

St Teresa of Lisieux Catholic Primary School

Pupil Premium Grant Strategy and Plan 2018-19

Overview:

- St Teresa of Lisieux Catholic Primary has 485 pupils on roll. (Data correct as of 2018)
- 170 of these pupils are eligible for PPG. (Data correct as of 2018)
- Last year (17/18) 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.

1. Summary information					
School	St Teresa of Lisieux				
Academic Year	2018/2019	Total PP budget	£230,640.00	Date of most recent PP Review	
Total number of pupils	485	Number of pupils eligible for PP	170	Date for next internal review of this strategy	Dec 2018

2. Current attainment and Progress (Summer 2018 data)					
Attainment	ALL	Pupils eligible for PP		Pupils not eligible for PP (national average)	
		STOL	National	STOL	National
% achieving in reading, writing and maths	39%	29%	70%	52%	70%
% reading	50%	39%	80%	64%	80%
% making progress in writing	64%	58%	83%	72%	83%
% making progress in maths	47%	39%	81%	60%	81%

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	. Poor parental support, a high number of hard to reach parents and carers.
G.	Attendance rates for pupils eligible for PP are ... (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 targeted & invited free of charge) 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 afternoon interventions. Key to this provision is consistency in staff that knows and understands a child's strengths and more importantly their weaknesses. (*Evidence: Intervention registers, IEPs, IBPs, Teacher planning folder*).

Our most vulnerable children receive daily learning of basic skills. We have also creating a nurture space for our children with cognitive learning difficulties. Children work with our SENCO, additional teacher and trained support staff. This intense personalised programme will result in the majority of children being re-integrated back into their year group and achieving within national expectations. In the afternoons this space will be used as therapeutic room to help with the social / needs of our children and will be used by our learning mentor and TA mentors

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 has high expectations of all children (*Code of Conduct, Intervention registers, planning*). The quality of teaching and learning is consistently good some being outstanding (*Evidence: HT/SLT lesson Observations and rolling notes*). Expertise is shared across the school resulting in constant improvement (*Evidence: PDMs, newly arranged Co-coaching*). We offer a wide variety of extra curriculum 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 2018/19

Total Pupil Premium Grant allocation for 2018/19: £230,640.00

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 3/4/5/6.
- Additional experience teacher to teach reading in Yrs. 4.5.6.
- Additional experience Reading recovery/ number counts teacher in KS1
- Additional experience KS 1 teacher to take specify groups in KS 2
- Additional co phonics teacher
- 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
- New TA given responsibility to mentored 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

Projected spend 2018-19: £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	Attainment levels improve, progress is better than expected for RWM	Daily until July 2019.	SLT	Internal progress meetings Class spreadsheet SATs results	Resources bought	
	Raise standards in Reading all Key Stages for all and for PPG pupils with reading plus	Attainment levels improve, progress in reading is better than expected. PPG pupils achieve in line with non PPG pupils	Daily until July 2019.	TH	Internal progress meetings Class spreadsheet Learning walks Lesson Observations Pupil Voice		
	Greater Depth reading group work with additional teacher Target readers	Identified PP Pupils to achieve GD KS 1		SLT/PB SLT /additional staff	Internal progress meetings Class spreadsheet SATs results		
	Raise standards in maths through Maths Mastery Rec. yr. 1.2.3	Attainment levels improve, progress in Maths is better	Daily until 2019	SLT/PM	Internal progress meetings Class spreadsheet SATs results Monitoring		

		than expected. PPG pupils achieve in line with non PPG pupils					
	Introduce growth mind-set culture long side REAL projects/ Learning Skills	Children/staff have a better attitude to learning and making mistakes	Jan 19	BS/SLT/JS	Staff meetings Training Pupil voice		
	Implement 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 18	KW/JS/TH	Staff meeting CPD Networking Visiitng other schools Network meetings Monitoring Pupil voice Class spreadsheets		
	Nurture room - devote morning sessions to SEN pupils KS 1 who are working below .Targeted, specific cognitive development and support planned for.	Attainment levels improve, progress is better than expected. PIVATS scores demonstrate sustained progress	Daily until review in December 2018.	AP/MU	Lesson observations Pupil progress data IEP reviews		
	1:1 specialist TA for pupils with High Needs (MB in reception)	Pupils are able to access the curriculum in mainstream school	Daily until July 2018.	AP/MU	IEP reviews IBP reviews PIVATS levels		

	Outdoor learning (forest school) with Lead teacher and Edible playground	All children once in a year learn outdoors (linked the REAL Projects . Throughout the year maintain the Edible playground	Daily until July	VG/SM	Evidence in forest school file Attendance figures Case studies			
	Polish speaking TA to support our EAL pupils	Pupils are able to access the curriculum and make progress		AP/AD	NASSEA Steps assessments			
	Extracurricular clubs/ boosters	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			
	Greater Depth reading group work with additional teacher	Identified PP Pupils to achieve GD		SLT/PB	Internal progress meetings Class spreadsheet SATs results			
	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. Attendance improves	Weekly support offered to targeted groups of pupils.		Appraisal process SSM Pupil attitudes			
Teaching Mentor/TA mentor to support pupils with behavioural and emotional issues, focusing on Mental health.	Pupils with emotional and mental health issues are supported and cared for. Strategies developed. Attendance improves	Daily support for individuals and groups of pupils		Appraisal process Caseload notes SSM Pupil surveys Pupil attitudes			
Pastoral AHT to monitor pupils who need to develop self-esteem and self-worth	Behaviour improves for target group of pupils. Behaviour For Learning sessions - pupils learn about and reflect on what they did and how best to move forward	½ termly monitoring. Meetings with parents.		B4L records Behaviour records – electronic Notes on meetings with parents/carers			

		and put things right. Attendance improves. Whole school behaviour standards improved and sustained					
	Nurture room- All other Yr. groups targeted over the afternoon sessions for Behaviour /social and emotional support	Attainment levels improve, progress is better than expected. PIVATS scores demonstrate sustained progress	Daily until July 2019.	AP//MU	IBP reviews Lesson observations Pupil progress data		
	Provide appropriate support and intervention for children with SEND needs /LAC	Pupils make progress in line with their peers. Dedicated member of staff to monitor progress.	½ termly monitoring. Meetings with parents.		PIVATS SENDCO assessment file Class spreadsheet 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		Weekly attendance reports delivered to SSM. Weekly meetings with EWO. High profile in school. Attendance race display. Cumulative reports.		
	Improve attendance for pupils in receipt of the PPG	96% attendance figures.	Weekly monitoring		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 5: 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 esteem0	As required	CMc, Admin team ,SLT	How children look Pupil voice Case studies		
Provide breakfast club	Pupils are provided with a hot/cold breakfast	daily	DS/ 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	Finance reports – SSBM Resources Committee		
Term 1 Evaluation:						
Term 2 Evaluation:						
Term 3 Evaluation:						