



St Teresa's Catholic Primary School



Pupil premium strategy statement 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
School name	St. Teresa's Catholic Primary School
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	24% (75 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24 <i>The aims cover 3 years, but we have focused on funding overview for one)</i>
Date this statement was published	November 2023
Date on which it will be reviewed	Termly and July 2024 for 2023/2024 funding overview
Statement authorised by	Jo Bruton
Pupil premium lead	Jo Bruton
Governor / Trustee lead	Sue Lister

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,125.00
Recovery premium funding allocation this academic year	£
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	£109,125.00



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Part A: Pupil premium strategy plan

Statement of intent

At St Teresa's School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed*
- Having individualised approaches to address barriers to learning at an early age through intervention*
- Make decisions based on detailed data analysis and responding to evidence and research*
- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children*
- Providing high quality reading teaching and learning for all pupils*
- Enhance oracy skills and language skills in Early Years*

Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium children as a group are not making as rapid progress in all subjects as non-pupil premium children
2	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need
3	The attendance of some of our pupil premium children is lower than that of the whole school impacting on their learning.
4	The majority of pupils who are eligible for pupil premium do not enter early years at age related expectations, communication and language is lower than non-pupil premium children
5	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading
6	Emotional resilience of pupils eligible for pupil premium can be low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.



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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
<i>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%)</i>	<ul style="list-style-type: none"> • PSA will promptly call families who have an absent child without reason • Extremely poor attendance (below 90%) will be challenged with communication from the HT and PSA • Promoting the importance of attendance through weekly awards and on social media and emails to parents • Communication is open between PSA and PP families with support being offered when needed to improve attendance. • The children's attendance will be good as they feel happy and safe at school.
Pupil premium children will make good or better progress in reading– this will help vocabulary acquisition	<ul style="list-style-type: none"> • PP children will develop a love of reading • They will be regularly heard in school • Parents will be supported in helping their child read at home • High quality reading lessons will take place in school • Children will receive systematic phonics teaching • % of PP children meeting the expected standard in phonics improves from 2023.
For pupil premium children to enjoy the wide range of enrichment activities we have on offer at St Teresa's School	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered to tap into our children's passions • Discount in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits and residential etc
Pupils eligible for Pupil Premium in EYFS make expected or rapid progress in all areas.	<ul style="list-style-type: none"> • A higher proportion of PP children meet a good level of development than 2023. • Low class numbers are in place to help the children get the support they need • Additional member of staff in nursery to support the communication and language



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Provide children with high quality teaching and feedback to ensure progress in learning.	<ul style="list-style-type: none">• Increased proportions of PP pupils will reach ARE in English and Maths across school
Provide increased opportunities in school to support and enthuse a love of reading.	<ul style="list-style-type: none">• By the end of the academic year, attainment in reading for PP pupils improves compared to assessments from summer 2023.



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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: £56,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small class sizes and adult support in Nursery and Reception will support children in the development of communication and language.</p> <p>£42,320.00</p>	<p>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.</p> <p>EEF toolkit: Communication and language approaches – additional 6 months progress</p>	4
<p>Staff to access Sounds Write training to ensure consistency in this approach to systematic synthetic phonics across the school.</p> <p>£7,428.00</p> <p>Staff to have access to Soundwrite online subscription to support the teaching of phonics. £2,000</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words.)</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during team meetings and INSET.</p> <p>Sounds Write is a DFE accredited systematic synthetic phonics programme.</p> <p>EEF toolkit: Phonics – additional 4-month progress.</p> <p>Sounds write evidence.</p>	1
<p>All teaching in school to be at least good.</p> <p>The teaching of reading, writing and maths to be high</p>	<p>High quality teaching will lead to children achieving better outcomes. Reading, writing and mathematical skills are essential for better life chances.</p> <p>Staff CPD and strong subject leaders and curriculum will lead to good teaching and learning.</p>	4



