

St Teresa's Catholic Academy Pupil Premium Strategy statement 2020 to 2023

The Pupil Premium Grant:

The Pupil Premium Grant (PPG) is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years (EV6). Pupil Premium Plus is paid for pupils who were previously Looked After. It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school's website. 3-year long-term pupil premium strategy template This template is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

Our philosophy:

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities: Setting priorities is key to maximising the use of the PPG.

Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as pastoral concerns, attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

School overview:

Metric	Data
St Teresa's Catholic Academy	Primary School
Pupils in school	340
Proportion of disadvantaged pupils	4.5%
Pupil premium allocation this academic year	£21,175
Academic year or years covered by statement	2020-23
Publish date	01 December 2020
Review date	01 November 2021
Statement authorised by	Nikki Peters
Pupil premium lead	Liz Jones
Governor lead	Matthew Sullivan

Disadvantaged pupil performance for 2019 academic year

Measure	% meeting expected standard KS1
Reading	100%
Writing	100%
Maths	100%
Measure	% meeting expected standard KS2
Reading	80%
Writing	60%
Maths	80%

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance.

Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Phonics	Achieve national average in Y1/2 Checklist	September 2023
Progress in Maths	Achieve national average progress scores in KS2 Maths	September 2023
Progress in Reading	Achieve national average progress scores in KS2 Reading	September 2023
Progress in Writing	Achieve national average progress scores in KS2 Writing	September 2023
Other	Reduce rate of Persistent Absence amongst disadvantaged pupils	September 2023

Teaching priorities for current academic year

Measure	Activity
Priority 1	Continue to support teachers in the delivery of writing lessons to ensure high quality output and engagement in writing
Priority 2	Ensure all staff (including new staff) received training to deliver the phonics scheme effectively
Barriers to learning these priorities address	Limited vocabulary, EAL, poor language and communication skills, effective learning behaviours including resilience
Projected spending	£ 4,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all interventions are tracked and reviewed.
Priority 2	Ensure formative and summative assessment systems identify specific areas of struggle in maths and English for individual pupils. Ensure targeted intervention and resources are in place.
Priority 3	Develop use of word shark to engage children to improve spelling strategies. Use baseline assessments to evidence progress
Barriers to learning these priorities address	Poor vocabulary; EAL; specific learning needs.
Projected spending	£9,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve attendance of disadvantaged children Assistant Head to work with parents and EW service Regular meetings, individual plans and targets
Priority 2	Develop within the Inclusion Team nurture skills and strategies to support disadvantaged children in school Members of inclusion team participate in nurture assistant programme. Additional time for regular one to one talk time/ coaching for disadvantaged children with inclusion staff Use external counselling expertise to support children where needed
Barriers to learning these priorities address	Attendance and readiness to learn; parental engagement; financial pressures at home; safeguarding issues
Projected spending	£9000

Monitoring and review process

Our review process Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually. During a light-touch review, we will review the success of each intervention, based on evidence, and

determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. The Pupil Premium Lead will review strategy termly and report to the Full Governing Body. The progress of pupils in receipt of the PPG is regularly discussed with teachers and subject leads. Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available.

