

Pupil premium strategy statement

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	320 (exc nursery)
Proportion (%) of pupil premium eligible pupils	50/320 = 16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 23 (First published September 21 with amendments Sep 23)
Date on which it will be reviewed	September 24 (But also reviewed yearly)
Statement authorised by	Paula Strachan
Pupil premium lead	Fiona Lindsay
Governor / Trustee lead	Margaret Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72, 855
Recovery premium funding allocation this academic year	£7,105
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	£79,960

Part A: Pupil premium strategy plan

Statement of intent

At St Teresa's Catholic Primary School our curriculum is driven by our mission to create confident and independent learners who have the skills and knowledge needed to be the best that they can be and who serve each other in a loving Catholic community. Our intention is to ensure that pupils become successful learners who enjoy learning, make good progress and achieve. We cultivate confident individuals who are able to live safe, healthy and fulfilling lives, creating responsible citizens who make a positive contribution to society.

At St. Teresa's Catholic Primary School, we want to ensure that all children receive the support that they require to become successful learners. At St. Teresa's, we use evidence from a broad base of sources including school-based evidence to ensure we provide credible and progressive learning opportunities for our unique cohort of children – we are prioritising: -

- providing support to improve attendance
- ensuring that teachers and teaching assistants are experts in the teaching of phonics
- ensuring that groups of vulnerable learners have access to: structured intervention, small group tuition and one-to-one support
- emotional literacy so that children are given the tools and support to cope with challenges and changes in their lives.

Challenges

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

Challenge number	Detail of challenge
1	Rate of overall absence is above the national average. Persistent absence is above the national average.
2	Progress in phonics so that gaps can be catered for and time given to support children that need longer to process and retain this information
3	Challenges of retention, recall and processing that requires structured intervention, small group tuition and one-to-one support
4	Stabilising emotional behaviours so that children are ready to learn

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
Attendance improves	That attendance figures improve to closer to the national average
Children make progress in phonics	To maintain above national figures
Children are supported in KS1 and KS2 to make good progress and reach at least ARE	Children reach National expectations
Children are supported through the development of ELSA roles	Children have the ability to articulate the difficulties they face and demonstrate mechanisms and strategies to cope with challenges

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics training for all staff and access to on-line refresher learning package	EEF guidance states that implementation of phonics should cover:- 'Training staff to ensure they have the necessary linguistic knowledge and understanding'	2
Grouping and setting of children into targeted small group, one to one support and structured intervention programmes in phonics throughout EYFS, KS1 and nurture group support in KS2.	<p>THE EEF state:</p> <ol style="list-style-type: none"> 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	2

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children are supported in KS1 and KS2 to make good progress and reach at least ARE. This includes delivery of catch up and keep up programmes in KS2 and KS1. Children are supported to reach ARE in reading, writing and maths and make at least good progress.</p> <p>Teachers devise key programmes of work where children have known areas of challenge and these areas are addressed through after-school or within the school day small group or one-to-one tuition interventions and programmes.</p> <p>(Including EAL sessions, Lexia sessions, reading, writing and maths 'catch up and keep up' programmes.)</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>On average, individualised instruction approaches have an impact of 4 months' additional progress.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	3

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

Budgeted cost: £11,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an attendance officer to engage with families	The EEF has been unable to produce exact evidence on how to improve	1

<p>in order to improve attendance.</p>	<p>attendance. From their evidence sources though they do state:</p> <p>Sending parents of students who are persistently absent personalised letters or texts can help improve attendance. Evidence of promise for approaches that focused on engaging with parents. In one study with a positive impact on attendance, parents were sent ‘nudge’ letters, which outlined the importance of their child’s attendance to learning and the school community.</p> <p>Government advice suggests: Communication with parents about the importance of attendance is crucial. For this communication to work effectively, leaders and other staff need to have built positive working relationships with parents, so that parents trust them. At the same time, these relationships need to be built on honesty, so that parents accept tough messages about attendance when they need to. We heard from school leaders about the importance of ‘overt messaging’, ‘straight talking’ and ‘spelling it out’. We see the effectiveness of this approach time and time again in our inspections.</p> <p>Leaders who are successful in improving attendance and maintaining high levels of attendance over time have expectations are that are high for all pupils. They make it clear to parents that parents are responsible for ensuring that their children attend school: ‘Sometimes it’s about making sure parents understand it’s the child’s right to attend, not their right to keep their child at home’. They challenge parents who do not make sure that their children attend but also offer support where needed. Expectations are also communicated as soon as the child joins the school. Parents are helped, where necessary, to establish good attendance routines, and challenged if their child is not in school.</p> <p>Leaders who do this well also challenge parents’ misconceptions about what ‘good’ attendance looks like. They tell parents why they are not going to authorise a holiday in term time. They talk openly to parents about the relationship between attendance and achievement. Often, they exemplify what attendance percentages really mean in terms of</p>	
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	<p>learning that the pupil will miss out on – how many phonics sessions or GCSE science lessons will be missed, for example. Tenacity is very important when schools are trying to improve attendance. It is clear that leaders who have succeeded in raising attendance levels listen to parents properly and ask the right questions in order to find out why their children are not attending well enough. One leader described this as ‘remembering that there are families behind those attendance figures’.</p>	
<p>Training for staff to become an ELSA and an EYFS ELSA</p> <p>Time given so ELSAs can deliver programmes of work</p>	<p>The EEF state: Existing evidence suggests that Social and Emotional Learning strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months’ progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.</p> <p>Evidence on closing the disadvantage gap states: Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	4

