

# Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	St Teresa's Catholic Primary School				
Academic Year	2018/19	Total PP budget	£44,160	Date of most recent PP Review	28.11.17
Total number of pupils	355	Number of pupils eligible for PP	32	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
KS2 (2017) – 2 PP Children	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving EXS in reading, writing and maths	0%	70%
% achieving GDS in reading, writing and maths	0%	12%
Progress in reading	5.98	0.31
Progress in writing	-5.79	0.24
Progress in maths	5.42	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Significantly low attainment on entry to Nursery. This slows progress in subsequent years.
B.	PP pupils who achieved expected attainment at the end of Key Stage 1 need to sustain the achievement through Key Stage 2.
C.	High ability pupils who are eligible for PP are making less progress than other high ability particularly in Writing and Maths
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Punctuality/attendance rates for pupils eligible for PP. This reduces their school hours and causes them to fall behind.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve oral language skills for pupils eligible for PP in Nursery and Reception	Pupils eligible for PP in Reception and Nursery make rapid progress by the end of the year so that all pupils eligible for PP achieve GLD
B.	Higher rates of progress across KS2 for expected attaining PP pupils.	Pupils eligible for PP identified as expected ability pupils make as much progress as other pupils identified as expected ability. Measured by Y3-6 assessments in R,W,M. Increase % of PP children at GD in R,W,M

<b>C.</b>	Higher rates of progress across KS1 for high attaining pupils for PP.	Pupils eligible for PP identified as expected ability pupils make as much progress as other pupils identified as expected ability. Measured by Y3-6 assessments in R,W,M. Increase % of PP children at GD
<b>D.</b>	Increased punctuality/attendance rates for pupils eligible for PP.	Increased attendance for PP children Reduce the number of persistent absence among pupils eligible for PP Reduce the number of persistent lates among pupils eligible for PP.
<b>E.</b>	Increased PP family engagement with learning	Parental feedback data Family Learning programmes – attendance Attendance at curriculum events/parents' evenings After school involvement
<b>F.</b>	Provide children and families with specific support through a Family Support Worker and Home/School Link worker	On-going support of Fr Hudson's Family Support Worker and Home/School Link Worker Attendance at trips/residential Access to enrichment activities – music etc

## 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. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved oral language skills in EYFS	Stories for talking. Small group targeted speech and language support Additional adult support	Invest PP funding into longer term change which will help all pupils. Evidence in EEF teaching and learning toolkit suggests early years intervention (+5) and oral language intervention (+5) will enable pupils to make accelerated progress.	Ongoing assessment. Support from Speech and Language therapy	LH LS	April 2019
B. Higher rates of progress across KS2 for expected attaining PP pupils More PP children working at GD in Writing and Maths	Raising standards of teaching through focused teaching and effective feedback and levels of challenge.	EEF teaching and learning toolkit suggests high quality feedback (+8) is an effective approach that we can embed across the school. Teachers already use data well to address underperformance quickly.	Pupil progress meetings with a focus on target children. Individual plans for PP children	NP Phase Leads	July 2019

C. Higher rates of progress across KS1 for expected and higher attaining PP pupils	Raising standards of teaching through focused teaching and effective feedback and levels of challenge. Targeted interventions including Reading	EEF teaching and learning toolkit suggests high quality feedback (+8) is an effective approach that we can embed across the school. Teachers already use data well to address underperformance quickly.	Pupil progress meetings with a focus on target children. Individual plans for PP children	NP Phase Leads	July 2019
<b>Total budgeted cost</b>					£23,101
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. PP children able to access homework activities	Children attend Learning zone after school and receive support completing personalised learning activities Beanstalk Reading programme	EEF teaching and learning toolkit suggests after school intervention (+2) and support with homework (+5) can help those children who would not always receive this support.	Learning mentor to liaise with class teachers and monitor progress.	LS	July 2019
B. PP children able to access library and use books to support learning	Librarian to guide children in choice of books. Use Accelerated Reader to track reading progress.	EEF teaching and learning toolkit suggests providing quality reading materials at an appropriate level with purposeful reading comprehension strategies (+5) can have a significant impact	Librarian to liaise with teachers. Use Accelerated Reader	KM	July 2019
<b>Total budgeted cost</b>					£5,650
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Increased attendance rates for PP children. Reduction in the number of PA children	Home/School link worker to monitor attendance daily of PP children. Collect children if necessary. Subsidise Care Club Provision to ensure children are in school.	Families have access to Early help support EEF teaching and learning tool kit shows social and emotional learning (+4) Children need to be in school to access support and quality first teaching.	Regular updates from Home/School link worker. Monitor attendance reports. Early Help plans	LS NP ZW	Half termly

B. Increased PP family engagement with learning and clubs	Family learning programmes Subsidise cost of clubs	EEF teaching and learning tool kit shows social and emotional learning (+4)	Families attend family learning programmes Signposting to available support Comprehensive programme of extra-curricular activities Ongoing feedback from parents Foodbank vouchers	LS ZW	Half termly
C. PP children able to access enrichment activities and trips/residential	Subsidise cost of music lessons Subsidise cost of visits and residential trips Provide uniform/resources to support learning/access to school	EEF teaching and learning tool kit shows participating in sport (+2), outdoor adventure learning (+4) and arts participation (+2) can have a significant impact on progress.	Home/School link worker to liaise with families to ensure we provide financial support where and when needed. PP children able to fully access all trips/learning	NP LS ZW	Half termly
<b>Total budgeted cost</b>					<b>£15,409</b>

## 6. Review of expenditure

Previous Academic Year

### i. Quality of teaching for all

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

### ii. Targeted support

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

### iii. Other approaches

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

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)