

Pupil premium strategy statement - St Teresa's Catholic Primary School

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1. Summary information					
School	St Teresa's Catholic Primary School				
Academic Year	2018/19	Total PP budget	£62,040	Date of most recent PP Review	11/18
Total number of pupils	419	Number of pupils eligible for PP	42	Date for next internal review of this strategy	7/19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXS+ in reading, writing & maths	50%	70%
average progress score in reading	5.54	0.31
average progress score in writing	-1.43	0.24
average progress score in maths	4.22	0.31

Key areas for development from End of year data Summer 2018.

Attainment in the early years for PP children is **above national benchmarks in all 17 key areas** this is an improvement from last year.

Key stage 1 attainment for PP children continues to be strong in terms of those at age related expectation with gains in children achieving age related expectations. However, **greater depth writing continues to be comparatively low compared to the overall National average.**

Key stage 2 attainment and progress is strong in reading and maths. **Attainment and progress in writing is low, particularly for prior middle attainers.**

Key areas for development from whole school data summer 2018.

Children make good progress overall however, **there are a large number of PP children who are prior middle attainers whose progress, whilst expected, is not better than expected leading to a lack of children working at the higher standard, particularly in writing.**

The current PP children who are **most vulnerable need additional support in EAL, reading and emotional literacy (ELSA).**

3. Potential Barriers to Pupil Premium Attainment.

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	<p>A number of lower attaining PP/EAL/SEN children make poor progress.</p> <p>Some PP children have complex needs and receive additional ‘wave 3’ support for SEN.</p> <p>Progress for some children in these vulnerable groups needs to improve through:</p> <ul style="list-style-type: none">• Targeted individual support led by suitably trained school staff.• Closer monitoring of the impact of support.• Greater impact of SEN Support Plans (SSP).
B.	<p>A number of children in the prior middle attainment group do not make better than expected progress overall, meaning that they do not always achieve greater depth.</p> <p>In school data over time as well as KS2 writing indicates that children with prior middle ability attainment achieve well overall but few make greater than expected progress towards greater depth standards.</p> <p>There is a clear focus in school on those below and towards age related expectation (wave 2 and 3 support) as well as those already at greater depth.</p> <p>Challenge needs to be offered to those children currently working in the mid-range in order to enable them to work at greater depth.</p>

C.	<p>Increasing the awareness and provision for Pupil Premium pupils in the Early Years and KS1.</p> <p>The school have seen a falling number of children who are able to access pupil premium funding over the past 3 years – however this has risen again recently.</p> <p>The percentage of children receiving the pupil premium remains statistically low however the profile, especially in the early years needs to be high to ensure that these children receive the correct support right from the beginning.</p>
<p>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>	
D.	<p>Ensuring that Pupil Premium Children are able to make full use of the extra-curricular activities available.</p> <p>Some disadvantaged pupils do not access extra-curricular enrichment activities, which enhance life experiences.</p>
E.	<p>Ensuring that attendance and punctuality is consistently good for Pupil Premium children.</p> <p>Attendance and punctuality are not consistently good for some pupil premium pupils particularly those whose attendance is below 90%.</p>
F.	<p>Addressing Social and Emotional difficulties for Pupil Premium children</p> <p>Social and emotional difficulties for a small number of children in KS1/2 are barriers to effective learning.</p>

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>A number of lower attaining PP/EAL/SEN children make poor progress.</p> <p>All PP children will receive targeted individual support led by suitably trained school staff.</p> <p>Progress as shown through school data as well as targets on school support plans will be clearly evident.</p>	<p>As evidenced through:</p> <ul style="list-style-type: none"> • HfL in school tracking. • Book scrutiny (work books and maths journals) • The views of pupils and parents. • SEN Support Plans.

