

St Teresa of Lisieux Catholic Primary School

Pupil Premium Grant Strategy and Plan 2019-20

Overview:

- St Teresa of Lisieux Catholic Primary has 502. pupils on roll. (Data correct as of 2019)
- 180 of these pupils are eligible for PPG. (Data correct as of 2019)
- Last year (18/19) we received 1300 per child *in PPG
- The funding was allocated after careful analysis of a wide range of data in order to identify vulnerable groups and individuals.
- The Sutton Trust Toolkit of Strategies to Improve Learning was used as a guide for effective allocation of funds.
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1. Summary information					
School	St Teresa of Lisieux				
Academic Year	2019/2020	Total PP budget	£230,640.00	Date of most recent PP Review	July 19
Total number of pupils	485	Number of pupils eligible for PP	180	Date for next internal review of this strategy	Dec 19

2. Current attainment and Progress (Summer 2019 data)					
Attainment	ALL	Pupils eligible for PP		Pupils not eligible for PP (national average)	
		STOL	National	STOL	National
% achieving in reading, writing and maths	49 %	34%	71%	60%	71%
% reading	59%	42%	78%	74%	78%
% writing	74%	66%	83%	77%	83%
% maths	74%	54%	84%	91%	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Poverty and lack of income, resulting in children coming to school hungry.
B.	Poor speech and Language on entry.
C.	Specific additional needs, including those being supported as SEND (medical incl)
D.	Social and emotional problems affecting wellbeing and progress- poor attitude to learning
E	Poor self-esteem/lack of confidence (children and parents) resulting in low expectations and aspirations
F.	Limited life experiences and access to everyday opportunities e.g. visiting the park, museum, library etc.

External barriers

H	. Lack of parental support, a high number of hard to reach parents and carers. Lack of parental engagement/mental health concerns/poor housing/
G.	Attendance rates for pupils eligible for PP are 92.9 (below the target for all children of 97%). This reduces their school hours and impacts on progress and attainment

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Children coming to school early and being given a healthy breakfast & active start to the day.	All pupils invited (but PP pupils targetted) to breakfast club and getting a good start to the school day.
B	Improve speech and language skills for pupils eligible for PPG.	Pupils eligible for PPG making good or rapid progress so that all pupils eligible for PPG meet age related expectations.

C	Higher rates of progress across the school for pupils eligible for PP, especially SEND PP pupils	Pupils eligible for PP, especially SEND make as much progress as 'other' pupils across the school in reading, writing and maths.
D	Social and emotional issues of pupils are addressed in partnership with school and other agencies as appropriate in order to improve well-being.	Well-being a more integral part of our school day. School aware of the social and emotional issues children are experiencing, and children are well supported and feel they can approach staff for help.
E	Pupil Premium children have higher aspirations and hopes for their future careers.	Children are aware of future opportunities and talk enthusiastically about their futures. Enterprise themed into REAL projects to explore future opportunities. Children challenged in their learning and keen to do their best. Children leaving KS2 ready, enthusiastic and prepared for the next stage in their education.
F	Pupil Premium Parents and carers more confident in supporting their children's learning.	Links with parents established through open door policy where parents and carers feel welcomed and comfortable in school. School providing a good range of courses and workshops for parents and carers to increase their confidence and enable them to help and support their children.
H	<i>Increased attendance rates for pupils eligible for PPG.</i>	<i>To reduce the number of persistent absentees among pupils eligible for PPG. Overall PP attendance improves from 92.34% to 97% in line with school attendance target for the academic year.</i>

Our current strategies to address barriers:

Underpinning our strategies for improvement is assessment, use of data and key information. Clear analysis allows us to address social, emotional and learning needs with a range of appropriate resources resulting in the accurate targeting of underperformance, leading to effective closure of gaps. Assessments, both formative and summative constantly inform our planning, teaching and learning (NFER) All data is cross referenced so a child's strengths are widened across all subjects. Regular daily feedback and encouragement during every lesson within a positive learning environment, results in pupils who believe in themselves and are motivated to succeed and achieve (*Evidence: Marking and Feedback Policy*). An effective, stimulating and engaging curriculum, through REAL projects reflecting children's learning needs through modern culture and their own interests, is crucial to captivate learners and accelerate progress (*Evidence: Planning files and Curriculum overviews*).

In order to facilitate the wide range of needs across each cohort we have additional teachers. Our most vulnerable children benefit from small groups with our experienced teachers supported by well qualified teaching assistants. This provision allows for effective intervention with clear differentiation and facilitates an immediate response to any misconceptions on a daily lesson basis. Additional support to address more significant learning gaps is provided through short catch up afternoon interventions, which are delivered on a rolling programme. Key to this provision is consistency in staff that knows and understands a child's strengths and more importantly their weaknesses. (*Evidence: Intervention register- Pupil Profiles , catch up timetable, Teacher planning folder*).

