

Pupil premium strategy statement 2018/9: Teresa's Catholic Academy

| 1. Summary information | | | | | |
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| School | St Teresa's Catholic Academy Wokingham | | | | |
| Academic Year | 2018/9 | Total PP budget | 18480 | Date of most recent PP Review | October 18 |
| Total number of pupils | 340 | Number of pupils eligible for PP | 14 | Date for next internal review of this strategy | December 18 |

| 2. Current attainment | | |
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| At this stage of the year | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> |
| % achieving Expected in reading in FS2 | 66% (3) | 86% |
| % achieving Expected in writing in FS2 | 33%(3) | 77% |
| % achieving Expected in maths in FS2 | 33%(3) | 83% |
| % achieving Age Related Expectation for reading in KS1 | 50% (4) | 58% |
| % achieving Age Related Expectation for writing in KS1 | 25% (4) | 48% |
| % achieving Age Related Expectation for maths in KS1 | 100% (4) | 63% |
| % achieving Age Related Expectation for reading in KS2 | 43% (7) | 79% |
| % achieving Age Related Expectation for writing in KS2 | 29% (7) | 74% |
| % achieving Age Related Expectation for maths in KS2 | 43% (7) | 72% |
| 3. Barriers to future attainment (for pupils eligible for PP) | | |
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Ensuring there are appropriate learning opportunities provided in FS | |
| B. | Awareness of the starting point of each child to ensure they are supported adequately | |

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| C. | Identifying appropriate differentiation for all children and abilities, with an increasing focus on greater depth | |
| D. | The need for a clear writing framework and a focus on the quality of the teaching of writing throughout the school | |
| Internal barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| E. | Lower attendance rates for specific children | |
| F. | Pastoral issues : Parenting/emotional/financial issues for families | |
| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
| A. | <p>The FS environment will provide opportunities for all children to practise new skills, develop concepts and ideas and consolidate learning.</p> <p>As a consequence all children including Pupil Premium the Early Learning Goals</p> | <p>Evidence of staff being confident with 'In the moment planning'</p> <p>Staff have the skills to how to maximise childrens' knowledge through modelling, questioning & scaffolding.</p> <p>Children achieve ELG</p> |
| B. | All teachers have a complete understanding of the learning journey of each child, including their starting point and individual support required. | <p>ARE in reading, writing and maths</p> <p>Increase in children (including PP) achieving Greater Depth across reading, writing and maths</p> <p>Interventions are measured for impact and adapted appropriately</p> |

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| C. | There is evidence when monitoring that teaching is highly differentiated, and there is evidence of planning from the top. | <p>Increase in children (including PP) achieving Greater Depth across reading, writing and maths</p> <p>Differentiation is evident on all plans and during observations.</p> <p>PP clearly identified on plans.</p> |
| D. | There is a clear structure and progression for writing planning across the school, including the use of high quality texts | <p>ARE in writing; increasing trend for GD writing</p> <p>Children can identify and explain the features of high quality writing</p> |
| E. | Children's attendance at school will be in line with school and national expectations. | Arrive on time daily. 95% attendance |
| F. | Children and families with anxieties/emotional/financial concerns are supported to allow them to engage in the academic/social benefits of school | <p>Children engage in learning not distracted by issues beyond their control</p> <p>Attainment is above and in line with national expectations</p> |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2018/9 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff | When will you review implementation? |
| The FS environment will provide opportunities for all children to practise new skills, develop concepts and ideas and consolidate learning. | Training/CPD for 'in the moment planning' and development of skills | https://www.foundationyears.org.uk/files/2017/01/SEED-Good-Practice-in-Early-Education.pdf | Monitoring by SLT | SLT/Foundation Lead | December 2018 |
| All pupils are challenged and supported appropriately, according to their starting point. Teachers will have a greater understanding of the learning journey of each pupil in their class | Teachers aware of previous data for their class Pupil progress/provision meetings Interventions monitored and adapted for impact | https://educationendowmentfoundation.org.uk/tools/assessment-and-monitoring-pupil-progress/measuring-impact/ | Pupil progress and provision meetings | Head/Deputy Head/Inclusion Manager | December 2018 |

