

Pupil premium strategy statement – St. Teresa’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021 -2022 2022 -2023 2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Marie Kelly Headteacher
Pupil premium lead	Liz Burrows
Governor / Trustee lead	Mary Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,340
Recovery premium funding allocation this academic year	£ £2361
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£30,701

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged pupils NOT to be at a disadvantage. Our intention is that all pupils, regardless of their background or challenges they face, make good progress and their attainment is at or above age-related expectations.

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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs. We will focus on controllable factors rather than factors that are out of our control. E.g. housing, parenting, social environment.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worse affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, based on robust assessments, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate increased numbers of children entering school with speech and language needs, gaps in vocabulary and undeveloped oral language skills.

	Limited social interaction during the pandemic has also impacted on children's language development in all other year groups.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils in Year 1 generally have greater difficulties with phonics than their peers. This negatively impacts their development as reader and writers. Assessments and observations indicate that attainment in writing among disadvantaged pupils in Years 2 – 6 is below that of non-disadvantaged.
3	Assessments and observations indicate that attainment in mathematics among disadvantaged pupils in Years 1 – 6 is below that of non-disadvantaged.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in mathematics and writing.
5	Observations and pupil survey identified changes in attitudes to learning, children less willing to 'have a go', children requiring greater scaffolding and encouragement, low self-esteem and reduced concentration and focus levels.

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
Improved oral and language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improved reading attainment among disadvantaged pupils.	Disadvantaged pupils to achieve expected standard in Phonics Screening Check. KS2 reading outcomes in 2024/25 show that there is no difference between the % of disadvantaged and non-disadvantaged pupils that met the expected standard. Lesson observation and all pupils receive high quality phonics teaching
Improved mathematics attainment among disadvantaged pupils.	KS2 mathematics outcomes in 2024/25 show that there is no difference between the % of disadvantaged and non-disadvantaged pupils that met the expected standard. (Mathematical progress is accelerated in order to close the attainment gap for disadvantaged children.)

Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that there is no difference between the % of disadvantaged and non-disadvantaged pupils that met the expected standard.
Improvement in children's attitude to learning. Improved metacognition skills. Children learning to learn again. Children have the tools and language needed in order to be resilient, self-sufficient and active learners in light of the impact to mental health and wellbeing caused by COVID 19 ('support pupils to return to their learning and will not pressure them to 'catch up.' Education Essex 13.09.21)	Observations and pupil survey demonstrate a positive change to children's attitudes and approach to learning.
Disadvantaged pupils provided with safe, secure environment underpinned by the catholic ethos of our school that allows pupils to have good emotional wellbeing and good mental health.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher • a significant increase in participation in enrichment and extra-curricular activities, particularly among disadvantaged pupils
Improved oral and language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.

Activity in this academic year 2023 - 2024

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: £17,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transition of headship due to current headteacher retirement. Ongoing high quality CPD for all teachers (retention of teachers who	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'	1,2,3,4,5

<p>consistently deliver high quality teaching).</p> <p>Support for early career teacher.</p> <p>EYFS observations for EYFS teacher in other successful schools.</p> <p>Lead teacher to reflect with EYFS, year 1 and year 2 teachers following introduction of early number programme.</p> <p>'Leading Mastery' workshops</p> <p>Staff training on how to take mathematical learning outside of the classroom.</p> <p>Staff meetings allocated to ensure the teaching of writing is interesting and varied and draws on arrange of resources and strategies.</p> <p>Internal writing moderation for staff to share underlying pedagogy and good practice.</p> <p>Trust moderation session to ensure judgements are consistent across schools.</p> <p>CPD in Writing for Support Staff.</p>	<p>The EEF Guide to the pupil premium</p>	
<p>Sustain high quality talk between teacher and pupils across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Continue to ensure consistency in the teaching of phonics from teachers and teaching assistants.</p> <p>Continue the review of available reading books and phonic resources to ensure appropriate resources and decodable books matched to pupils' phonic knowledge are used.</p> <p>Leadership time to ensure continuity across Key Stages.</p> <p>All pupils to receive high quality phonics teaching.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Continue to embed the CPA (Concrete Pictorial Abstract) approach in order to strengthen Mathematical Pedagogy with all staff (especially new staff members).</p> <p>CPD for teachers and teaching assistants on the use of probing questions to deepen understanding.</p> <p>Ongoing audit of maths resources to ensure concrete materials, visual aids and apparatus are available to support the mathematical understanding of all pupils in all year groups and of all abilities. Purchase resources as necessary.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of Speech and Language interventions (Language support and targeted intervention programmes)</p> <p>Ensure all children are provided with effective language support.</p> <p>Continue to provide a language rich environment with high quality input from adults</p> <p>Sustain dialogic activities (high quality talk between teacher</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>'Language provides the foundation of thinking and learning and should be prioritised.' EEF</p> <p>Evidence indicates that success in literacy relies on the secure development of language.</p> <p>Nation, K. (2019) 'Children's Reading Difficulties, Language, and Reflections on the Simple View of Reading', Australian Journal of Learning Difficulties, 24 (1), pp. 47–73</p> <p>Evidence indicates rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity.</p>	<p>1</p>

