

St. Teresa's Catholic Primary School- Pupil Premium Strategy Report

1. Summary Information					
Academic Year	2017/18	Total PP budget	£42,240	Date of most recent PP Review	January 2018
Total number of pupils	197	Number of pupils eligible for PP	32 PP, 1 LAC	Date for next internal review of this strategy	January 2019
Value of fund for PP pupils	£1,320	Value of fund for LAC pupils	£1,900		

2. 2017 Attainment		
End of EYFS NB 2016*	Pupils eligible for PP(4)	National (all)
% achieving a Good Level of Development	50	69
% achieving expected standard or above in reading	75	77
% achieving expected standard or above in writing	75	73
% achieving expected standard or above in maths	75	79
End of Key Stage 1 2017	Pupils eligible for PP (9)	National (all)
% achieving expected standard or above in reading	56	76
% achieving expected standard or above in writing	67	68
% achieving expected standard or above in maths	67	75
End of Key Stage 2 2017	Pupils eligible for PP (4)	National (all)
% achieving expected standard or above in reading, writing and maths	25	61
% achieving expected standard or above in reading	50	71
% achieving expected standard or above in writing		
% achieving expected standard or above in maths	25	75
% achieving expected standard or above in grammar, punctuation and spelling		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school)	
A.	Speech and Language delay/ deficit: Issues impact on progress in a number of areas, particularly Reading & writing.
B.	Basic skills: inaccurate application of grammar, spelling and punctuation impact on writing standards
C.	Aspirations, self-belief, confidence and stamina. Pupils in this group need to develop greater positivity and resilience. Particularly evident in relation to Maths.
D.	Special Educational Needs: six pupils who are entitled to PP have also been identified as having SEND
External barriers (issues which also require action outside school)	
E.	Family relationships, external influences (eg. Housing, health, benefits) leading to non-completion of homework, lack of sleep, poor attendance & punctuality. Mental health of adults and domestic violence are common challenges.
F.	Parental capacity/ aspirations: education not seen as a priority for all. Families don't fully engage with school.
4. Desired outcomes	
	Success criteria
A.	Increased proportion of pupils reaching and exceeding age-related expectations. <ul style="list-style-type: none"> • Effective feedback/ marking re basic errors • Work in books addresses misconceptions/ demonstrates good progress • Pupils able to talk about their learning/ next steps • Attainment to exceed national at ARE/ ARE+ • 100% pupils to make at least expected progress • 30% to make more than expected progress in Reading, Writing & Maths • Maths books will demonstrate strong focus on problem solving/ reasoning
B.	Improved stamina & confidence <ul style="list-style-type: none"> • Assessments will demonstrate increase in stamina/ confidence across the year. Tests completed. Improvement in scores over the year. • Perseverance evident when solving problems/ faced with challenge.
C.	PP with SEND to make similar rates of progress to peers with similar starting points <ul style="list-style-type: none"> • Needs identified • Support provided to meet individual needs • Use of interim frameworks alongside P-Scales to assess • Pupils awareness of strengths/ weaknesses and able to maximise support provided
D.	PP pupils fully engage in school life; be eager to engage in extra-curricular opportunities, homework activities etc. <ul style="list-style-type: none"> • Attendance and punctuality of PP pupils is in line with all pupils • Parents of PP pupils will attend Termly Learning Conferences • All homework tasks are completed on time • PP pupils participate in extra-curricular activities.

E.	Parents will engage with school and take an interest in their child's education, leading to improved participation in learning and thus increasing the proportion making expected, or better, progress.	<ul style="list-style-type: none"> • Attendance and punctuality of PP pupils is in line with all pupils • Parents of PP pupils will attend Termly Learning Conferences • Parents support homework and reading activities at home • Parents to engage with external services as necessary in order to improve circumstances, which in turn will benefit pupils and their learning.
5. Planned expenditure		
Leadership: Student And Family Support Services Key Lead Allowance (proportion)		1041.50
Leadership: Pupil Premium Champion		7404.68
Dedicated PP Teaching Hours (proportion)		18625.12
Dedicated LSA support hours		3,993.64
Rochford Extended Services Service Level Agreement (proportion)		3278.00
Brentwood Catholic Children's Society (Counselling) Service Level Agreement (proportion)		500.00
IT learning resources (hardware)(proportion)		6134.00
IT learning resources (Apps, annual subscriptions etc.)(proportion)		789.30
Other bespoke/ targeted pupils resources (proportion)		470.00

The Pupil Premium Grant is additional funding allocated to school based on the number of children who are entitled, or have been entitled in the last six years, to Free School Meals and those who are Looked After. We aim to spend the Pupil Premium Grant in ways that diminish the differences and raise the achievement of those pupils from low income or disadvantaged backgrounds.

