

St Teresa's Catholic Primary School: 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 Catholic Primary School, A Voluntary Academy
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021/2022, 2022/2023 and 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs A Glynne-Jones, Headteacher
Pupil premium lead	Mr S Dickie, Assistant Headteacher
Governor / Trustee lead	Mrs P Gamble, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 105,052
Recovery premium funding allocation this academic year	£ 11,165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 116,217

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our context

Pupils attending St Teresa have an average IDACI deprivation score of 0.329 (based on residence). This means that 32.9% of pupils may be experiencing family income deprivation in comparison with 29.9% of pupils for Nottingham overall and 15% Nationally.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the EEF should then be used to support decisions around the usefulness of different strategies and their value for money. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The barriers to learning for disadvantaged children at St Teresa's are: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There also can be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our Approach

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. Our approach will be tailored to the needs of groups of children and the needs of individual

children, based in robust diagnostic assessment, and not generalisations about the impacts of being disadvantaged.

Our objectives are:

- *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.*
- *To adopt a whole school approach to raise expectations and outcomes for all disadvantaged pupils, so all disadvantaged pupils in school make or exceed nationally expected progress rates.*
- *To support our children's health and wellbeing to enable them to access learning at an appropriate level.*
- *Act early to intervene at the point the need is identified.*

To achieve these objectives:

In order to achieve our objectives, we have integrated a range of support and high-quality provision to support our pupils. This includes:

- *That quality first teaching remains a priority in school with CPD matched to staff needs*
- *To use 'Think for the Future' 2 days a week to support KS2 pupils, helping to improve social and emotional resilience, behaviour, attendance and reduce exclusions.*
- *Employ a 'Faith in Families' worker, 1 day a week, to provide emotional and behavioural support for disadvantaged pupils and their families.*
- *Introduce the 'Rainbows' programme across the school, to help and support those children that have suffered loss.*
- *Providing 1:1 on-line tuition for identified pupils in Year 4, 5 and 6.*
- *Provide all staff time to work with subject leaders to identify key areas of learning with each unit of work.*
- *To employ a 'closing the gap' teacher (1.5 days), to focus on closing the gaps in learning.*
- *Additional learning opportunities provided by trained teaching/TA staff or external agencies, including: Dance, Drumming, extra daily reading in school for all pupil premium children and Cogmed.*

Challenges

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

Challenge number	Detail of challenge
1	Internal and external data (where available) indicate that on entry to school are FS2 pupils are behind their peers both Locally and Nationally, with only 24% of Non-Pupil Premium and 18% of Pupil Premium children, being at age related expectations. This means that by the end of FS2 this translates to only 55% making a Good Level of Development (GLD), compared with 71.8% National (2019). Communication and Language skills on entry are well-below the national average – Nelly Assessments to be carried out to identify areas for development.
2	Low Parental Engagement In some cases, there is low parent/carer confidence in supporting their child's home-learning such as reading at home, homework, times tables practice and in facilitating and supporting the school's curriculum during normal school time and during past school closures. The school is located in an area which is in the 6 th out of the 317 th districts in England for Income Deprivation Affecting Children (IDACI). This means our deprivation score (0.329) is more than double the National (0.15). With data from the last Census (2011) showing in Aspley 38% of adults have no qualification. These statistics support our understanding of the challenges we face.
3	Internal data and external data (where applicable) shows that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils across both Key Stages. A gap of 32% at Year 1, with gap remaining up to Year 6, with a 22% gap remaining.
4	Attendance – PP 97.5% (2020-21) 1% below Non-Pupil Premium 98.5% (2020-21). However, 13 of 59 Pupil Premium children had attendance below 96%. This equates to 22% of all Pupil premium children
5	Emotional Health and Well-being – As a result of the Covid-19 pandemic, have as yet unknown consequences for the emotional health and well-being of our community. School closures, the transition to Home Learning, missed transition opportunities, as well as domestic situations, are likely to have an impact on families and pupils' well-being. The early identification of these needs will be paramount in preventing them from becoming barriers to learning.

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
For children to be articulate in their communication skills, to communicate their emotional needs; achieve academic	For progression in Communication and Language skills to be accelerated across Reception and Key Stage 1. This progress then needs to translate to a narrowing of attainment gaps in Key Stage 2, between

success; and make and maintain positive relationships.	Pupil Premium and Non-Pupil Premium children.
For parents and carers to have increased confidence and engagement in supporting learning at home. Through listening to reading, supporting with homework and supporting with any on-line learning, in order to support the academic progress of their child	Offer more parent workshops to enable parents to support their children. For the large majority reading organisers signed at home and the children reading at least 5 times a week. Homework to be completed regularly, as well as an on-line home learning (TTRS, Mathletics, Reading Eggs and NumBots).
For Pupil Premium children to close the gap with the Non-Pupil Premium group in Maths.	The gap in attainment is reduced and the Pupil Premium children feel more confident about Mathematics, particularly their basic skills.
For the gap to narrow in attendance between the Pupil Premium and Non-Pupil Premium groups. The number of Pupil Premium children with attendance below 96% to decrease from 13 to below 10.	Support from EWO to ensure all children are attending school. Parent's of children who fall below our school attendance target engage with the EWO, and support given where needed.
For emotional health concerns to be identified at the earliest opportunity and strategies put in place to support recovery. For this practice to be established across the school.	For children with identified emotional health concerns to show progress in TTF / Faith in Families sessions. For all staff and parents to be aware of strategies to enhance and promote positive well-being. Embed the Ten Ten (RSE) curriculum to help develop resilience and confidence to express their feelings. Introduce a well-being charter (based on the Dfe's Charter), for it to be established in school.
Quality first teaching delivered by all teaching staff, tailored CPD in place to help staff plan and sequence the curriculum so that it builds on previous knowledge and to clearly defined end points.	Teachers able to identify the main learning (composite) and the component parts for each lesson. Children are clear on the sequence of learning and where it sits.