Total budgeted cost: £79,960

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.

Challenge number	Detail of challenge	Impact 2022-2023
1	Low oracy skills	<p>School level agreement with Speech and Language department from North Tees hospital meant children with additional needs were given more speedy referrals and if necessary placed on the neurodevelopmental pathway more readily. Children accessed high quality one to one support from a qualified speech and language therapist addressing their individual needs which enabled them to make progress and, in some instances, enabled discharge. Staff were further upskilled in several oracy areas such as: 'Teaching Vocabulary in the Primary School' and 'Supporting Children to Understand Language'. Staff have been particularly upskilled in delivering Blanks Level work.</p> <p>We have now placed a full-time additional teaching assistant in Reception class to further carry out oracy interventions.</p> <p>The contract ended with Speech and language department and referrals in 2022-2023 were via the NHS referral system – children received plans and outcomes worked through as well as additional oracy intervention work. Results show that there is still some difference between particularly boys and children with English as their first language in communication and language skills compared to National at the end of reception class.</p> <p>Communication and language rates show that 72% of all reception class pupils achieved at listening, attention and understanding and 76% at speaking.</p> <p>Oracy interventions to continue.</p>
2	Progress in phonics so that gaps can be catered for and time given to support children that need longer to process and retain this information	<p>All year 2 children in KS1 passed their phonics resit. 78% of children passed the phonic test in KS1 despite two disrupted COVID years. (2021-2022)</p> <p>Tuition is continuing in years two and three to target those children that need further support.</p> <p>Staff receive continued supportive training and additional reading books to enhance our</p>

		<p>extensive collection are further inspiring our youngest children to read.</p> <p>In 2022-2023, results show that the year one phonics pass score is broadly in line with national averages and by the end of key stage one almost all children achieved the expected standard.</p>
3	<p>Challenges of retention, recall and processing that requires structured intervention, small group tuition and one-to-one support</p>	<p>Children have received additional small group tuition ran by both teaching assistants and teachers. These groups and sessions have focused on the key areas of reading, writing and maths skills. These take place both in school time and after school.</p> <p>59% of children achieved combined reading, writing and maths at KS2 with 64% of disadvantaged pupils achieving the combined average. (2022) Our three-year average shows that despite COVID 71% of pupil shave achieved the combined average (2018-2022).</p> <p>Children achieved above average progress scores in maths at the end of key stage two. (2022)</p> <p>Children achieved an average score of 20.7 in the multiplication check against a national average of 19.8. (2022) In 2023, children achieved an average score of 21.7.</p> <p>Reading, writing and maths key stage two SATS (2023) results show that individual subject scores are at least in line with National and above National combined at the expected standard (74%). Greater Depth scores are above National in reading and maths and GPS is above National. (2023)</p> <p>Key stage two progress scores show results above National in reading and significantly above in writing and maths. (2023)</p> <p>IDSR (2022) shows that progress in maths is above National - highest 20%</p> <p>IDSR (2022) shows that progress in GPS is significantly above National - highest 20%</p> <p>At reading, writing and maths combined disadvantaged pupils outperform other children.</p>
4	<p>Stabilising emotional behaviours so that children are ready to learn</p>	<p>Our ELSA is now fully trained and is under the supervision of Darlington Education Psychology Service. She has impacted very positively on the well-being and behaviours of several our children supporting them emotional and giving them strategies so that they are ready to learn.</p> <p>She liaises with St. Teresa's SENCO and parents and achieves really positive outcomes with vulnerable pupils and pupils who need help and support with their mental health and well-being.</p>