Some children work with our SENCO, additional teachers or trained support staff for short periods of time to deliver short, targeted interventions throughout the day. Pastoral support is delivered through a structured provision.

Technology plays an important role throughout the school both as a tool to reinforce concepts as well as to engage and enrich learning.

All staff have high expectations of all children (*ALIVE Charter and planning*). The quality of teaching and learning is consistently good some being outstanding (*Evidence: Monitoring plan*). Expertise is shared across the school resulting in constant improvement (*Evidence: Performance Management , CPD, coaching*). We offer a wide variety of extra curricular activities after school, all children have individual pupil profiles which ensures that all children's needs are catered for beyond the curriculum.

Every decision we make has the children and their progress at the very heart of it, underpinned by our core values that all things are possible when we love, learn and grow together.

Pupil Premium Grant objectives for 2019/20**Total Pupil Premium Grant allocation for 2019/20: £235,000**

St Teresa of Lisieux Catholic Primary School takes the long view and does not concentrate on 'quick fixes'. We use our data intelligently to analyse the performance of individual pupils and beyond this to pinpoint any patterns of underachievement in the school as a whole.

- Raising standards in Reading (including Phonics), Writing and Mathematics in all Key Stages - ALL
- Maximise progress for vulnerable groups and individuals
- Attendance – PPG and a focus in particular on PAs in receipt of PPG
- Provide appropriate support for children who are looked after or vulnerable
- Support for eligible pupils with English as an Additional Language
- Support for eligible pupils attending educational and residential visits
- Additional, experienced maths teacher based in Y5.Y6 every morning to provide focused intervention strategies and to catch up in years /5/6.
- Additional experienced teacher to teach Reading/ Maths in Yrs. 5/6.
- Additional experience Reading Recovery teacher in KS1
- Additional phonics support.
- Room to devote morning sessions to SEN pupils in Y2/3/4 who are well below target provide Targeted, specific cognitive development and support planned for. All other Yr. groups targeted over the afternoon sessions
- Mentor TAs given responsibility to support those with attendance issues or social and emotional needs
- Diabetic support to ensure pupils with diabetes can access the full curriculum and make expected progress in line with their peers
- Pastoral support for SEND and vulnerable ...

Projected spend 2019-20: £230,640.00

Objective 1: Quality First Teaching: Maximise progress for vulnerable groups and individuals by raising standards in Reading, Writing, Phonics and Mathematics in all Key Stages. Support for eligible pupils with English as an Additional Language. Increase % of PP pupils achieving GD.

	Actions	Success criteria	Timescales	Person responsible	This will be measured by:	Cost/resource implications	Term 3 IMPACT
	Additional staff to teach small groups/interventions Reading recovery Phonics sets Maths sets EYFS - Time to Talk	Attainment levels improve, progress is better than expected for RWM	Daily until July 2020.	SLT/Coordinators	Internal progress meetings/slippage meetings Class assessments spreadsheet SATs results	Resources bought	
	Raise standards in Reading all Key Stages for all and for PPG pupils with reading plus/Rocketeers and new approach	Attainment levels improve, progress in reading is better than expected. PPG pupils achieve in line with non PPG pupils	Daily until July 2020.	TH /SLT/JS	Internal progress meetings Class spreadsheet Learning walks Lesson Observations Pupil Voice		
	Targetted reading group work with additional teacher yr 6 Target readers with TASs/Parents	Identified PP /underachievers KS 1		SLT/PB/SENCO SLT /additional staff	Internal progress meetings Class spreadsheet SATs results		
	Raise standards in maths through Maths Mastery EYFS up to year 5	Attainment levels improve, progress in Maths is better than expected. PPG pupils achieve in line with non PPG pupils	Daily until 2020	SLT/PM	Internal progress meetings Class spreadsheet SATs results Monitoring		

	Parental engagement-workshops from EYFS –Year 6	Parents are more aware of the importance of reading with their child and supporting them with spelling and Maths	Combine this with welcoming parents into class and seeing the children working.	Phase leaders/Coordinators	More parents contribute, read with their child. Support with online activities. Consolidation of learning for pupils		
	REAL Projects	Children are given a REAL life purpose to their learning with an authentic audience. Pupils are motivated to learn and are given the appropriate enabling conditions to do this	On going	LB REAL P lead/Curriculum Lead			
	ALIVE / Learning Skills	Children/staff have a better attitude to learning and making mistakes	Jan 20	/SLT/JS	Staff meetings Training Pupil voice		
	Review the marking and feedback policy – more emphasis on verbal feedback and workshops rather than marking	Children are more aware of next steps and can act on this more effectively within the lesson. Work life balance for staff is better	Sept 19	KW/JS/TH	Staff meeting CPD Networking Visiting other schools Network meetings Monitoring Pupil voice Class spreadsheets		
	Targeted support for SEND yr2/3.	Attainment levels improve, progress is better than expected. PIVATS scores demonstrate sustained progress	Daily until review in December 2010.	AP/MU/RT/TH	Lesson observations Pupil progress data IEP reviews		
	1:1 specialist TA for pupils with High Needs x2	Pupils are able to access the curriculum in mainstream school	Daily until July 2020.	AP/MU	IEP reviews IBP reviews PIVATS levels		
	Outdoor learning	All children once in a year learn outdoors (linked the REAL Projects . Throughout	Daily until July 2020	VG/SM	Evidence in forest school file Attendance figures		

