

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	488
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	May 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Headteacher
Pupil premium lead	Deputy Headteacher
Governor lead	Chair of Governors/ PP Lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,348
Recovery premium funding allocation this academic year	£7,540
Pupil premium funding carried forward from previous years	£39,485
Total budget income for this academic year	£129,373

Expenditure Overview

Detail	Amount
Teaching Costs	£7,200
Academic Support	£62,706
Wider Strategies	£67,710
Total budgeted expenditure for this academic year	£137,616

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 is inspired by St Teresa, who said; '*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	Attainment in the Early Years for disadvantaged children is currently in line with non disadvantaged children. There is a need to focus on raising attainment of children with special educational needs (SEN) as well as being in receipt of the Pupil Premium.
2	Writing attainment for disadvantaged children is generally below that of non-disadvantaged children in Key stages 1 and 2. We have seen writing levels diminish in general across the school following national lockdowns. We believe that this is largely as a result of the difficulties to model writing as well as children's independent writing being harder to ensure whilst they were at home being supported by their parents.
3	Maths attainment for disadvantaged children is generally below that of non-disadvantaged children in Key stage 2. This is particularly evident in factual fluency, for example times tables, where children were not practising during extended periods at home.
4	Reading progress for disadvantaged children is below that of non-disadvantaged children. This is particularly evident in Key Stage 1 classes where children missed some reading teaching due to the disruption of their Early Years education

5	Attainment in phonics for disadvantaged children is slightly below that of non-disadvantaged children. There are a number of disadvantaged children who are currently on the cusp of the marks required to pass the Year 1 Phonics test.
6	Some disadvantaged children have a narrow range of wider curricular activities available to them due to cost and social factors. Extending the provision for these pupils improves life skills such as cooking as well as ensuring that they learn about the importance of maintaining a healthy lifestyle.
7	Some parents of children receiving the pupil premium struggle to provide pastoral and academic support outside of the school day. It is important that we work with families as well as individual children to ensure that achievement gaps do not widen.
8	Some disadvantaged children also require specific academic SEND support. It is important that these children and their families receive consistent targeted support to ensure that they do not fall further behind.
9	Some disadvantaged children have poor attendance and punctuality. It is very important that this minority of disadvantaged children attend school regularly. It is also important to support the families involved to ensure that any barriers to regular attendance are removed, this particularly important in the Early Years where it is important to promote good habits in terms of attendance.
10	Some families do not have access to assistive technology or internet access. This is preventing them from accessing key online platforms necessary for home learning eg Times Table Rockstars

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

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: £7,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers differentiate plans to meet the needs of a range of learners. Every teacher is aware of their Pupil Premium children and the individualised provision that they require.	Feedback EEF Individualised instruction EEF	1,2,3,4,8
Teachers and support staff encourage disadvantaged children to attend a 'soft start' provision running between 8.30-8.50am daily. This provision allows for 1 to 1 time with pupils who require additional support.	Individualised instruction EEF	1,2,3,4,8,9
The Deputy Head supports the effectiveness of family support activities that improve learning behaviours and ambition for disadvantaged learners.	Mentoring EEF	6,7,8,9,10
All disadvantaged children receive a loaned school Chromebook installed with LGFL e-safety features each year going forward until they leave Year 6.	The National Grid for Learning - Devices Transforming learning and teaching with Google for Education - News - LEO Academy Trust	10

Disadvantaged homes are supported as appropriate in having an adequate wifi connection.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £62,706

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 of key groups.	Small group tuition EEF	1,2,3,4,5,8
National Tutoring Programme (NTP) to deliver group sessions in Reading, Writing and Maths Years 2,3,4,5	One to one tuition EEF	1,2,3,4
Teachers lead extra curricular writing 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>	2
Academic HLTA tutors lead intensive support sessions in RWM. All year groups outside of school time.	<p>Small group tuition EEF</p> <p>One to one tuition EEF</p>	1,2,3,4,5,8
Academic HLTA tutors lead greater depth support sessions in RWM. All Year groups outside of school time.	<p>Small group tuition EEF</p> <p>One to one tuition EEF</p>	1,2,3,4,5,8
Reading volunteers (parents, high school pupils, parishioners)	One to one tuition EEF	4

hear readers daily in EYs/KS1		
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.	Mentoring EEF	6,7,8,9,10

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

Budgeted cost: £67,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
School attendance officer to work with specific families as appropriate in conjunction with local authority 'Cool cats' programme. Early Years to be a key focus.	DFE Attendance Guide	9
All parents of disadvantaged children are offered/encouraged to attend parent family support sessions led by Parent Gym or similar.	Parental engagement EEF	7
Disadvantaged children receive a bursary to cover school trips and related costs.	How Do School Trips Benefit Your Primary Pupils?	6,7
All disadvantaged children receive advance booking notice and two free enrichment clubs per term	Extending school time EEF	6,7
Disadvantaged children to be offered discounted wraparound provision as necessary. one BFC session throughout year	Extending school time EEF	7
Disadvantaged children are offered bespoke extra curricular clubs.	Cooking with Kids in Schools: Why It Is Important	6

Year 5 Sports leaders provide peer mentoring at lunchtimes.	Peer tutoring EEF	7
Year 4 children receive 'In2Music' small group teaching of three musical instruments across the school year £1,500 for PPG children	Arts participation EEF	6

Total budgeted cost: £175,216

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.</p> <p>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