**St Teresa’s Catholic Primary School, Hartlepool**

**Pupil Premium Strategy Statement 2024-5**

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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 year’s spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| Number of pupils in school | 319 |
| Proportion (%) of pupil premium eligible pupils | 23% |
| Academic year/years that our current disadvantaged strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2024-7 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | March 2025June 2025November 2025 |
| Statement authorised by | Ruth Leonard |
| Pupil Premium lead | Jo Bruton |
| Governor / Trustee lead | Sue Lister |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil Premium funding allocation this academic year | £99,243 |
| Disadvantaged 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* | £99,243 |

# A logo of a religious symbol  Description automatically generatedPart A: Pupil Premium strategy plan

## Statement of intent

|  |
| --- |
| Our intention is that **all pupils**, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.Our plan acknowledges the varied backgrounds of the children at our school and the diverse challenges they may face. We recognise that not all pupils who receive pupil premium will be socially Pupil Premium. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for pupil premium funding. There may also be complex family situations that prevent children from flourishing.When making provision for socially disadvantaged pupils, we recognise there is no “one size fits all” approach. We will respond to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged, including those children who may have a social worker or be a young carer. **Our ultimate objectives for our Pupil Premium eligible pupils are:** * To have ambitious goals for student achievement and close the attainment gap between disadvantaged pupils and other pupils.
* To support children’s health and wellbeing to enable them to access learning at an appropriate level.
* To ensure children have opportunities that enrich their cultural capital by learning knowledge that will support their citizenship through creative approaches.

**How we aim to do this:** * The school has used research and supporting evidence from The Education Endowment Fund to develop this plan. The EEF recommends that great teaching is the most important lever schools have to improve outcomes for their pupils. Many of the most effective ways to raise attainment will benefit all groups of pupils.
* High-quality adaptive teaching for all is at the heart of our approach, with a focus on areas in which Pupil Premium eligible pupils require the most support. This is proven to have the greatest impact on closing the Pupil Premium attainment gap and at the same time will benefit the non-Pupil Premium pupils in our school.
* Using robust diagnostic assessment, we will identify common challenges and individual needs and target our resources to support and overcome them. This may be through high quality small group provision or 1:1 support where needed. Regular monitoring and review of our strategy will ensure our strategy is responsive to the individual needs and challenges our pupils face and is timely and proportionate.
 |

**Challenges**

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | **Low attainment** 23% of Pupil Premium recipients are on the SEND register.44% of Pupil Premium recipients in Y1 – Y6 are working at the expected standard in reading. 37% of Pupil Premium recipients in Y1 – Y6 are working at the expected standard in writing. 42% of Pupil Premium recipients in Y1 – Y6 are working at the expected standard in maths.  |
| 2 | **Attendance** Pupil premium attendance is below non pupil premium data. Attendance of Pupil Premium children is 92.9% compared to other children whose attendance is 95.5% 22.5% of Pupil Premium recipients are persistently absent compared to 8.1% of other children.Persistent absenteeism is a key factor in low attainment. Poor attendance results in gaps in knowledge and lack of engagement with the schools well planned curriculum |
| 3 | **Multi vulnerabilities** 24% of Pupil Premium pupils also are identified as receiving additional support for a special educational need. 40% of PP recipients on the SEND register, have SLCN as an area of need. |
| 4 | **Communication and Language in Early Years** On entry, baselines assessments indicated that 60% of all Reception children were expected in Speaking and 63% in Listening, Attention and Understanding. Assessments, observations and discussions with new pupils indicate low levels of speech, language and communication development.  |
| 5 | **Wider Opportunities and Experiences.** Observations, pupil and parent voice have identified a number of children receiving Pupil Premium who have a narrow experience outside of school or may need financial support to allow these children to access wider educational experiences. Deprivation leads to low levels of cultural capital which impacts on children’s long term schema development. |

**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 |
| To increase the percentage of Pupil Premium children achieving the expected standard reading and writing. | Reading attainment of pupil premium children increases to be in line with non-Pupil Premium children.Writing attainment of pupil premium children increases to in line with non-Pupil Premium children. |
| To increase the percentage of Pupil premium children achieving the expected standard in maths.  | Maths attainment of pupil premium children increases to be in line with non-Pupil Premium. |
| To reduce the percentage of persistent absence in Pupil Premium children.  | To reduce the levels of persistence absence so that it is in line with non-pupil premium children (currently 6%). Overall attendance for both pupil premium and non-pupil premium is targeted at 97% |
| To increase achievement in communication and language in Early Years.  | ELG in communication and language will be at least in line with national (currently 79.3). |
| To provide Pupil Premium pupils with wide opportunities for rich life experiences.  | All children experience a wide range of visits and memorable experiences, both as part of the curriculum and wider opportunities, that enhance their learning, knowledge and life experiences. All Pupil Premium children have access to school trips. All Pupil Premium children have equal access to a wide range of extracurricular clubs. Provide opportunities to expand disadvantage children’s cultural capital through an engaging curriculum and literature. The representation of Pupil Premium pupils is in line with demographic across enriching provisions: e.g.: school council, clubs, trips, residentials. |