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<p>quality and progressive.</p> <p>£2,000 on CPD and subject leader time</p> <p>£2,000 on resources – new books for writing strategy and reading books in school</p> <p>Active Learn subscription £1,005</p>	<p>Progressive schemes of work related to the national curriculum will ensure children are being taught what is essential at each key stage and that their skills are revisited and reinforced. Strong subject leaders in maths and English will support staff in the teaching of maths, reading and writing.</p> <p>Active learning will be introduced across school using the Active Learn approach.</p> <p>Improving literacy in KS2</p> <p>Improving Maths KS2 and KS3</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading interventions will take place during the week led by 3 teaching assistants across each key stage</p> <p>£4,275.18</p>	<p>Higher attainment in reading indicates better life chances.</p> <p>Reading a wide variety of genres will support vocabulary acquisition.</p> <p>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.</p> <p>Strong reading lead will support staff in using phonics when reading with children and Dyslexia gold programme will support the SEND children who cross into the PP category and PP children who would benefit.</p> <p>EEF evidence ‘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.</p>	<p>5</p>



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<p>1:1 pupil progress meetings with teachers and Head teacher and SENDCO and PP lead</p> <p>£537.54</p>	<p>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.</p> <p>Interventions to support accelerated progress.</p>	<p>1</p>
<p>After school booster sessions for our Year 6 cohort led by school staff.</p>	<p>Having analysed our cohorts we have identified that our Year 6 cohort need support to prepare them for the end of school assessments through intensive tutoring in small groups. In the UK, four recent evaluations of tuition interventions found average impacts between three and six months' additional progress.</p> <p>EEF Teaching and Learning Toolkit: One to one tuition – additional 5 months progress</p>	<p>1</p>

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

Budgeted cost: £ 42,336.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A HLTA will have specific time set aside to support children with challenging behaviour and social and emotional needs.</p> <p>£524.94</p> <p>Targeted pupil premium children will attend Repeat for Kids to support their SEMH needs</p> <p>Staff costs £3,999.76</p> <p>Hire of premises</p>	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>Social and emotional learning improves interaction with others and self-management of emotions impacting on attitudes to learning and social relationships in school, which increases progress in attainment</p> <p>EEF teaching and learning toolkit: behaviour interventions – additional 3 months' progress</p> <p>EEF toolkit: social and emotional learning</p>	<p>6</p>



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<p>£2,730.00</p>		
<p>Support for pupils to regulate emotions £475.02</p> <p>Mental health champion training and mental health promotion from our dedicated mental health lead</p> <p>One Goal Mental health champion programme £1100</p>	<p>Rainbows and sunbeam programmes will run in school for identified children to support them in managing their emotions</p> <p>Mental Health champion programme established in school with the year 5 pupils leading this across school.</p> <p>Social and emotional learning improves interaction with others and self-management of emotions impacting on attitudes to learning and social relationships in school, which increases progress in attainment</p> <p>EEF toolkit: social and emotional learning</p>	<p>6</p>
<p>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</p> <p>£21,882</p> <p>Rewards and treats and resources for parental engagement £1,000</p> <p>Parents supported with uniform £1,125</p>	<p>Using emails and Facebook to inform parents of their child's success e.g. Hot Chocolate Friday, postcards, Family bead treats and celebrated in celebration assemblies.</p> <p>Family engagement sessions and recorded videos to help parents support their child at home. 1:1 sessions are available when needed. PSA to run sessions for parents. Early years stay and play sessions model how to support the children.</p> <p>School provides all pupil premium pupils with a new school jumper at the start of the year.</p> <p>Parental engagement has a positive impact on average of 4 months additional progress</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	<p>5</p>
<p>Reduction in costs of trips for PP. £6,000 towards coaches for visits</p>	<p>Cultural capital experiences are promoted in the curriculum, Ofsted research (2019) places emphasis on</p>	<p>6</p>



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<p>Derwent Hill outdoor adventure for Year 6 £1,000 coach £1,800 subsidised £1,600 for PP children</p>	<p>improving cultural capital particularly for disadvantaged pupils.</p> <p>Children are provided with a wide range of experiences during the school day and after school.</p> <p>Excursions; visits and visitors help the children develop as individuals and support their learning.</p> <p>School part funds all trips/visitors.</p> <p>EEF – sports participation increases educational engagement and attainment</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self confidence</p>	
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Total budgeted cost: £ 103,901.72



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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 2022 to 2023 academic year.