<p>B.</p>	<p>A number of children in the prior middle attainment group do not make better than expected progress overall, meaning that they do not always achieve greater depth.</p> <p>In school data over time, as well as summer end of key stage data for KS2 writing, indicates that children with prior middle ability attainment achieve well overall but few make greater than expected progress towards greater depth standards.</p> <p>There is a clear focus in school on those below and towards age related expectation (wave 2 and 3 support) as well as those already at greater depth.</p> <p>Challenge needs to be offered to those children currently working in the mid-range in order to enable them to work at greater depth.</p>	<p>As evidenced through:</p> <ul style="list-style-type: none"> • HfL in school tracking • Book scrutiny (learning journey books, spelling books, RE books) • PiXL checklists, sessions and therapies.
<p>C.</p>	<p>Increasing the awareness and provision for Pupil Premium pupils in the Early Years and KS1.</p> <p>Early years and KS 1 practitioners will become more skilled in identifying and supporting PP pupils and their families.</p> <p>Parents meet with teachers prior to the start of term leading to greater knowledge overall.</p> <p>All PP children will achieve GLD in EY's in Literacy and maths and age related expectations in KS1.</p> <p>Children will settle quickly to learning in the Autumn term, ensuring that we build a picture of them as soon as possible.</p>	<p>As evidenced through:</p> <ul style="list-style-type: none"> • Tracking pupil outcomes towards 'Good Level of Development' (GLD) • Parent consultations and meetings.
<p>D.</p>	<p>Ensuring that Pupil Premium Children are able to make full use of the extra-curricular activities available.</p> <p>All Pupil Premium children will attend at least one extra-curricular club throughout the year.</p> <p>We know that some families cannot afford the costs of day/residential trips. We aim to ensure that every child who wishes to attend can do so.</p>	<p>As evidenced through:</p> <ul style="list-style-type: none"> • Club attendance lists. • Discussions with wider opportunities leader • Finance records. • Pupil conferencing

<p>E.</p>	<p>Ensuring that attendance and punctuality is consistently good for Pupil Premium children.</p> <p>Pupil premium pupils from specific year groups will improve their attendance and punctuality to at least the school target 96%.</p> <p>Persistent absenteeism will diminish for specific pupil premium children in school.</p>	<p>As evidenced through:</p> <ul style="list-style-type: none"> • Attendance and punctuality data.
<p>F.</p>	<p>Addressing Social and Emotional difficulties for Pupil Premium children</p> <p>Improved learning and social behaviours and attitudes for identified pupils through specific pathways of support e.g. Listen and do, NED etc.</p>	<p>As evidenced through:</p> <ul style="list-style-type: none"> • Pupil conferencing • Parent feedback.

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 linked to PP.

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 implementation?
A A number of lower attaining PP/EAL/SEN children make better progress.	Academic and emotional support in the form of Wave 3 provision led by suitably trained staff. £43,246	This is the second year of Wave 3 support, which this year focusses on targeted support from within each year group.	The DHT inclusion oversees the process and meets with support staff delivering interventions/support every week.	Danielle Druce	Termly

<p>B</p> <p>A number of children in the prior middle attainment group will make better than expected progress overall, leading to the achieving 'greater depth'.</p>	<p>Middle attainers in writing will be appropriately challenged as part of the 'Talk for Writing' project.</p> <p>£1000</p>	<p>In school data over time as well as KS2 writing indicates that children with prior middle ability attainment achieve well overall but few make greater than expected progress towards greater depth standards.</p> <p>There is a clear focus in school on those below and towards age related expectation (wave 2 and 3 support) as well as those already at greater depth.</p> <p>Challenge needs to be offered to those children currently working in the mid-range in order to enable them to work at greater depth.</p>	<p>The DHT curriculum and Literacy subject leaders will develop writing at greater depth across the school.</p> <p>The school will take part in two school reviews focussing on KS1 and KS2 writing at greater depth.</p>	<p>Vanessa Aransiola</p> <p>Pushpa Bimson</p> <p>Whitney Andrews.</p>	<p>Termly</p>
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<p>C</p> <p>Increasing the awareness and provision for Pupil Premium pupils in the Early Years and KS1.</p>	<p>The interaction between the school and parents with regard to learning will increase building on the strong pastoral foundation already in place.</p> <p>£3,298</p>	<p>The Early Years has excellent relationships with families. This is to be enhanced this year through the addition of 'Tapestry' software to share information about children's progress with parents.</p> <p>Results increased significantly last year however this trend must continue to 2019 and beyond.</p>	<p>The Deputy Head for inclusion and the Early Years leader will oversee the process</p>	<p>Danielle Druce</p> <p>Diane Williams</p>	<p>Termly</p>
<p>D</p> <p>Ensuring that Pupil Premium Children are able to make full use of the extra-curricular activities available</p>	<p>Employment of a peripatetic music teachers</p> <p>£9000</p>	<p>All children in school will receive high quality Music provision.</p> <p>Pupils in Year 4 will learn three separate musical instruments across the academic year.</p>	<p>Quality tutors from Merton Music Foundation (MMF) in consultation with Y4 staff monitored by JD</p>	<p>Danielle Druce</p> <p>Jackie Schneider</p>	<p>Summer term review.</p>

