

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 RC Primary
Number of pupils in school	484
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	February 2021 to April 2022
Date this statement was published	February 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Headteacher
Pupil premium lead	Deputy Headteacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,940
Recovery premium funding allocation this academic year	£7,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£39,485
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£116,965

Part A: Pupil premium strategy plan

Statement of intent

St Teresa's is a values based school, where Love, Trust, Teamwork and Ambition underpin our desire to promote the common good.

All children are encouraged to never give up, encourage others and do their best.

Children and families in receipt of the pupil premium are supported pastorally and academically as we strive to reduce the gaps in areas such as academic achievement, attendance, and participation to take part in wider curricular activities.

Our school motto, 'Love proves itself by deeds, so how am I to show my love' teaches us that actions, no matter how small, can make a huge difference to the person receiving it.

We have a shared responsibility to support those who are disadvantaged effectively.

Challenges

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

Challenge number	Detail of challenge
1	Some children achieve less well academically in reading, writing and maths.
2	Some children have a narrow range of wider curricular activities available to them due to cost and social factors.
3	Some working parents struggle to provide pastoral and academic support outside of the school day.
4	Some children and families require specific SEND support
5	Some children have poor attendance and punctuality.
6	Some families do not have access to assistive technology or internet access.

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
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<p>Progress gaps for reading and writing close in KS1 and KS2 for disadvantaged children.</p>	<p>Most disadvantaged children will make progress in line with non disadvantaged children.</p> <p>Some disadvantaged children will make accelerated progress.</p>
<p>All disadvantaged children will receive appropriate pastoral support.</p>	<p>All disadvantaged children will receive concise pastoral support from within their year group to broaden curricular and extra curricular opportunities.</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: £21,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leaders supported to ensure that subjects are appropriately differentiated and contextually appropriate.	Feedback EEF Individualised instruction EEF	1
Teachers receive appropriate training from subject leaders in assessment led differentiation.	Feedback EEF Individualised instruction EEF	1
Booster groups using appropriate intervention eg PiXL resources	<p> St Teresa's Intervention List</p> <p>Reading comprehension Reading comprehension strategies EEF</p> <p>Meta cognition and self regulation Metacognition and self-regulation EEF</p> <p>PiXL overview</p>	1
Deputy Head to support the effectiveness of family support activities that improve learning behaviours and ambition for disadvantaged learners.	Mentoring EEF	2/3/4/5/6
All disadvantaged children receive a loaned school Chromebook	The National Grid for Learning - Devices	1/6

installed with LGFL e-safety features each year going forward until they leave Year 6. Disadvantaged homes to have an adequate wifi connection.	Transforming learning and teaching with Google for Education - News - LEO Academy Trust	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £68,031

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers have been employed in Years 2 and 6 to support attainment and progress.	Small group tuition EEF	1
National Tutoring Programme (NTP) to deliver group sessions Summer 21 onwards.	One to one tuition EEF	1
Pastoral tutors provide individual/group support remotely within their own homes after school to children in EYs, KS1 and KS2. Up to five hours per week additional to contract.Spring 2021 onwards.	Mentoring EEF	2/3/4/5/6

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

Budgeted cost: £30,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
School attendance officer to work with families as appropriate in conjunction with local	DFE Attendance Guide	5

authority 'Cool cats' programme.		
All parents are offered/encouraged to attend parent family support sessions led by Parent Gym or similar.	Parental engagement EEF	3/4
Disadvantaged children receive a bursary to cover school trips and related costs.	How Do School Trips Benefit Your Primary Pupils?	3/4
All disadvantaged children receive advance booking notice and a free before/after school club.	Extending school time EEF	2/3
Disadvantaged children to be offered discounted wraparound provision as necessary.	Extending school time EEF	3/4
Disadvantaged children are offered a bespoke extra curricular cooking club.	Cooking with Kids in Schools: Why It Is Important	2/3
Year 5 Sports leaders provide peer mentoring at lunchtimes.	Peer tutoring EEF	2/3
Year 4 children receive 'In2Music' small group teaching of three musical instruments across the school year	Arts participation EEF	2/3

Total budgeted cost: £119,816

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.

Aim	Outcome (Limited evidence given Covid context)
Ensure all disadvantaged pupils who have English as an additional language in year 5, make progress in reading and writing in line with non-disadvantaged children.	There were 6 pupils in this group who received additional support through booster sessions in addition to class teaching. All pupils (100%) made expected or better progress in reading and writing.
Ensure all disadvantaged pupils in years 4 and 5 make progress in line with non-disadvantaged pupils in maths.	<p>Year 4 Maths 4/7 (60%) made expected or better progress compared to 85% across the cohort.</p> <p>Year 5 Maths 6/10 (60%) made expected or better progress compared to 90% across the cohort.</p> <p>Pupils who did not make expected progress continue to be targeted for further support as part of plans for 2020/21.</p>
Ensure the transition between Y2 and Y3 in the summer term 2020, is robust for disadvantaged pupils in all subjects	Despite the challenges caused by the pandemic, the school was able to ensure a thorough transition for Year 2 disadvantaged pupils. Autumn data (2020) shows that Children's progress in Y3 is strong In Maths (86%) and Reading (84%), however progress in Writing (59%) is significantly low in comparison to other subjects and other year groups.
Ensuring all disadvantaged pupils are offered one extra curricular club per term. Target 90% take up.	All disadvantaged children were offered an extracurricular club before dates were released to non-disadvantaged pupils. 80% of disadvantaged pupils took up this offer in the Spring term before school closure related to COVID 19 lockdown.

<p>Ensuring all disadvantaged pupils are being targeted for daily reading, including reading at home.</p>	<p>100% of disadvantaged pupils received daily reading in the previous academic year leading up to the COVID 19 lockdown. This was difficult to maintain during school closure but disadvantaged children continued to be monitored remotely through the use of EPIC books and Oxford Owl schemes which showed good take up in line with non-disadvantaged children particularly in EYFS and KS1.</p>
<p>Ensuring attendance for disadvantaged children is in line with non-disadvantaged children.</p>	<p>Attendance for the first half of the academic year before school closure due to COVID 19 showed a gap in attendance of 4.1% between disadvantaged 92.2% and non-disadvantaged pupils 96.3%</p>

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
PiXL primary	PiXL
Emotional wellbeing support - Behaviour and anxiety	Trailblazer project - NHS
Learning, behaviour, language assessments/virtual behaviour support	Merton Local authority
Educational psychology service	Merton Local authority
Child adolescent mental health support - assess and treat young people with behavioural or mental health difficulties	NHS

Further information (optional)

We will continue to use the updated 2021/22 template in April 2022 when this plan will be updated to a 3 year plan.