

St Teresa of Lisieux Catholic Primary School



Pupil Premium Strategy

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 years spending of pupil premium had within our school

School overview

Detail	Data
School name	St. Teresa of Lisieux Catholic Primary School
Number of pupils in school	450 (without Nursery)
Proportion (%) of pupil premium eligible pupils	40.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	20 th December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Katie warner Acting Headteacher
Pupil premium lead	Dave Seddon Assistant Headteacher
Governor lead	John McCormack Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,789
Recovery premium funding allocation this academic year	£25,665
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	£ 271,454

Part A: Pupil premium strategy plan

Statement of intent

Children are at the heart of all our decision making at St. Teresa of Lisieux Catholic Primary School. With this in mind:

1. We will strive for high quality teaching, ensuring an effective teacher is available for every class. This will include effective CPD. This will be at the heart of the approach.
2. We will use evidence of assessments and monitoring to ensure effective targeted academic support is place to support children. Our most vulnerable children will benefit from small groups supported by high quality trained TA`s.
3. We will be vigorous in ensuring that our children will not be inhibited by non-academic barriers. These include attendance, behaviour, emotional and social support and issues in the wider family environment.
4. This strategy will also include wider education plans such as tutoring catch up programmes.
5. The principles that underpin our plan are shared by all staff and governors. It will also work alongside other strategic plans such as sports premium, SEND, CPD and SEF

Challenges

Challenge number	Detail of challenge
1	Attendance: Low attendance can lead to children falling behind in their learning, making below expected progress.
2	Social and emotional problems affecting well being and progress in conjunction with poor attitudes to learning. Recent Coronavirus restrictions has magnified this in relation to the availability of public health services within Healthcare.
3	At the end of KS2 pp children`s attainment is below that of non- pp children.
4	Fewer pp children achieve the phonics check
5	Enrichment and experiences. Coronavirus restrictions had led to limited opportunities for extra curricular activities, educational visits and missed opportunities to develop life skills.
6	Lack of parental support. A higher number of hard to reach parents and carers because of high social deprivation.

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
1 Improve attainment in Reading, Writing and Maths among disadvantaged pupils.	Targeted interventions in place. Attainment levels improve. Disadvantaged pupils make as much progress as other pupils.
2 To provide support for pupil`s mental health and well- being.	ROAR training and programme implemented in school. Mental Health Lead formed. ALIVE ethos fully embedded in school. Well being an integral part of our school day. School is aware of the social and emotional issues children are experiencing; and these children are supported.
3 Improve school attendance and close gap between advantaged and non-disadvantaged pupils.	Attendance hits national target of 97% Regular meetings with EWO Number of persistent absentees reduced among disadvantaged pupils.
4 More disadvantaged children achieve phonics check in Year 1	Increase the amount of disadvantaged pupils who achieve phonics check to 90%
6 Raised aspirations of pupils and families to increase educational expectations and widen career choices and further education options	Children are aware of future opportunities and talk enthusiastically about their futures. Enterprise themed into REAL Projects to explore future opportunities. Children leave KS2 ready, enthusiastic and prepared for next stage in education. Links with parents established. Parents coming into school to support events and their children`s learning.

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: £159,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD through coaching . Focus on quality first teaching	Work with Edtransform see review 2021	2,3,5,6
Purchase of standardised diagnostic assessments (NFER)	Standardised tests can provide reliable insights into the specific strengths and weakness of each pupil to help ensure they receive the correct additional support through intervention or teacher instruction.	2,3,5,6
Training, resources and English Lead time to implement and embed RWI Phonics programme.	Regular training practice for staff. Termly training and support by RWI consultant to ensure progress and staff confidence. Books and resources purchased to enhance and implement RWI.	3 4
Introduce and develop White Rose Maths Scheme.	Lessons taught daily throughout school Maths Lead has regular training Bought workbooks	3
Deployment of Mentor as Mental Health Lead	Extensive training Display boards in classroom Children discuss feelings daily Trained children (Rocketeers) Children mentally prepared for learning	1 2
ALIVE Charter introduced and embedded into school life	Children all round better citizens More pupil voice throughout school	All