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: £ 40,283.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for subject leaders and teaching staff – effective quality first teaching	<p>High quality teaching EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>EEF Using Pupil Premium effectively - https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>The Sutton Trust report 2011</p>	1,3
Purchasing of standardised diagnostic assessments – to aid feedback to ensure pupils receive the correct support. Implementation of quizzes to test retention and inform teaching – providing instant feedback for pupils.	<p>EEF (6+MONTHS) Feedback Education Endowment Fund Foundation.</p> <p>Feedback studies tend to show high effects on learning. However, there are a wide range of effects and some studies show that feedback can have negative effects and make things worse.</p> <p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress.</p> <p>Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics</p>	1, 3
<i>Reading support – provided by Teaching Assistants</i>	<p>EEF Reading Comprehension Strategies</p> <p>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	1, 2

	<p>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p>	
<i>CPD – emotional coaching for all staff</i>	<p>This is extensive evidence associating childhood social emotional skills with improved outcomes at school and in later life, including improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	1, 5
<i>Parental workshops for Mathematics, Reading and IT.</i>	<p>EEF (+4 MONTHS) Parental Engagement Education Endowment Fund Foundation.</p> <p>1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.</p> <p>4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	2, 3
<i>Embed opportunities to talk and discuss learning across the curriculum, including dialogic activities – to support and consolidate key learning, understanding and vocabulary. Nelly</i>	<p>EEF (6+MONTHS) Oral Language Intervention</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of</p>	1,3

and Wellcomm Assessments to highlight areas of need.	approaches may support some disadvantaged pupils to catch up with peers	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 27,889.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Third Space – 1:1 on-line Maths tutoring</i>	<p>EEF (+5 MONTHS) 1:1 Tuition Education Endowment Fund Foundation.</p> <ol style="list-style-type: none"> 1. Studies undertaken in primary schools tend to show greater impact (+6 months) compared with secondary schools (+4 months). 2. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. 3. Studies involving digital technology show broadly similar effects. <p>Studies have been undertaken in seven countries around the world with broadly similar effects.</p>	3
<i>Experienced teacher appointed to lead intervention for 1.5 days</i>	<p>EEF (+4 MONTHS) Small group tuition Education Endowment Fund Foundation.</p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. 	1, 2, 3
<i>Enhance curriculum Maths teaching and planning in with Dfe and EEF guidance. Including subject leader support to</i>	<p>Dfe guidance produced alongside National Centre for Excellence in the Teaching of Mathematics.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101783/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance, based on best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/math-ks-2-3</p>	3

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

Budgeted cost: £ 40,307.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of Educational Welfare Office for 1 Day a week- to support families and ensure all pupils achieve the school's attendance target.</i>	<p>Research into how attendance can impact attainment – The Key for School Leaders</p> <p>The Department for Education (DfE) published research in 2016 that made a clear link between absence from school and lower attainment.</p>	4
<i>Faith in Families Social worker employed to support children 1:1</i>	<p>EEF (+2 MONTHS) Mentoring Education Endowment Fund Foundation.</p> <ol style="list-style-type: none"> 1. The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. 2. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour. 	1, 3, 5
<i>Think for the Future to support groups of children and individuals, to help improve social and emotional resilience, behaviour in class and reduce exclusion</i>	<p>EEF (+4 MONTHS) Behaviour Interventions Education Endowment Fund Foundation.</p> <ol style="list-style-type: none"> 1. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. 2. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. 3. Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been 	2, 4, 5

	<p>evaluated and shown to have a positive impact.</p> <p>4. When adopting behaviour interventions – whether targeted or universal - it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p>	
<p><i>Rainbows – emotional support for children who have suffered loss</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Improving social and emotional learning in Primary Schools</p>	5,
<p><i>Sports activities, including after school sports, lunchtimes and PE sessions.</i></p>	<p>EEF (+1 MONTHS) Physical Activity Education Endowment Fund Foundation.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>Impact on attainment varies considerably between different interventions, and participation in sports does not straightforwardly transfer to academic learning. It is likely that the quality of the programme and the emphasis on or connection with academic learning may make more difference than the specific type of approach or activities involved.</p> <p>Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p>	1, 5

Total budgeted cost: £ 108,480.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

We have analysed the performance of our school's disadvantaged pupils during 2021/22 academic year using Key Stage 1 & 2 performance data, phonics check results and our own internal assessments. Schools are not required to publish their 2022 Key Stage 2 results as DfE is not publishing this data. This is because statutory assessment returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish Key Stage 2 school performance data for 2023. The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. We compared the performance of our disadvantaged pupils and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged has changed during this period. Our data suggested that the performance of disadvantaged pupils was in-line with non-PP children at the end of KS2. Where the data shows that PP were not in-line, this was due to a low incidence of PP children in the cohort and/or pupils identified as having SEND/EAL children. All children made progress. Our observations and discussions with families/pupils indicated that wellbeing and mental health continues to have an impact on our pupils, due to Covid-19 and related issues. We have reviewed our strategy plan and made some changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
Times Table Rockstars	TT Rockstars

Mathletics	3P Learning
Reading Eggs	3P Learning
Active Learn	Pearsons
Third Space Learning	Third Space Learning
TFTF	Think for the Future Mentoring
School Support Worker	Family Society, Social Worker