

# St George and St Teresa Catholic Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium 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 George & St Teresa Catholic Primary School
Number of pupils in school 2021-22 Number of pupils in school 2022-23	232 215
Proportion (%) of pupil premium eligible pupils 2021-22 Proportion (%) of pupil premium eligible pupils (including FSM, LAC and PLAC) 2022-23	PP total 10% PP total 10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023 July 2024
Statement authorised by	Nicola Wright Head teacher
Pupil premium lead	Anna Connolly
Governor / Trustee lead	Mark O'Dwyer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year FSM	£24,930
Recovery premium funding allocation this academic year School Led Tutoring funding this academic year	£ 2,900 £ 2,592

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£30,422</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St George & St Teresa Catholic Primary School it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At St George and St Teresa we endeavour to ensure that all children have the opportunity to grow and develop socially, emotionally and spiritually. We particularly work to support our disadvantaged children to enable them to be confident and ready to take on the challenges of each stage of their education. We do this through extracurricular activities including residential visits, targeted PSD sessions and investing in the whole child.

High-quality teaching, pertinent feedback to pupils and a growth mindset philosophy which encourages children to be effective and powerful learners are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1.	Internal assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2.	Internal assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3.	Internal assessments indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4.	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5.	<p>Our assessments, observations and discussions with parents and carers indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Maths.</p>
6.	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 50% of our disadvantaged children currently require additional support with social and emotional needs.</p>
7.	<p>Our current attendance data over Autumn Term indicates that attendance among disadvantaged pupils has been 5% lower than for non-disadvantaged pupils.</p> <p>Where there are challenges the school and EWO are working with individual families.</p>

## 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
Improved maths attainment among disadvantaged pupils.	Across the school outcomes in maths for 2024/25 show that more than 60% of disadvantaged pupils will meet the expected or above standard for their year group.
Improved reading attainment among disadvantaged pupils.	Across the school outcomes in reading for 2024/25 show that more than 65% of disadvantaged pupils will meet the expected standard for their year group.
Improved writing attainment among disadvantaged pupils.	Across the school outcomes in writing for 2024/25 show that more than 50% of disadvantaged pupils will meet the expected standard for their year group.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Scores on Intervention programs show improvements.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: £27,000 (includes extra TA support, tutoring and extra support for phonics)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a>.</p>	1 2 4 5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1 5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

<p>and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>NELI / WELLCOMM</p>	
<p>Purchase additional updated training in 'Read Write Inc' to secure more effective phonics teaching for all pupils</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p>	2 5
<p>Ensure EFF recommendations and high quality teaching are in place for all children. Release time for the English / Phonic coordinator to update policy and monitor practice.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p>	2 3 4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	6

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

Budgeted Cost:

£7,500 (including NTP, Wellcomm, IDL etc.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Paired Reading Project from Years 2 – Y5	<p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> <p>The school has run a Paired Reading Project in the past with considerable success.</p>	2
Implement WELLCOMM Building Success across the school as appropriate	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	4
Use of IDL on line learning to support reading, spelling and number skills	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils</p>	1 2 3 5



	<p>undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	
<p>For a small number of children use 1-1 tuition to support Reading skills, number skills and handwriting skills</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1 2 3 5
<p>Use of IDL on line learning to support reading, spelling and number skills</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	1 2 3 5
<p>Engaging with the National Tutoring Programme to provide for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 3

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

Budgeted cost: £7000 (including ED psych and SISS support, Malachi, CSAWS, etc.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental workshop for Anxiety	Parental engagement and strategies to enable them to support their children appropriately to reduce anxiety and promote well-being. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	6 7
School Welfare Officer Service – CSAWs and afterschool club support for those children who are at risk of poor attendance due to family circumstances.	High attendance ensures better outcomes for children. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a> Consider evidence from EFF when it is available <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	5 6 7
Support for children with wider curricular activities such as music, residential and day visits, swimming etc.	At St George and St Teresa we strive to ensure that the whole Catholic child is supported and developed in order to prepare the children for their next step in life. Self-confidence and independence are key. Supporting the children to access music lessons, extracurricular clubs and trips provides enrichment and enhances personal development.	5 6 7
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.  KiVa training update.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEf (educationendowmentfoundation.org.uk)</a>	1 2 3 4 5 6 7

**Total budgeted cost: £41,500**

## 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 2020 to 2021 academic year.

#### **Reading**

72% of PP children made expected progress in Reading from Autumn 2020- Summer 2021.

85% of PP children made at least expected progress in Reading from Summer 2021- Summer 2022.

#### **Writing:**

86% of PP children made expected progress in Writing from Autumn 2020- Summer 21

80% of PP children made at least expected progress in Writing from Summer 2021— Summer 2022.

#### **Maths:**

35% of PP children made expected progress in Maths from Autumn 2020- Summer 21 & 14% made more than expected progress.

90% of PP children made at least expected progress in Maths from Summer2021 – Summer 2022.

#### **Phonics:**

100% of Y1 children passed the phonic check 20-21

67% of PP Y1 children passed the phonic check 2021 -2022 (1 out 3 children)

40% of pupils in Y2 passed the phonic check the remainder were SEND 2020 - 2021

There were no PP children in Year 2 who needed to retake the phonics check 2021-22

Children were more able to identify their emotions and were beginning to regulate them using strategies from The Zones of Regulation. There was increased stamina and focus in lessons.

All extracurricular activities were able to take place in 2021-22. All PP children were supported to access music, swimming and visits.

Punctuality and attendance improved for targeted pupils. There was an improvement for the overall absence rate in 2020 - 2021 from 8.2% in 2019 -20 to 3.4%.

In 2021-22 attendance and punctuality for PP children did decline due to illness and COVID – overall attendance was 88.2%. this will be a target in 22-23.

Staff had training in using PACE and Emotion Coaching which has helped to support a number of children with high SEMH needs. A small number of PP children and their families have been supported by MALACHI, CSAWS and the Emotionally Based School Non Attendance Team.

## 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*

<b>Programme</b>	<b>Provider</b>
Speech and Language Link 2022-23 Wellcomm	<a href="https://speechandlanguage.info/">https://speechandlanguage.info/</a> <a href="https://www.gl-assessment.co.uk/assessments/products/wellcomm/">https://www.gl-assessment.co.uk/assessments/products/wellcomm/</a>
IDL Numeracy and Literacy	<a href="https://idlsgroup.com/about-idl">https://idlsgroup.com/about-idl</a>