We are required to identify and make public how the Pupil Premium Grant is spent and what impact this has on outcomes for children. Clearly this is not the only resource we use to benefit these pupils.

Governors monitor all spending decisions, including those relating to the Pupil Premium Grant. We have taken the following actions in relation to PPG this year:

- We have identified all children on role who are eligible for the PPG. The needs of this group are varied and not all are low achievers.
- Staff awareness of these pupils has been raised and our pupil progress tracking systems identify these pupils so that their progress can be carefully monitored.

- We have adjusted the job description of a senior member of staff to include responsibility for ensuring a close match between our provision and the progress pupils are making. Her responsibilities include coordinating a team of support staff who are employed to work specifically with PPG where appropriate. She also offers advice regarding strategies and resources to meet the needs of these pupils and maintains an individual provision map for each child. These are brought to our half termly “Vulnerable Pupils Achievement Team Meeting” to guide discussions and support the review of provision.
- Additional staff hours are used to support pupils’ learning under the direction of class teachers. Several are trained in leading intervention strategies which are carefully matched to need.
- We value early intervention and engage services beyond the school to deliver bespoke packages for pupils and families. With 20 other local schools, we employ a team of 6 Family Support Workers, 2 Counsellors, an Educational Psychologist and an Attendance Support Worker. • We ensure that all pupils have access to good teaching and appropriate challenge.
- Our finance system identifies the Pupil Premium Grant and expenditure is tracked and reported separately.

Provision	Cost	Objectives
SAFSS Key Lead	1041.50	<ul style="list-style-type: none"> • To provide leadership for SAFSS team members • To monitor the PP strategy • To advise SLT regarding individual/ group needs • To monitor the impact of actions and evaluate. • To monitor the attendance of PP pupils and advise SLT of concerns • To develop close links with Rochford Extended Services Team • To make appropriate referrals to RES, BCCS as necessary • To liaise with parents as necessary
Pupil Premium Champion	7404.68	<ul style="list-style-type: none"> • To establish and maintain relationships with PP pupils across the school • To act as Learning Mentor for PP pupils • To advise SAFSS Key Lead re provision/ interventions for PP pupils. • To provide small group/ individual learning/ social support as necessary
Dedicated Teaching hours	18625.12	<ul style="list-style-type: none"> • To provide opportunities for pre-teaching to build confidence where necessary • To provide reinforcement opportunities for core subjects • To support pupils with revision
Dedicated LSA hours	3,993.64	<ul style="list-style-type: none"> • To provide day-to-day learning support for PP pupils eg. Phonics practice

		etc. Learning challenges etc.
Rochford Extended Services	3278.00	<ul style="list-style-type: none"> To provide Educational Psychology advice To provide Attendance advice To provide Family Support Workers as necessary To train school staff to develop capacity To access additional funding sources to benefit RES schools
Brentwood Catholic Children's Society (Counselling) Service Level Agreement	500.00	<ul style="list-style-type: none"> To provide a pupil counselling service every Monday

Impact

We know that our strategies and approaches generally work because our data relating to these pupils is usually strong.

In 2016, the Average Scaled Score for disadvantaged pupils in reading was 103.8, which is 3.9 points greater than the national. The outcomes for these pupils matched their peers in reading. Additionally, the Average Scaled Score for disadvantaged pupils in Maths was 105.5, which is 4.8 points greater than the national for the same group and 2.9 points greater than their peers in maths. In particular, Middle attaining disadvantaged pupils performed significantly better than similar pupils nationally and were in the top 10% nationally.

In 2017:

- Two of the four PP pupils in Early Years achieve a Good Level of Development. Additionally, three of the four PP pupils in this cohort reached the expected standard in Reading, Writing and Maths.
- At Key Stage One, standards attained by PP pupils were in line with all pupils nationally. Standards in Reading and Maths, however, were not in line.
- At Key Stage Two, two of the four PP pupils met age-related expectations in Reading, two did not. One achieved age related expectation in Maths and combined. Some of this group had Special Educational Needs.

Our most recent data capture (Autumn 2017) shows that:

- Pupil Premium pupils in Years 4, 5 & 6 are making at least expected progress in Reading, Writing and Maths.
- Pupil Premium pupils in Y4 are making accelerated progress. This is because two new, vulnerable pupils have been well supported and nurtured and are now able to focus well during lessons.

Also, our strategies for supporting these pupils can be evidenced in

- Improved engagement in lessons
- Appropriate sources of support for families
- Benefits for non-PP pupils eg. Staff who can respond to pupils with anxiety or in need of similar learning boost.
- Significant improvements in attendance rates:

Absence

	2015	2016	2017
School %	5.3	5.2	3.9
National %	4.0	3.9	4.0

Persistent Absence

	2016	2017
School %	13.4	6.0
National %	8.8	8.7