Additional weekly 1:1 reading sessions with an adult meant our reading attainment improved in school. Daily 'follow-up' interventions based on lesson outcomes to address misconceptions and ensure children secure in lesson objective delivered by teaching assistants. After school small tutoring groups sessions identified barriers and gaps delivered by teachers leading to an improvement in end of year assessments in KS1 and KS2.

Quality First teaching: *CPD and staff development is crucial to continued school improvement.* (Cross school cluster and in-school writing moderation, Sounds-Write phonics training, Trust curriculum CPD and subject leader networks) Impact: staff continue to access ongoing professional development to enable them to deliver high quality teaching and implement strategies to address identified barriers to learning for PP children.

Strategies to improve emotional resilience and independence to address the mental health issues facing children were extremely effective (Rainbows, Mindfulness, Alliance Mental Health, West View Project, enhanced transitions EY/KS1/KS2/KS3, Y6 Residential visit to the Lake District, Body Balance). SEMH support across school using a multitude of programmes and learning experiences gave the children the opportunity to reflect on their own emotions, improve control of their emotions and improve confidence to communicate and share their concerns. The impact of this was improved engagement and self-esteem and improved stamina and levels of application and an improvement in behaviour across school.



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7. Attendance & Exclusions

		20-21	21-22	22-23
Overall Absence %	School	2.9%	6.1%	5.8%
	National	3.6%	6.3%	
Persistent absentees % (10% or absence)	School	5.0%	15.9%	12.7%
	National	8.8%	17.7%	
% of Permanent Exclusions	School Number	0	0	0
	School %	0.00%	0.00%	0.00%
	National	0.01%	0.02%	
% of Suspensions	School Number	1	1	0
	School %	0.30%	0.31%	0.00%
	National	0.99%	1.42%	
% of pupils receiving 1 or more suspensions	School Number	1	1	0
	School %	0.30%	0.31%	0.00%
	National	0.52%	0.68%	

Key	
+	Significantly Above National
-	Below national by 1+ pupils
-	Significantly Below National

* Disadvantage pupils are compared to national other pupils.



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St Teresa's Catholic Primary (Hartlepool) (STH)

1. Key Stage 2 Results

		Reading			Writing			Mathematics			Reading, Writing & Mathematics			Grammar, punctuation & spelling			Science		
		2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Achieving at least Expected standard	School	70%	73%	86%	77%	73%	70%	81%	69%	73%	68%	62%	63%	81%	69%	68%	81%	70%	86%
	National	73%	75%	73%	78%	69%	71%	79%	71%	73%	65%	59%	58%	78%	72%	72%	83%	79%	80%
Achieving a Higher standard	School	20%	20%	27%	13%	2%	9%	30%	18%	20%	11%	0%	5%	30%	16%	20%			
	National	27%	28%	29%	20%	13%	13%	27%	22%	24%	11%	7%	8%	30%	28%	30%			
Average score	School	104.7	102.6	105.3				105.6	101.0	102.9				107.8	102.3	102.5			
	National	104.4	104.8	105.1				105.0	101.8	104.2				106.3	105.1	104.9			
Progress Score	School	0.17	-1.24	0.76	-1.26	0.03	-1.81	0.48	-1.91	-0.54									
	National	0.03	0.04		0.03	0.05		0.03	0.04										