## Activity in this academic year

This details how we intend to spend our disadvantaged funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention) Budgeted cost: £ *57,215.36*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Refine the teaching of reading comprehension in KS1 and KS2 following new guidance from the DFE Reading Framework. Opportunities to develop fluency, read for pleasure and gain key comprehension strategies.Refine reading curriculum to ensure increasing complexity, range of genres and connection in learning of novel studies Embed catch up phonics in KS2 | High quality first teaching (adaptive teaching) is the most effective way of targeting the needs of all pupils. EEF, SEND Code of Practice This approach is supported by Rosenshine’s principles of effective instruction: • Present new material in small steps with student practice to support cognitive load theory. • Provide models to support connections in learning • Guide student practice • Check for student understanding to ensure they have a secure foundation before moving on  • Provide scaffolding for difficult tasks • Require and monitor independent practice | 1,3 |
|  | **DFE Reading Framework Summary:** 1. Identify pupils who need most support and ensure catch up teaching happens daily. 2. Choosing the best reading material 3. Promote book clubs to get children reading 4. Promote discussions in class 5. Text selection across a school: the bigger picture**EEF’s ‘Improving Literacy at KS2’ Key recommendations:** 1. Support pupils to develop fluent reading capabilities 2. Teach reading comprehension strategies through modelling and supported practice 3. Target teaching and support by accurately assessing pupil needs 4. Use high quality structured |  |
| **Small class sizes** and adult support in Reception will support children in the development of communication and language.   | On average, children who are involved in communication and language approaches make approximately six-month additional progress over the course of a year. All children appear to benefit from such approaches but some studies show slightly larger effects for children from disadvantaged backgrounds. **EEF toolkit: Communication and language approaches – additional 6 months progress**  | 1, 3,4 |
| Continue to engage with the NCETM maths hub to sustain mastery teaching. Provide CPD to new teachers or teachers new to year group. Introduce Mastering Number in KS2  | NCETM: Carefully structured teaching is planned in small steps. This provides both the necessary scaffold for all to achieve, and the necessary detail and rigour of all aspects of the maths to facilitate deep thinking. The small steps are connected and concepts are built. This leads to generalisation of the maths, and the ability to apply it to multiple contexts and solve problems. Memorisation and repetition of key facts (times tables and number bonds etc.) are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically ‘frees up’ working memory. It can then focus on more complex problem solving, rather than 2 6 reaching cognitive overload trying to calculate simple operations. Education Endowment Foundation Improving Mathematics in Key Stages 2 & 3 November 2017 NCETM The Essence of Mathematics Teaching for Mastery - September 2022 | 1,2 |
| Sustain DfE validated Systematic Synthetic Phonics Programme (Sounds-Write) including training for new teachers, to ensure high level of phonics achievement continues.  | DFE Reading Framework: Evidence shows that teaching phonics is the best way to teach children to read words, the EEF considers phonics to be one of the most secure and best evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. There is convincing evidence of the value of systematic synthetic phonics (SSP), including the seven-year study by Johnston and Watson undertaken in Clackmannanshire, published in 2005 EEF’s ‘Improving Literacy at KS1’ 1. Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills 2. Effectively implement a systematic phonics programme 2, 3 7 3. Teach pupils to use strategies for developing and monitoring their reading comprehension Phonics approaches have strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for Pupil Premium pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF | 1,4 |
| Chris Connaughton storyteller booked, workshops with PP children.£340 | Writing session booked with author and storyteller. PP children will be given a session to work closely with Chris to develop love of books, language and reading for pleasure. **We need to support reading for pleasure*as it's a foundation stone for literacy, empathy and creative thinking.*****Chris Connaughton - 2024** | 1,4,5 |

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

Budgeted cost: £ *6,436.05*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reading interventions will take place during the week led by 3 teaching assistants across each key stage  | Higher attainment in reading indicates better life chances. Reading a wide variety of genres will support vocabulary acquisition. High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET and teaching assistant meetings and mentoring. Strong reading lead will support staff in using phonics when reading with children and Toe by Toe and Nessy programmes will support the SEND children who cross into the PP category and PP children who would benefit.   | 1,4 |
| Phonics Sounds-Write Keep Up support for EYFS and KS1 Phonics Sounds-Write Catch Up Support in KS2 | DFE Reading Framework Summary: • Identify pupils who need most support and ensure catch up teaching happens daily. EEF Toolkit Phonics +5 months | 1,4 |
| Pre – teaching and same day interventions for maths and writing. | Providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas, can be effective in raising attainment.  **EEF Toolkit + 4 months ‘Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.** | 1 |
| 1:1 pupil progress meetings with teachers, SLT, SENDCO and PP lead   | Time for ongoing professional dialogues regarding further support for these children will help keep this a priority. There is a collected responsibility for PP children’s progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs. Interventions to support accelerated progress. Meetings to take place in Autumn 2, Spring 2 and Summer 2. | 1  |

