

St. Teresa's RC Primary School - Pupil premium strategy statement February 2021 - April 2022

School overview

Metric	Data
School name	St. Teresa's RC primary school
Pupils in school	486
Proportion of disadvantaged pupils	56 (12%) Yr. 6- 10 children (17% of year) Yr. 5 – 8 children (13% of year) Yr. 4 – 10 children (17% of year) Yr. 3 – 7 children (12% of year) Yr. 2 – 12 children (20% of year) Yr. 1 – 5 children (8% of year) Rec - 4 children (6% of year)
Pupil premium allocation this academic year	£63216
Financial year or years covered by statement	2021-2022
Publish date	Mid Year review February 2021
Review date	September 2021.
Statement authorised by	Full Governing Body
Pupil premium lead	Danielle Druce / Justin Dachtler
Governor lead	Robert Amis

Year 1-6 Autumn term 2020.

(Autumn 2019)

	Attainment			Expected & Above Progress (In Year)		
	R	W	M	R	W	M
PP Pupils (51* pupils)	(68%) 55%	(52%) 45%	(59%) 51%	(89%) 82%	(77%) 82%	(80%) 80%
Non-PP Pupils (302 pupils)	75%	64%	72%	87%	82%	88%

*note - 51 pupils at the start of the Autumn term 2021 figures do not include Reception.

Key academic priorities

Based on Autumn data and teacher assessment in the Early Years, we would like to **accelerate progress** for disadvantaged learners in the following areas to ensure that the gap between disadvantaged pupils and non-disadvantaged pupils reduces.

Maths- Y4; Y6

Reading - Y1, Y3; Y6

Writing - All year groups

Academic support strategies.

What	How	When	Costs in Academic 2020-2021	Future Academic Years' Costs annualised
After school tutoring to ensure disadvantaged pupils to catch up with their peers.	3 <u>after-school</u> academic tutors providing Individual/group tutoring targeting specific children in KS1, LKS2 and UKS2.	Spring 2021 onwards	£ 3,750	£ 7,500
In school tutoring to ensure disadvantaged pupils catch up with their peers	6 <u>in-school</u> academic DFE approved tutors supporting current priorities: Maths- Y4; Y6 Reading - Y1, Y3; Y6 Writing - All year groups	Summer 2021 onwards	£ 23,731	£ -
Disadvantaged pupils to be effectively supported at home.	9 pastoral tutors providing 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	£ 11,250	£ 22,500
Disadvantaged pupils to be able to access online learning effectively..	All disadvantaged children receive a loaned school Chromebook installed with LGFL e-safety features each year going forward until they leave Year 6. Disadvantaged homes to have an adequate wifi connection.	Completed earlier in the year	£ 5,500	£ 5,500
Academic costs			£ 20,500	£ 35,500

Wider pastoral support strategies.

What	How	When	Costs in 2020-2021	Future Years' Costs annualised
Creation of a family liaison / support team.	Family support/liason coordination. <ul style="list-style-type: none"> EY/KS1 KS2. 	Spring 2021 onwards	£ 3,375	£ 6,750
Access to Family Support services	All parents are offered/encouraged to attend Parent family support sessions led by Parent Gym or similar.	Spring 2021 onwards	£ 500	£ 500
Free Access to all school trips and clubs.	All pupils in receipt of PP funding to receive a bursary to cover school trips and related costs, £1,680. Free membership of one after-school club/ subscriptions to specific online platforms, £7,980	Spring 2021 onwards	£ -	£ 9,660
Free access to free school meals during both term time and holiday time.	Parents encouraged to apply for Pupil Premium funding . The school will support the allocation of vouchers over the school holidays in line with current Government policy	Spring 2021 onwards	£ -	£ 10,920
Wraparound club.	Disadvantaged children to be offered wraparound provision.	Summer term	£ 5,000	£ 15,000
School holiday club	8 weeks (58 days) provision in school holiday time to target academic and pastoral support.	Summer 2021 onwards	£ 10,110	£ 16,176
Pastoral costs			£ 18,985	£ 59,006
Pupil Premium Total			£62,185	£ 94,506

Review: last year's aims and outcomes

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.	<p>There were 6 pupils in this group who received additional support through booster sessions in addition to class teaching.</p> <p>All pupils (100%) made expected or better progress in reading and writing.</p>
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.
Ensuring all disadvantaged pupils are being targeted for daily reading, including reading at home.	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.
Ensuring attendance for disadvantaged children is in line with non-disadvantaged children.	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%