<p>E</p> <p>Ensuring that attendance and punctuality is consistently good for Pupil Premium children.</p>	<p>Children pupils from specific year groups will improve their attendance and punctuality to at least the school target 96.3%.</p> <p>Persistent absenteeism will diminish for specific children in school.</p>	<p>Attendance and figures for persistent absence (PA) remain strong however there are a number of children who require more targeted intervention to ensure that attendance and PA figures remain strong.</p> <p>£3,525</p>	<p>The EWO works alongside Deputy Head for inclusion to ensure that attendance remains strong for all groups.</p> <p>Teaching and support staff are aware of vulnerable children through daily updates from the attendance administrator.</p>	<p>Danielle Druce</p> <p>Liz Doyle</p>	<p>Termly</p>
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<p>F</p> <p>Addressing Social and Emotional difficulties for Pupil Premium children</p>	<p>Improved learning and social behaviours and attitudes for identified pupils through specific pathways of support e.g. Listen and do, NED etc.</p> <p>£17,266</p>	<p>The school has recently appointed and trained an additional Emotional Literacy Support Assistant (ELSA) to lead nurture groups across the school.</p> <p>The school has started work on a funded NHS initiative providing mental health support across the Merton Deanery. This will involve the appointment of a trained mental health worker shared between the schools.</p>	<p>The Deputy Head alongside the learning mentor, will oversee the nurture groups and other bespoke emotional support across the school.</p>	<p>Danielle Druce</p> <p>Liz Doyle</p>	<p>Termly</p>
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ii. PP Targeted support					
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 implementation?
<p>A</p> <p>A number of lower attaining PP/EAL/SEN children make better progress.</p>	<p>Academic and emotional support in the form of Wave 3 provision led by suitably trained staff.</p> <p>Individual support plans for children who made slow progress in 2017/18 including both academic and pastoral support. £4,805</p>	<p>This is the second year of Wave 3 support, which this year focusses on targeted support from within each year group.</p> <p>A bespoke approach is needed for children with complex needs involving the triangulation of performance data, work in books and discussions with staff.</p>	<p>The DHT inclusion oversees the process and meets with support staff delivering interventions/support every week.</p> <p>Senior leaders will review PP provision regularly and direct staff accordingly.</p>	<p>Danielle Druce</p> <p>Justin Dachtler</p> <p>Vanessa Aransiola</p>	<p>Termly</p> <p>Termly</p>
<p>B</p> <p>A number of PP children in the prior middle attainment group will make better than expected progress overall, leading to the achieving 'greater depth'.</p>	<p>Middle attainers in writing will be appropriately challenged as part of the 'Talk for Writing' project.</p> <p>Year 5/6 PP children in the middle attaining group will take part in a weekly current affairs group that will lead towards to the production of a school newspaper £2,059</p>	<p>In school data over time as well as KS2 writing indicates that children with prior middle ability attainment achieve well overall but few make greater than expected progress towards greater depth standards.</p> <p>There is a clear focus in school on those below and towards age related expectation (wave 2 and 3 support) as well as those already at greater depth.</p> <p>Challenge needs to be offered to those children currently working in the mid-range in order to enable them to work at greater depth.</p> <p>Writing a newspaper will be sufficiently challenging leading towards writing at greater depth.</p>	<p>The DHT curriculum and Literacy subject leaders will develop writing at greater depth across the school.</p> <p>The school will take part in two school reviews focussing on KS1 and KS2 writing at greater depth.</p> <p>The DHT inclusion will oversee the 'current affairs' club. This will be run by a higher level teaching assistant.</p>	<p>Vanessa Aransiola</p> <p>Pushpa Bimson</p> <p>Whitney Andrews.</p> <p>Bonnie Harmer.</p>	<p>Termly</p> <p>-</p>