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

Budgeted cost: £ 35,592

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Make sure these systems are inclusive and appropriate for all pupils. Make sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly. Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children’s social care and early help services which are working with families. | Consider prevention, early intervention and targeted strategies to support attendance. Additional targeted support in place, where necessary working with partners, and agree a joint approach with local authorities for all severely absent pupils DFE Working together to improve school attendance September 2024 | 2 |
| Targeted support for social, emotional and mental health difficulties including sensory circuits, social skills groups, Protective Behaviours, Draw and Talk and Daily Meet and Greet. | Social and emotional learning approaches have a positive impact on student’s wellbeing and academic outcomes. Social and Emotional Learning EEF Toolkit + 4 months | 3 |
| Engagement of a range of professionals and external agencies to support the multi vulnerabilities of pupils and their families.  | Multi vulnerabilities is identified as a significant barrier to learning. Engaging agencies and professionals ensures school puts in place highly specialised and effective provision. | 1,2,3 |
| Continue to deliver Zones of Regulation as a whole school approach to emotional literacy and regulation and provide additional groups for those with a level of need.  | Self-regulation supports pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. EEF Toolkit Metacognition and self-regulation + 7 months EEF: Metacognition and Self-Regulation: Evidence Review May 2020 Promoting and supporting mental health and wellbeing in schools and colleges (DFE June 2021) SEND Code of Practice (January 2015) *“Rainbows training and programmes argue that if loss and bereavement are not acknowledged there may be a negative impact on a young person’s emotional health and well-being which in turn may harm their cognitive development and learning. Rainbows programmes directly support and promote all of the identified eight principles for promoting mental health and well-being.”* [RESEARCH DOCUMENTS - Rainbows Bereavement Support GB](https://rainbowsgb.org/research-documents/) | 1,3 |
| School Parent Support advisor engaging with families to support them with managing behaviour; supporting their child academically; providing financial aid with uniform; directing families to services and working to improve attendance  | Parental engagement has a positive impact on average of 4 months additional progress EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress | 5  |
| Opportunities to develop cultural capital woven throughout the curriculum. Progressive, sequential curriculum provides key knowledge and skills. Plentiful enrichment opportunities within the curriculum including memorable experiences, school trips, workshops. Ensure Pupil Premium children have access to a wide array of extra – curricular clubs.  | Ofsted Education Inspection Framework (September 2023 Update) “Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgment about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged” Derwent Hill outdoor adventure for Year 6 **EEF – sports participation increases educational engagement and** **attainment** **EEF – outdoor adventure learning shows positive benefits on academic learning and self confidence** |  |

**Total budgeted cost: £ 99,243**

|  |  |
| --- | --- |
| Teaching | £ *57,215.36* |
| Targeted Academic Support | £ *6,436.05* |
| Wider Strategies | £35,592 |
| Total | £99,243 |

# Part B: Review of the previous academic year 2023.24

## Outcomes for disadvantaged pupils

|  |  |
| --- | --- |
| **Intended Outcomes 2023-4** | **Review** |
| For the attendance of our PP children to be no lower than the attendance for non-PP children. For the attendance to be good compared to national attendance (96%) | Although there is an attainment gap between PP and Non - Pupil Premium pupils, there is evidence that the attainment gap is staring to close. |
| Pupil premium children will make good or better progress in reading– this will help vocabulary acquisition | This academic year, the school has continued to embed a DfE validated, synthetic, systematic phonics programme, which was taught consistently across EYFS and KS1. Group and individual ‘keep up’ groups were introduced in EYFS and KS1. These were additional phonics groups for pupils working below the EXS which focused on gaps identified in pupil assessment. These groups worked alongside exposure to whole class phonics. ‘Catch up’ groups were introduced in KS2 to support those who had gaps in their phonics knowledge.As a result, 100% of pupils in Y2 achieved the phonics screening check in 2024. |
| For pupil premium children to enjoy the wide range of enrichment activities we have on offer at St Teresa’s School | Priority places were offered to our Pupil Premium pupils in all of our sports and after school clubs so that we could enhance the cultural capital of these pupils. 15 children accessed at least one after school club within the academic year. |
| Pupils eligible for Pupil Premium in EYFS make expected or rapid progress in all areas. | During the academic year, a progression of vocabulary was developed in Early years, to ensure that children were exposed to increasingly high level, tier 2 vocabulary. The use of this language was carefully planned for during continuous provision, to ensure that all pupils were repeatedly exposed to new words.67% of disadvantaged pupils achieved ELG in communication in 2024. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your disadvantaged to fund in the previous academic year.*

|  |  |
| --- | --- |
| Programme | Provider |
|  |  |
|  |  |

## Service disadvantaged funding (optional)

|  |
| --- |
| *For schools that receive this funding, you may wish to provide the following information:* **How our service disadvantaged allocation was spent last academic year** |
| Support in the classroom and in flexible interventions for phonics and reading. Incidental interventions with VE to support with any concerns. |
| **The impact of that spending on service disadvantaged eligible pupils** |
| Phonics in Year 1 – Passed GLD in reading – Passed  |

**Further Information (optional)**