		Disadvantage*			Other			SEND pupils			Non-SEND		
		2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
At Expected or higher in RWM	School	40%	43%	57%	70%	71%	63%	50%	27%	11%	71%	74%	74%
	National	52%	43%	44%	71%	66%	66%	22%	18%	20%	74%	69%	70%
At a higher standard in RWM	School	23%	0%	7%	6%	0%	3%	0%	0%	0%	12%	0%	6%
	National	5%	3%	3%	13%	9%	10%	1%	1%	1%	13%	9%	10%

	Cohort		
	2019	2022	2023
All pupils	47	45	44
Disadvantaged	13	14	14
Other	34	31	30
SEND pupils	6	11	9
Non-SEND	41	34	35

2. Year 4 Multiplication Table Check

		2021	2022	2023
		Mean average score	School	19.6
	National		19.8	

		2021	2022	2023
		% Taking the check	School	98%
	National		96%	

	Cohort		
	2019	2022	2023
Cohort		41	44

3. Key Stage 1 Results

		Reading			Writing			Mathematics			Reading, Writing & Mathematics			Science		
		2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Achieving at least Expected standard	School	77%	70%	86%	75%	70%	75%	70%	73%	78%	70%	57%	67%	84%	86%	89%
	National	75%	67%		69%	58%		76%	68%					82%	77%	
Achieving a Higher standard	School	18%	11%	19%	9%	3%	6%	18%	5%	22%	5%	3%	6%			
	National	25%	18%		15%	8%		22%	15%							

		Disadvantage			Other			SEND pupils			Non-SEND		
		2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
At Expected or higher in RWM	School	68%	49%	0%	74%	62%	80%	0%	0%	0%	79%	64%	71%
	National												
At a higher standard in RWM	School	0%	0%	0%	0%	4%	7%	0%	0%	0%	5%	3%	6%
	National												

	Cohort		
	2019	2022	2023
All pupils	44	37	36
Disadvantaged	10	10	6
Other	34	27	30
SEND pupils	5	4	2
Non-SEND	39	33	34

4. Phonics

4.1 End of Year 1

		All Pupils			Disadvantage*			Other			SEND pupils			Non-SEND		
		2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
% achieving Expected standard	Cohort	45	36	33	13	5	8	32	31	25	2	3	7	43	33	26
	School	80%	82%	91%	62%	60%	75%	88%	87%	96%	0%	67%	57%	84%	94%	100%
	National	82%	75%		71%	62%		84%	80%		43%	38%		88%	82%	

4.1 End of Year 2

		All Pupils			Disadvantage*			Other			SEND pupils			Non-SEND			Year Results		
		2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
% achieving Expected standard	Cohort	44	37	36	10	10	6	34	27	30	5	4	2	39	33	34	-	5	3
	School	91%	95%	97%	70%	90%	83%	97%	96%	100%	40%	75%	50%	97%	97%	100%	-	60%	67%
	National	91%	87%		85%	78%		92%	90%		67%	55%		97%	94%				

5. Early Years Foundation Stage Profile

		All Pupils			Disadvantage*			Other			SEND pupils			Non-SEND		
		2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Achieving a Good Level of Development	Cohort	32	32	49	-	7	3	-	25	46	-	0	0	-	32	49
	School	64%	63%	69%	-	57%	33%	-	64%	72%	-	-	-	-	67%	69%
	National	72%	65%			49%			69%						71%	

		Achieving Expected in															Average no. of ELGs at Expected per pupil		
		All the learning goals			Comprehension			Word Reading			Writing			Mathematics			2019	2022	2023
		2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023			
All Pupils	School	-	62%	67%	-	84%	94%	-	78%	84%	-	69%	72%	-	72%	82%	-	13.7	15.2
	National		62%			80%			75%			70%			76%			14.3	



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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
Mental Health Champions	One Goal
Active Learning	Active Learn
Sounds Write Phonics	Sounds Write
Steps to read Read to write	Literacy Counts
White Rose Maths	White Rose

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support in the classroom and in flexible interventions for phonics and reading.
What was the impact of that spending on service pupil premium eligible pupils?	Phonics in Year 1 – Passed GLD in reading – Passed