



Pupil premium strategy statement: St. Teresa's RC Primary School

1. Summary Information					
School	St. Teresa's RC Primary School				
Academic Year	2017/18	Total PP Budget	£83,460	Date of most recent PP Review	September 2017
Total number of Pupils	264	Number of pupils eligible for PP	63	Date for next internal review of this strategy	January 2019

2. Current attainment		
	Pupils eligible for PP (10 pupils)	Pupils not eligible for PP
% achieving the expected standard or above in reading, writing and maths end of KS2	80%	77%
Progress score in reading end of KS2	1.08	3.29
Progress score in writing end of KS2	2.05	2.34
Progress score in maths end of KS2	0.08	3.87

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A	Oral language skills in nursery and reception are lower for pupils than those nationally impacting on reading, writing and maths standards at the end of EYFS.
B	Although PP pupils overall achieved a higher percentage in the expected standard in reading, writing and maths combined at the end of Key Stage Two, PP pupils made less progress. Address progress of pupil premium pupils across KS2.
C	Overcoming barriers to learning associated with lower emotional well-being and self-esteem including barriers involving attendance, punctuality and absence.
D	Overcome barriers to learning in KS1 that show PP pupils achieving lower than their non-PP counterparts in reading and writing.

4. Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	Oral language skills in nursery and reception are lower for pupils than those nationally impacting on reading, writing and maths standards at the end of EYFS.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP attain a good level of development.
B	Although PP pupils overall achieved a higher percentage in the expected standard in reading, writing and maths combined at the end of Key Stage Two, PP pupils made less progress. Address progress of pupil premium pupils across KS2.	Targeted intervention to boost progress in year six and years three, four and five. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the multi academy trust.
C	Overcoming barriers to learning associated with lower emotional well-being and self-esteem including barriers involving attendance, punctuality and absence.	Vulnerable pupils and families supported so that learning can take place.
D	Overcome barriers to learning in KS1 that show PP pupils achieving lower than their non-PP counterparts in reading and writing.	Pupils eligible for PP in KS1 are boosted and make the expected standard alongside non-PP children.

5. Planned expenditure					
Academic Year		2018/19			
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. Universal Provision					
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 implement action?
A. Oral language skills in nursery and reception are lower for pupils than those nationally impacting on reading, writing and maths standards at the end of EYFS.	Staff training on Speech and Language interventions. Staff focus on improving the vocabulary of children. Higher staff to pupil ratios in EYFS than average.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, as is targeted questioning. Many children have improving vocabulary targets.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Lessons and ideas from training embedded in school feedback and targeted talk with children.	Deputy Head/EYFS Lead	January 2019
B. Although PP pupils overall achieved a higher percentage in the expected standard in reading, writing and maths combined at the end of Key Stage Two, PP pupils made less progress. Address progress of pupil premium pupils across KS2.	Support in classes to focus on disadvantaged children to help them to not only 'Catch Up and Keep Up' but to also to make more rapid progress. Intervention groups target children who are falling behind in attainment and achievement. TAs and DHT to lead small group interventions.	PP are making less progress than other pupil's across Key Stage 2 in writing, maths and reading. We want to ensure that PP pupils can achieve expected or where possible, greater depth from their starting points in KS1 and that their progress does not slow in comparison to other children.	In pupil progress meetings, teachers highlight and monitor PP children and discuss barriers to learning with relevant intervention and support staff. Personal targeted support is then given to PP children to ensure that progress is maintained and does not slow in comparison to others.	Deputy Head/ Head teacher/ Literacy Lead/ EYFS lead	January 2019
Total budgeted cost					£40,000

ii. Targeted Provision					
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 implement action?
D. Overcome barriers to learning in KS1 that show PP pupils achieving lower than their non-PP counterparts in reading and writing.	Children in KS1 targeted and learning needs addressed. Timetable and staff changed. Additional learning support assistant hours targeted into KS1. Training made available to new and existing staff members to boost literacy teaching.	Disadvantaged pupils achieved less well than their non-disadvantaged counter-parts in reading and writing in KS1.	Specific sessions given to learning assistants; adaptations made to KS1 timetable; training needs met for KS1 staff; smaller phonic groups – will lead to improvements in achievement at expected standard in reading and writing for disadvantaged pupils.	DHT/KS1 reading lead	January 2019
Total budgeted cost					£25,000

iii. Specialist Provision					
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 implement action?
C. Overcoming barriers to learning associated with lower	Part time family liaison officer employed to provide support for vulnerable pupils	NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of family liaison officer about existing issues.	Head teacher/DHT/Family Liaison officer	January 2019

emotional well-being and self-esteem including barriers involving attendance, punctuality and absence.	and families especially those struggling with mental health, social well-being, child protection, family difficulties, low self-esteem and also punctuation and attendance issues.	Children's mental health has to be in a positive place before learning can take place.	Family liaison officer, head teacher, SENCO, etc. will collaborate to ensure standard school processes work smoothly together and vulnerable children's needs are addressed and barriers to learning are smoothed.		
Total budgeted cost					£15,000

6. Review of expenditure				
Previous academic year		2017-18		
<i>i. Universal Provision</i>				
Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
Children in EYFS to meet Early Learning Goals and/or make progress towards them.	Higher staff to pupil ratios in EYFS than average. Children have limited oracy skills on entry into nursery and reception.	Disadvantaged children in EYFS achieved 100% a good level of development and outperformed national figures and 'other' children in school. Figures show PP exceeded national figures and 'other' children in school in expected attainment in reading, writing and maths. Exceeding standard figures show that PP children	To continue with the higher than average staffing ratios in EYFS in order to support our vulnerable children with their oracy skills which in turn impact reading, writing and maths development. To strive to further enhance EYFS speech and language development.	£25,000

		outperformed children nationally and 'other' children in reading and writing.		
To improve phonic skills in KS1. Reading lead to organise groups and monitor progress.	Extra support staff given to KS1 during phonic time to ensure that groups are small and focused. Extra support staff time given to KS1 to carry out phonic group intervention on an afternoon.	PP children outperform national averages in phonic testing and outperform 'other' children in this area.	To continue with this approach of smaller groups phonic teaching and intervention.	£20,000
ii. Targeted provision				
Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
Children in KS2 make expected standard in reading, writing, maths and SPAG.	Focused interventions supporting pupils who are not progressing and who have barriers to achieving expected levels in writing, reading and maths.	Yes. 80% of St. Teresa's disadvantaged pupils achieved the expected level in reading, writing and maths combined compared with 77% of 'other' children. 20% of St. Teresa's disadvantaged children achieved a higher standard in reading, writing and maths combined compared to 4% of 'other' children.	Disadvantaged pupils at the end of KS2 outperformed 'other' children. However, progress from KS1 slowed and will we look at ways to further address this next year.	£25,000
iii. Specialist Provision				
Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
C. Overcoming barriers to learning associated with lower emotional well-being and self-esteem	Part time family liaison officer employed to provide support for vulnerable pupils and families especially those struggling with	High. Family liaison officer continues to provide vital support for our most vulnerable families including both PP and non PP families. This support helps to ensure that	To continue employing our highly effective family liaison officer.	£15,000

including barriers involving attendance, punctuality and absence.	mental health, social well-being, child protection, family difficulties, low self-esteem and also punctuation and attendance issues.	children are attending school and are learning. Pupil premium children show higher attendance rates than non-pupil premium children		
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7. Additional detail