<p>C</p> <p>Increasing the awareness and provision for Pupil Premium pupils in the Early Years and KS1.</p>	<p>The interaction between the school and parents with regard to learning will increase building on the strong pastoral foundation already in place.</p> <p>Senior staff will meet with the families of PP children in the Early Years to discuss support available. All families will be assigned key workers in order to support them right from the beginning.</p> <p>£9,044</p>	<p>The Early Years has excellent relationships with families. This is to be enhanced this year through the addition of 'Tapestry' software to share information about children's progress with parents.</p> <p>PP achievements increased significantly last year however this trend must continue to 2019 and beyond.</p> <p>A strong start for PP families will build trust and teamwork going forward leading to a high ambition for success.</p>	<p>The Deputy Head for inclusion and the Early Years leader will oversee the process and meet with EYFS families alongside EY lead teacher.</p>	<p>Danielle Druce</p> <p>Diane Williams</p>	<p>Autumn Term</p>
<p>D</p> <p>All Pupil Premium children will attend at least one extra-curricular club throughout the year.</p>	<p>The 'Wider Opportunities Leader' targets specific PP pupils to take part in a variety of 'key' extra-curricular activities including cycling club, cooking club and homework club.</p> <p>The school have made provision to fund 2 places at the before and after school wraparound care clubs.</p> <p>£9,142</p>	<p>PP children do not always develop 'key' life skills outside of school.</p> <p>Families often find it hard to attend booster sessions or clubs if a remaining sibling requires looking after.</p>	<p>The Wider Opportunities Leader will monitor the pupil lists termly and report back to the Deputy Headteacher for inclusion who will support family members who are struggling to attend.</p>	<p>Danielle Druce</p> <p>Bonnie Harmer</p>	<p>Termly.</p>

<p>E</p> <p>Pupil premium pupils in specific year groups will improve their attendance and punctuality to at least the school target.</p> <p>Persistent absenteeism will diminish for specific pupil premium children in school.</p>	<p>Improving attendance and punctuality for pupil premium children including those in particular year groups predominantly by developing relationships with families and providing regular support for their individual circumstances. £392</p>	<p>There is a strong correlation between good attendance and good outcomes in school.</p> <p>Targeted intervention for attendance has improved outcomes historically and led to lasting change.</p> <p>The school have robust systems for managing attendance that enable us to easily identify pupil premium children with poor attendance and see patterns emerging.</p>	<p>The Deputy Headteacher for inclusion will work alongside the attendance officer and classteachers to ensure that children are identified quickly and that appropriate support is given.</p>	<p>Danielle Druce Liz Doyle</p>	<p>Termly</p>
<p>F.</p> <p>Improved learning and social behaviours and attitudes for identified PP pupils</p>	<p>ELSA nurture groups will include specific PP children making use of the newly appointed NHS mental health worker. £1,919</p>	<p>Well documented and researched intervention which our school has used successful before to support pupils</p>	<p>The Deputy Headteacher for inclusion will work alongside the Emotional Language Support Assistant (ELSA) to provide appropriate, effective and timely support.</p>	<p>Danielle Druce Liz Doyle</p>	<p>Termly.</p>

Total budgeted cost to improve the quality of education for all pupils including PP pupils.	£77,236
Total budgeted cost to improve the outcomes for PP pupils through targeted support.	£22,555
Total budgeted cost for PP spending	£104,596

6. Review of expenditure 2017/18			
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)
A Improving Outcomes in Maths for Early Years and KS1 Pupil Premium Children.	Develop and embed a concrete / pictorial / abstract (CPA) approach to Maths building from KS1 improvements in 2015/17.	Outcomes in the Early Years for maths remain well above the national average overall. 100% PP children made the expected standard or better.	The CPA approach continues to improve outcomes in maths.
B Identified children in Year 3 and Year 5 will make accelerated progress in writing to reach age related expectations or above.	The school have placed additional teaching staff into Year 3 and Year 5 and invested in an approach to narrowing gaps in outcomes from Reading, Writing and Maths (PiXL)	Wave 2 intervention using PiXL primary materials helped more children to make progress overall. 5/8 PP children in Year 5 made expected/better than expected progress across the year in reading, writing and maths. 2/4 PP children in Year 3 made expected/better than expected progress across the year in Reading, writing and maths	Those children who di not make expected progress all made 2 steps over the course of the year rather than 3 (1 per term). Most progress was made in the second half of the year. We feel that the PiXL groups needed to have started sooner. All children in this group have made the required progress at the time of this review.