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| Highly differentiated teaching and planning, focus on planning from the top | Monitoring from SLT with an emphasis on differentiation. Internal training for lesson planning. | Evidence that planning from the top combined with appropriate differentiation improves outcomes | Observations from SLT | SLT | December 2018 |
| Introducing and implementing a writing framework | In house CPD at teacher meetings. Develop longterm planning with clear progression. Sharing good practice, modelling, observations and follow up. Ensure high quality texts are used. | Addressing specific development needs and targeted training increases pupil progress. | SLT/English Lead | English Lead | December 2018 |
| Total budgeted cost | | | | | £2000 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review |

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| Improvement in spelling | Intervention | Tailored spelling intervention for individual pupils. | Measured intervention with start and end. Observations from SLT | Class teacher /inclusion | Half termly |
| Phonics application in reading/writing | Intervention (rapid phonics) Additional resources | Proven intervention in this school and other schools. Constantly evaluated and individually tailored | Measured intervention with start and end data Observations from SLT | Class teacher /inclusion | Half termly |
| Improvement in comprehension skills: inference and deduction; scanning and skimming skills; speed of reading. | Intervention in a group | Focused groups have been proven to impact progress KS2 sats: Reading at EXP+ 89% (National 75%) at High 42% (National 28%) | Measured intervention with start and end data Observations from SLT | Class teacher/inclusion | Half termly |
| Improved structure, punctuation and content of writing | Intervention one to one and in a group | Focused groups have been proven to impact progress KS2 sats: Writing at EXP+ 84% (National 78%) at High 18% (National 20%) | Observations by SLT Data analysis/pupil progress meetings | Class teacher /inclusion | Half-termly |

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| Increasing confidence in application of maths vocabulary and concepts | Maths support in class (with a group) Pre learning for key pupils to improve confidence during the lesson | Support can be adjusted as need arises Encourages independence Feedback is timely/appropriate for teacher | Observations by SLT Data analysis/pupil progress meetings | Class teacher /inclusion | Half termly |
| Retention of number facts | Intervention (precision teaching) | Impact is striking when 'catch up groups' are delivered frequently and consistently. Daily opportunities to practice key skills and embed knowledge | Measured intervention with start and end data Observations from SLT | Class teacher /inclusion | Half termly |
| Total budgeted cost | | | | | £11,500 |

| iii. Other approaches | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Parents will have greater understanding of their children's educational needs and feel supported to be more involved. | Implement termly structured conversations with parents of PP children | Evidence suggests a strong partnership with parents will result in them being able to support their child's needs and further raise education aspiration in families. | Evidence of structured conversations | Inclusion Manager | July 2018 |

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| Emotional and mental well being | Internal counselling Nurture support Parenting | Safe and secure at school leads to increased improved engagement | Pupil /parent voice | Inclusion Manager | After each piece of work |
| Reduce financial/practical anxieties | Practical support eg. uniform/ Parenting | Removes distractions/ worries leading to greater engagement | Pupil/parent voice | Inclusion Manager | July 2019 |
| Improve social skills, self-belief and confidence at school and outside | Social skills groups | Increasing independence and willingness to engage in a broader range of activities | Pupil/parent voice | Inclusion team | July 2019 |
| All children are given opportunities to access the wider curriculum; including residential trips; day trips and after school clubs. | Supporting parents financially, enabling children to access trips; clubs, music tuition etc... | Children who have access to the wider curriculum develop more positive learning behaviours; directly impacting on learning and achievement. | SLT; KS leads and Class teachers will ensure that all children attend residential opportunities ,attend class trips and encourage participation in after school clubs and peripatetic activities. | Inclusion Manager | July 2019 |
| Total budgeted cost | | | | | £5000 |