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

Budgeted cost: £65,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of additional staff to	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low	3 4

support intervention groups	attaining pupils or those falling behind, both one-to-one:	
Deployment of Maths Expert to tutor individuals/groups across KS2	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	3
Phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children	3 4
Small group tutoring delivered by school staff in English and Maths weekly.	Trained staff to work with identified pupils to close gaps in learning and help them catch up with lost learning during the pandemic. Evidence indicates small group tuition can be effective, providing approx. five additional months progress on average.	2
To implement IDL for English and Maths . To identify & fill gaps in Maths and English	Research by Lancaster university (2018) suggests IDL is a proven solution for improving learners reading and spelling ability	3,4,6
To implement Number stacks as a intervention for those children who have gaps in number	Proven intervention to help children with the foundations of number	3,4,6
Trained mental health lead to identify children and support them with or refer them to appropriate intervention according to their needs.	For some young people, more targeted support is necessary to address symptoms of depression, anxiety or stress. Here, the evidence shows that interventions are more likely to be effective when delivered by trained professionals, rather than teachers. And so schools need support to make good, evidence-informed choices between the wide range of options available, and the resources to bring in the right interventions to meet their pupils' needs – including designated mental health support workers, as part of, or in addition to, existing mental health support teams.	1 2

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

Budgeted cost: £47,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school ROAR	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	2

(mental health training) by lead staff enables us to identify pupil`s well-being issues on a daily basis and deal with them as they arise.	performance, attitudes, behaviour and relationships with peers):	
Deployment of Attendance Manager to monitor and manage attendance by embedding the principles of good practice set out in the DfE's Improving School Attendance advice.	Attendance Manager: Will initiate first day response Do home visits with member of SLT Have weekly meetings with EWO Analyse and action plan PA`s and attendance figures Attendance figures and rewards shared in weekly assembly	1
Deployment of Learning Mentor to support families	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):	2 6
Plan of curriculum based experiential educational visits. REAL Projects	Educational visits/visitors to school enrich the curriculum by providing experiential learning for disadvantaged pupils, this in turn enables them in reading across the curriculum and develops their vocabulary. Wider research regarding the importance of building cultural capital	3 5
Provision of broader sporting experiences and range of sport offered to targeted disadvantaged children and classes School has affiliated to LSSP	Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement. School will aim to provide extra- curricular clubs to children as well as enable as many as possible to take part in inter school competitions.	5
Staffing and resources for breakfast club	Gets children into school and provides a breakfast. Also allows some low-income families access to childcare.	1 5
Weekly Counsellor Seedlings	Seedlings and Counsellor supports pupils suffering from anxiety.	2

Total budgeted cost: £271,454

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 measures significant changes had to be made over the 2020-21 school year in order to meet the specific needs which arose as a result of Covid.

A central focus was sustained on ensuring that all pupils remained safe and supported.

Every effort was made to ensure all vulnerable pupils had continuing access to the curriculum through both in-school, online and paper resources.

A robust home learning structure was established for all using Seesaw. Pupils were provided with remote access and a full curriculum programme. Parents and Carers were fully informed and updated on their children with termly phone call correspondence. Laptops were provided to children who could not access technology at home.

NFER standardised assessments have been used to identify specific areas of reduced or delayed learning in the core areas of literacy and numeracy and adjustments made to fill any gaps. Regular pupil progress meetings were held to identify specific gaps and individual needs.

A renewed focus has been established in relation to the wider aspects of experience for disadvantaged pupils. Sport remains a core opportunity and opportunities have been put in place to further ensure a focus on pupil wellbeing.

On return to school a planned Recovery Curriculum was implemented with a clear focus on pupil mental wellbeing and staff worked closely with vulnerable pupils to ensure a positive experience and to mitigate the impact of the Covid restrictions.

As our pupils come from an area of high disadvantage the school ensured that all practical support was provided in terms of food, safeguarding and all relevant support services. Hampers and food vouchers were given to families who needed them.

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
White Rose Maths	White Rose Hub
IDL	IDL Literacy
Reading Eggs/Maths Seeds	3P Learning
Reading Plus	Reading Plus