<p>and pupils) across the school curriculum.</p>	<p>Law, J., Charlton, J., Dockrell, J., Gascoigne, M., McKean, C. and Theakston, A. (2017) 'Early Language Development: Needs, Provision and Intervention for Preschool Children from Socio-Economically</p>	
<p>Continue to embed STEPS (St Teresa's Enriching Phonic Scheme) High quality phonic teaching in EYFS and KS1 and in KS2, when appropriate. Maximise parent engagement in reading through Phonic and Bug Club information sharing evening thus strong home school links. Purchase bespoke pupil reading records to promote regular reading at home. Renew focus on reading. Ongoing subscription to bug Club</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Focus on mathematics interventions as part of the Essex year of number Small group or 1:1 intervention to address gaps in learning. Continue to embed Mastery learning in Mathematics. Purchase of concrete materials and visual aids to support the children's understanding of Mathematics. Continue the use of stem sentences to support explanations when answering reasoning and</p>	<p>Mastery learning High impact for very low cost based on limited evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>3</p>

problem-solving questions. This will provide pupils with the mathematical vocabulary to explain and apply their knowledge of mathematical concepts.		
Recognise that parents are the first educators of the children and to involve parents more in their in-school education regularly.	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a range of extra-curricular opportunities.	<p>Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Regardless of these instrumental outcomes, extra-curricular activities were hugely valuable to young people themselves in ways that are not quantifiable. Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people's mental health and wellbeing.</p> <p>An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility Michael Donnelly, Predrag Lažetić, Andres Sandoval-Hernandez, Kalyan Kumar and Sam Whewall Department of Education and Institute for Policy Research, University of Bath</p>	4

<p>Identify pupils requiring more specialised support – arrange play therapy</p>	<p>The school has employed a play therapist for years. The therapist has successfully supported children with a range of social, emotional and mental health needs.</p> <p>Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p>	<p>4</p>
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Total budgeted cost: £ 30,701

Part B: Review of the previous academic year 2022- 2023

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2023 performance data with us, to help us better understand the impact of the disadvantage has on our pupils and how this varies between different groups of pupils.

Attainment in core subjects at the end of key stage1 is consistently well above average in Reading and Writing and above national expectations in Mathematics. In Key Stage 2, end of year outcomes are above national in Reading, Writing and Mathematics combined. 29% of pupils achieved greater depth in Reading, Writing and Maths combined. In Year 1 and Year 2, there were 6 pupils eligible for FSM. In Key Stage 1, 66% achieved the expected standard in reading and writing and maths (1 child was EAL and SEN). 100% of children passed the Year 1 phonics check and the recheck in Year 2. In Key Stage 2 100% of FSM pupils achieved expected or above in Reading and 87% of pupils achieved expected or above in mathematics and writing. The small cohort of FSM children makes comparisons with non-FSM pupils unreliable.

Absence among disadvantaged pupils is similar to absence among non-disadvantaged.

The school is on track to achieve the outcomes that we set out to achieve by 2023/24, as stated in the Intended Outcomes section above.

Pupil well-being and mental health continue to a priority area for the school. Apart from academic support, premium funding was used to provide emotional and well-being support through play therapy, creative play and art therapy to ensure pupils were engaged in their learning.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

The service pupil premium was mainly spent on providing pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

The support provided was bespoke to each individual child. Social and emotional support was provided by our play therapist or through one of our teaching assistants who have been trained in 'creative play' and 'draw and talk' therapy.

Academic support was provided in the form of additional sessions or interventions, either one to one or in a small group, to support their learning.

The impact of that spending on service pupil premium eligible pupils

Teachers observed improvements in wellbeing amongst those service children identified as needing emotional support.

Assessments demonstrated that the progress of service children was in line with other children.