	with Lead teacher and Edible playground	the year maintain the Edible playground			Case studies		
	Polish speaking TA to support our EAL pupils and support from MTAS	Pupils are able to access the curriculum and make progress		AP/AD	NASSEA Steps assessments		
	Extracurricular clubs/ boosters /LSSP	Close gaps and help children access SATS Positive impact on self-esteem, team work, pupil confidence and attendance		DS/CMc	Attendance figures Case studies Children enter more competitions/involvement		
						Objective 1: Total	
Term 1 Evaluation:							
Term 2 Evaluation:							
Term 3 Evaluation:							
Objective 2: Pupil Pastoral Support: Provide support for pupils who display social, emotional, mental health, behavioural needs or are Looked After.							
	Actions	Success criteria	Timescales	Person responsible	This will be measured by:	Cost/resource implications	Term 3 IMPACT
	TA mentor support	Pupils with emotional and mental health issues are supported and cared for. Strategies developed.	Weekly support offered to targeted groups of pupils.	AM/MU/AP	Appraisal process SSM Pupil attitudes		

		Attendance improves					
Teaching Mentor/TA mentor /SLT to support pupils with behavioural and emotional issues, focusing on Mental health with TYG	Pupils with emotional and mental health issues are supported and cared for. Strategies developed. Attendance improves	Daily support for individuals and groups of pupils	SLT/AM/AP	Appraisal process Caseload notes SSM Pupil surveys Pupil attitudes			
Additional Therapeutic support for vulnerable pupils- seedlings/additional counselling, wild crew	Improve well being, reduces barriers to learning		AP/MU/AM				
Sensory timetable (yoga/ PE)	Improve well being, reduces barriers to learning						
Attend EHATS, C in Need and CP multi agency meetings,	Families are supported and needs are catered for.		AHT...				
Implementation of ALIVE charter, (Ethos)	Embedded , improvement behaviours – add in ALIVE						
Provide appropriate support and intervention for	Pupils make progress in line with their	½ termly monitoring.		PIVATS SENDCO assessment file Class spreadsheet			

	children with SEND needs /LAC	peers. Dedicated member of staff to monitor progress.	Meetings with parents.		Lesson observations Pupil Voice LAC reviews			
	Term 1 Evaluation:							
	Term 2 Evaluation:							
	Term 3 Evaluation:							
	Objective 3: Attendance: Improve whole school attendance							
	Actions	Success criteria	Timescales	Person responsible	This will be measured by:	Cost/resource implications		Term 3 IMPACT
	Improve whole school attendance.	96% attendance figures.	Weekly monitoring	AM	Weekly attendance reports delivered to SLT. Weekly meetings with EWO. High profile in school. Attendance display. Cumulative reports.			
	Improve attendance for pupils in receipt of the PPG	96% attendance figures.	Weekly monitoring	AM	PP case studies (as above) Home visits EWO			
	Reduce Persistent Absentee numbers, focusing on those in receipt of PPG.	Number of PA reduced. Number of PA eligible for PP reduced – gap closes.	Weekly monitoring		PA reports (as above) Home visits EWO			
	Term 1 Evaluation:							

	Term 2 Evaluation:	
	Term 3 Evaluation:	

Objective 4: Financial: Support for eligible pupils attending educational and residential visits/ transport/school uniform/breakfast club

Actions	Success criteria	Timescales	Person responsible	This will be measured by:	Cost/resource implications	Term 3 IMPACT
Provide financial support to disadvantaged families for transport and school uniform	Pupils get to school on time and look smart- feel proud (improved self esteem)	As required	CMc, Admin team ,SLT, Mentor	How children look Pupil voice Case studies		
Provide breakfast club	Pupils are provided with a hot/cold breakfast	daily	/ AM	Children are ready to learn and in school on time		
Provide financial support to disadvantaged families in order to secure pupil attendance on all trips and visits.	Disadvantaged pupils are able to attend both academic And recreational trips and visits.	As required.	CMc, Admin Team, SLT, mentor	Finance reports – SSBM Resources Committee		Case study
Term 1 Evaluation:						
Term 2 Evaluation:						
Term 3 Evaluation:						