<p>C</p> <p>The school processes around early identification of pupils able to access PP funding will become more robust.</p>	<p>Developing strategies to increase the take up in the Early Years and across the school, with a range of external bodies including the Deanery and the Local Authority.</p> <p>Additional Nursery and Reception staff.</p>	<p>The additional Early Years teacher in the early years has enabled us to develop stronger relationships with families from the start. There has been an increase in the number of children eligible for both 15 hrs additional funding as well as the pupil premium.</p> <p>PP children in the early years made significantly better progress than in the previous year.</p>	<p>The importance of relationships in our school is not to be underestimated. They underpin our values of Love, Trust, teamwork and Ambition.</p>
<p>D</p> <p>All Pupil Premium children will attend at least one extra-curricular club throughout the year.</p>	<p>Employment of a Music teacher and PE coaches.</p>	<p>The raised profile of sports and music provision meant that overall 87% (34/39) of PP children (Y1-6) attended extra-curricular club last year.</p>	<p>We need to offer a greater range of provision to children in Year 1 (7 PP children)</p>
<p>Quality of teaching for all. Total cost – £126.607</p>			

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)	
A Children with additional language needs will be appropriately supported in their language development to ensure that they can reason and justify their mathematical ideas in their 'Maths Journals.'	Specific intervention for specific PP children in KS2 maths.	100% of PP children who were also EAL made expected or better than expected progress in Maths. Maths journals showed progress over time especially in the use of vocabulary.	PP children with complex needs including EAL/SEN require careful targeting and support from the classteacher and other specialists.	
B Identified children in Year 4 and Year 6 will make accelerated progress in writing to reach age related expectations or above.	Additional before school intervention for Year 4 and 6 children below the expected standard in writing.	88% (7/8) children in Year 4 made expected progress or better in writing across the school year. 100% (4/4) children in Year 6 made expected progress or better in writing across the school year.	Additional booster sessions for writing using PiXL resources had a strong impact on outcomes.	

<p>C</p> <p>The school processes around early identification of pupils able to access PP funding will become more robust</p>	<p>Raising the profile of specific Pupil Premium pupils in the Early Years especially those who have English as an additional language (EAL).</p>	<p>100% of PP children in Early Years (5) achieved a Good Level of development</p>	<p>EAL children were supported heavily during the academic year including 2/5 of PP children.</p> <p>We have a growing number of EAL pupils at the lower end of the school (81% in Reception last year).</p>	
<p>D</p> <p>All Pupil Premium children will attend at least one extra-curricular club throughout the year.</p>	<p>The 'Wider Opportunities Leader' targets specific PP pupils to take part in a variety of 'key' extra-curricular activities including cycling club, cooking club and homework club.</p>	<p>87% (34/39) of PP children (Y1-6) attended extra-curricular club last year.</p>	<p>We need to offer a greater range of provision to children in Year 1 (7 PP children)</p>	
<p>E</p> <p>Pupil premium pupils in specific year groups will improve their attendance and punctuality to at least the school target 96.2%.</p> <p>Persistent absenteeism will diminish for specific pupil premium children in school.</p>	<p>Improving attendance and punctuality for pupil premium pupils including those in particular year groups predominantly by developing relationships with families and providing regular support for their individual circumstances.</p>	<p>School data shows that 8% (4/48) children are classified as persistent absentees in the summer term. Persistent absenteeism for PP children is falling.</p> <p>Attendance for PP children was 96% and above the national average.</p>	<p>Children enjoy coming to school overall. 2/4 children who are persistent absentees are from the same family and 1/4 had an extended period off school with a badly broken arm.</p> <p>More needs to be done for the children in the Early Years as attendance here is not high enough.</p>	

<p>F.</p> <p>Improved learning and social behaviours and attitudes for identified pupils</p>	<p>ELSA groups</p>	<p>All of the most vulnerable children in school including those receiving PP receive ELSA support.</p>	<p>ELSA nurture groups are a firm feature in the provision for some PP children going forward. Many of the children concerned have extremely complex needs.</p>	
<p>Targeted support. Total cost - £40127</p>				

7. Additional detail

- **Some spending benefits all children including PP children. 90% of these costs are shown in the 'Quality of Teaching for all' section and 10% of these costs are shown in the 'Targeted Support' section.**
- **The school hold a detailed breakdown of costs.**
- **The school hold a termly provision map for PP pupils including targeted support and performance information.**

In this section you can annex or refer to **additional** information which you have used to support the sections above.

The school have a full list of costings and staff initialled in this action plan available upon request.