

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	11.4%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Becky Maguire Headteacher
Pupil premium lead	Liz Burrows
Governor / Trustee lead	Mary Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,970
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£27,970

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 or are 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 and building relationships 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 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, undeveloped oral language skills and general lack of school readiness. Limited social interaction during the pandemic has also impacted on children's language and general development during their early years.
2	Children appear less willing to 'have a go', children require greater scaffolding and encouragement, low self-esteem and reduced concentration and focus levels.
3	Observations identified disadvantaged pupils struggle more with SEMH (Social, Emotional, Mental Health) needs, we know that children identified with SEND are more vulnerable to SEMH needs also and our % of SEND is growing year-on-year, including greater complex and high-level SEND.
4	Increased levels of anxiety around school attendance, EBSA is becoming more common.

*We complete a NELI Screen with every EYFS cohort. Identified children are more likely statistically to come from a disadvantaged background.

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-

	<p>disadvantaged pupils that met the expected standard.</p> <p>Lesson observation and all pupils receive high quality phonics teaching</p>
Improved mathematics attainment among disadvantaged pupils.	<p>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.</p> <p>(Mathematical progress is accelerated in order to close the attainment gap for disadvantaged children.)</p>
Improved writing attainment among disadvantaged pupils.	<p>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.</p>
<p>Improvement in children's attitude to learning.</p> <p>Improved metacognition skills.</p> <p>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.</p>	<p>Observations and pupil survey demonstrate a positive change to children's attitudes and approach to learning.</p>
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.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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.	<p>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.</p>
Improved attendance of children identified as 'anxious attenders'.	<p>Pupils with identified anxiety around attending school, including separation anxiety continue to attend school. Where EBSA is identified support plans</p>

	are put in place and these enable children to attend more regularly.
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Activity in this academic year 2024 - 2025

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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing high quality CPD for all teachers (retention of teachers who consistently deliver high quality teaching).</p> <p>Exceptional support for early career teachers.</p> <p>Staff training on curiosity as a stimulus for learning.</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>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’</p> <p>The EEF Guide to the pupil premium</p>	<p>1,2,3,4</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>Embedding dialogic activities (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>Purchase resources and fund ongoing teacher training and release time.</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>Embed the new phonics resources ready to move to the phonics scheme ‘Little Wandle’ by September 2025.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>2</p>

Whole school phonics training for all staff.	comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Developing EBSA one-plans and working with families to support better school attendance. Staff training on EBSA.	‘Let’s talk We Miss You’ guidance.	4

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

Budgeted cost: £900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of NELI programme of speech and language intervention.</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 and pupils) across the school curriculum.</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: 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>	1

	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	
School wide intervention strategy reviewed by the SENCO SEMH register produced and widening of intervention strategies to include SEMH.	Co-ordination of a robust toolkit of relevant evidence based interventions across a range of curriculum areas to be implemented. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1, 2, 3, 4

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

Budgeted cost: £ 24570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a range of extra-curricular opportunities	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. An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility	1,2,3

	<p>Michael Donnelly, Predrag Lažetić, Andres Sandoval-Hernandez, Kalyan Kumar and Sam Whewall</p> <p>Department of Education and Institute for Policy Research, University of Bath</p>	
<p>A designated member of staff holds the post of Pastoral Lead- this member of staff will input on a range of activities related to improving attendance, improving behaviour and improving well-being of pupils.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 4
<p>Identify pupils requiring more specialised support and ensure they receive additional support eg. Draw and Talk, ELSA, Psychodynamic counselling</p>	<p>SEMH support depending on need- therapeutic strategies embedded and implemented by Pastoral Lead.</p> <p>ELSAs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 4

Total budgeted cost: £ 27970

Part B: Review of the previous academic year 2023- 2024

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2024 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.

EYFS- 75% of pupil met a good level of development. This is significantly higher than local (69%) and national (67%). Our EYFS disadvantaged achieved in-line with non-disadvantaged national at 67%- St Teresa's eliminates the disadvantaged gap. Nationally 52% of disadvantaged pupils meet GLD and locally this is even lower at only 47% of pupils achieving this standard.

Phonics- 90% of pupils achieved the pass mark or higher in phonics. This is 10% higher than both local and national which both sit at 80%.

KS2- Outcomes at the end of the 23/24 academic year were as follows: 85% Reading, 88% Writing, 82% Maths and 88% GPS. Each of these is significantly above local and national data. Disadvantaged pupils' outcomes were as follows: 67% Reading, 100% Writing, 67% Maths and 100% GPS. These outcomes are significantly above national disadvantaged data. Disadvantaged pupils at St Teresa's have performed at least as well as non-disadvantaged pupils achieved nationally.

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

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.