

Pupil premium strategy statement 2017/8: Teresa's Catholic Academy

1. Summary information			
School	St Teresa's Catholic Academy Wokingham		
Academic Year	2017/8	Total PP budget	15560
Total number of pupils	340	Number of pupils eligible for PP	13 (including pre-school)
		Date of most recent PP Review	April 18
		Date for next internal review of this strategy	September 18

2. Current attainment						
At this stage of the year January 2018						
% achieving Expected in reading in FS2	100%	Pupils eligible for PP Sept 17	2	Pupils eligible for PP May 18	100% (2)	2
% achieving Expected in writing in FS2	100%	12 (not incl. pre-school)	2	100% (2)	100% (2)	2
% achieving Expected in maths in FS2	100%	17	2	100% (2)	100% (2)	2
% achieving Age Related Expectation for reading in KS1	66%		3	66% (2)	66% (2)	3
% achieving Age Related Expectation for writing in KS1	66%		3	33% (1)	33% (1)	3
% achieving Age Related Expectation for maths in KS1	66%		3	100% (3)	100% (3)	3
% achieving Age Related Expectation for reading in KS2	71%		7	83% (5)	83% (5)	6
% achieving Age Related Expectation for writing in KS2	71%		7	83% (5)	83% (5)	6
% achieving Age Related Expectation for maths in KS2	86%		7	83% (5)	83% (5)	6
						Whole school without PP children May 18

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Home learning environment
B.	Emotional well being
C.	In Year 6 there are a significantly higher than average number of pupils (compared to other year groups) working towards age related expectations in writing (including PP)
D.	In Year 3 there are a higher than average number of pupils (compared to other year groups) working towards age related expectations in writing (including PP)
E.	In Year 3 there are a higher than average number of pupils (compared to other year groups) working towards age related expectations in reading (including PP)
Internal barriers (issues which also require action outside school, such as low attendance rates)	
F	Lower attendance rates for specific children
G	Pastoral issues : Parenting/emotional/financial issues for families
4. Desired outcomes (Desired outcomes and how they will be measured)	
A.	Liaison between home and school will be strong; homework completed on time; access to wider curriculum.
B.	Children to be emotionally secure in school setting enabling them to consistently access their learning.
C.	In Year 6 improved structure and content of writing: demonstrated by improved sentence construction; punctuating for meaning and use of cohesive devices
	Success criteria Attainment in line with national expectations
	Attainment in line with national expectations
	Attainment in line with national expectations: ARE achieved for writing

D.	In Year 3 improved organisation of writing and sentence structure; use of punctuation and cohesive devices	Attainment in line with national expectations: ARE achieved for writing
E.	In Year 3 increasing ability to discuss a text and extract key information. Specifically the ability to infer meaning from the text and make appropriate deductions.	Attainment in line with national expectations: Achieve ARE in reading
F.	Children's attendance at school will be in line with school and national expectations.	Arrive on time daily. 95% attendance
G.	Children and families with anxieties/emotional/financial concerns are supported to allow them to engage in the academic/social benefits of school	Children engage in learning not distracted by issues beyond their control Attainment in line with national expectations

5. Planned expenditure			
Academic year	2017/18		
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?

All pupils achieve attainment in line with school and national expectations.	Gaps analysis; pupil progress meetings termly for all children.	Emphasis on rapid progress and identifying gaps in learning improves teachers' pedagogy when addressing learning needs and planning for need.	KS leaders and SLT observation and data analysis	Deputy Head/Inclusion Manager	Pupil Progress/ Provision Meetings October 17; January 18; April 18; June 18
All pupils achieve attainment in line with school and national expectations.	Teachers sharing good practice.	Coaching and mentoring within phases enables teachers to learn from each other.	KS leaders and SLT observation and data analysis	Deputy Head/Inclusion Manager	Pupil Progress/ Provision Meetings October 17; January 18; April 18; June 18
Increasing focus on the teaching of writing across the school	External CPD. In house CPD at teacher meetings. KS leaders modelling, observing and training on moderating of writing and next	Addressing specific development needs and targeted training increases pupil progress.	SLT/English Lead	English Lead	December 2017
Total budgeted cost					£1300
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

Improvement in spelling	Intervention	A spelling intervention developed by the school. Proven to ensure progress. Y6 reading results 47% EXS	Measured intervention with start and end. Observations from SLT	Class teacher /inclusion	Half termly
Phonics application in reading/writing	Intervention (rapid phonics)	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 Y6 reading results 78% EXS 22% GD (including PP)	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 Y6 writing results 80% EXS 13% GD (including PP)	Observations by SLT Data analysis/pupil progress meetings	Class teacher /inclusion	Half-termly
Increasing confidence in application of maths concepts to problem solving	Maths support in class (with a group)	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				£11260	

iii. Other approaches					
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
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 2018
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 2018
Total budgeted cost					£3000

