three residential trips, in Y4, Y5 and Y6 and the vast majority of disadvantaged children attend these. Cultural opportunities given to all children, including 100% attendance of all children to the annual Pantomime and class trips associated with topic work.