

# St Teresa's Catholic Primary School: Pupil premium strategy statement

This statement details our school's use of pupil premium 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	21%
Academic year/years that our current pupil premium strategy plan covers	2024/2025, 2025/2026 and 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
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	£ 128,280.40
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 128,280.40

# 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 0.31 (based on residence). This means that 31% of pupils may be experiencing family income deprivation in comparison with 29% of pupils for Nottingham overall and 16% 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 are 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 have 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 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 employ an Educational Welfare Officer to ensure all pupils attend school regularly and can achieve their potential.*
- *Employ a 'Faith in Families' worker, 1 day a week, to provide emotional and behavioural support for disadvantaged pupils and their families.*
- *Provide all staff time to work with subject leaders to identify key areas of learning with each unit of work.*
- *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.*

## 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 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 67.7% National

	(2024). Communication and Language skills on entry are well-below the national average.
2	Diverse and complex needs of our pupils, from SEND to emotional and behavioural needs. These needs provide a challenge to ensure all pupils can achieve their potential. Over the past 4 years, the percentage of SEND pupils has increased from 10% to 17%, including EHCP's.
3	Internal data and external data shows that Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils across both Key Stages. A gap of between 5-16% in 4 cohorts.
4	Emotional Health and 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
Use of adaptive teaching to ensure all pupils are taught effectively: maintaining high expectations for all pupils, especially Pupil Premium pupils.	All Teachers and Teaching Assistants to have a good knowledge and understanding of adaptive teaching. Staff are able to appropriately adapt their teaching to respond to the needs and strengths of pupils in their class. Lessons are clearly structured and have a clear balance of new content/learning but also provide opportunities to master and consolidate prior learning. Subject leaders have time to analyse subject data and monitor standards within their subject areas.
For Pupil Premium children to close the gap with the All Pupil group in Reading.	Implementation of a new reading scheme and monitor system – Accelerated Reader. Provide training for all staff, monitor progress through the use of Star Assessments. Data to be used and analysed to identify pupils who require further intervention. New vocabulary will be explicitly taught – drawing attention to Tier 2 and 3 language Clear focus in Pupil Progress Meetings on Reading and the outcomes and progress of Pupil Premium pupils.
For children to gain strategies to increase resilience, confidence and self-esteem.	Provide a wide range of experiences for all pupils, to encourage personal growth and ensure pupils know they can be aspirational.  All pupils have a broad range of PSHE experiences through the Ten Ten – Life to

	<p>the Fully scheme. This is to be supported by other events, groups and programmes – such as DART.</p> <p>Pupils will be able to access specialised support by trained professionals, in order to raise confidence, build self-esteem and develop trust, security and safety.</p>
<p>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.</p>	<p>Teachers able to identify the main learning (composite) and the component parts for each lesson.</p> <p>Children are clear on the sequence of learning and where it sits.</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: £71,827.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff on Adaptive teaching, including support and staff meetings from a range of professionals.	High quality teaching EEF <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>  EEF Using Pupil Premium effectively - <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  The Sutton Trust report 2011	1,2,3,4
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.	EEF (6+MONTHS) Feedback Education Endowment Fund Foundation. 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.  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.  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.  Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics	1, 3
<i>Reading support – provided by Teaching Assistants</i>	EEF Reading Comprehension Strategies  1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1,2,3

	<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>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	1, 3
Teaching Assistant Intervention	<p>1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions</p>	1, 2, 3

	<p>they have with their classroom teacher both in and out-of-class.</p> <p>4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	
--	--	--

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,222.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Experienced teacher/ TA lead intervention</i>	<p>EEF (+4 MONTHS) Small group tuition Education Endowment Fund Foundation.</p> <p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>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.</p> <p>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.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>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.</p>	1, 2, 3

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

Budgeted cost: £27,220

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</i>	<p>Research into how attendance can impact attainment – The Key for School Leaders</p> <p>The Department for Education (DfE) published <a href="#">research</a> in 2016 that</p>	1,3

<i>school's attendance target.</i>	made a clear link between absence from school and lower attainment.	
<i>Faith in Families Social worker employed to support children 1:1</i>	<p>EEF (+2 MONTHS) Mentoring Education Endowment Fund Foundation.</p> <p>1. The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.</p> <p>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.</p>	2,3,4
<i>Sports activities, including after school sports, lunchtimes and PE sessions.</i>	<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>	2,4

**Total budgeted cost: £ 128,270.40**

## 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 2024-2025 academic year.

Provided on separate update.

### 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
Accelerated Reader	Renaissance