

Pupil premium strategy statement 2019/20: Teresa's Catholic Academy

1. Summary information					
School	St Teresa's Catholic Academy Wokingham				
Academic Year	2019/20	Total PP budget	18740	Date of most recent PP Review	October 19
Total number of pupils	332	Number of pupils eligible for PP	15	Date for next internal review of this strategy	December 19

2. Current attainment		
At this stage of the year	<i>Pupils eligible for PP start</i>	<i>Pupils not eligible for PP</i>
% achieving Expected in reading in FS2	50%	
% achieving Expected in writing in FS2	50%	
% achieving Expected in maths in FS2	75%	
% achieving Age Related Expectation for reading in KS1	20%	
% achieving Age Related Expectation for writing in KS1	0%	
% achieving Age Related Expectation for maths in KS1	40%	
% achieving Age Related Expectation for reading in KS2	67%	
% achieving Age Related Expectation for writing in KS2	50%	
% achieving Age Related Expectation for maths in KS2	86%	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Children's engagement in writing in order to ensure they are confident and able writers	
B.	Teachers are aware of children's starting points and have high expectations across all core areas	

C.	Resilience of children when approaching their learning, especially in writing	
D.	Mental well-being of children, confidence to express their views and concerns	
Internal barriers (issues which also require action outside school, such as low attendance rates)		
E.	Lower attendance rates for specific children	
F.	Pastoral issues : Parenting/emotional/financial issues for families	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	To develop children’s engagement in writing to achieve expected standard from them	Children keen to write for a sustained period of time, across genres. Demonstrate appropriate features of grammar and punctuation. Learning walks evidence challenge and high expectations
B.	To ensure all teachers have a complete understanding of the learning journey of each child, including their starting point and individual support required. All children make at least good progress and a higher number of children achieve greater depth in reading, writing and maths.	ARE in reading, writing and maths Increase in children (including PP) achieving Greater Depth across reading, writing and maths Pupil Progress Meetings termly so children needing support /challenge can be identified Interventions are measured for impact and adapted appropriately PPG children’s targets are reviewed at least on a termly basis

C.	To develop resilience in children when approaching their learning. With a focus on writing tasks.	<p>Teachers have expertise to develop resilience in the classroom.</p> <p>Teachers have high expectations of outcomes for children</p> <p>Children display strategies to develop resilience in PSHE (coping with failure, concept of 'Not Yet, social skills)</p> <p>Extended writing time is established as part of the school week.</p>
D.	To support the mental wellbeing of children	Children are supported to express concerns and to develop strategies
E.	Children's attendance at school will be in line with school and national expectations.	Arrive on time daily. 95% attendance
F.	Children and families with anxieties/emotional/financial concerns are supported to allow them to engage in the academic/social benefits of school	<p>Children engage in learning not distracted by issues beyond their control</p> <p>Attainment is above and in line with national expectations</p>

5. Planned expenditure					
Academic year		2019/2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	When will you review implementation?
To develop children’s engagement in writing to raise standards across the school	Introduce model texts (Grammarsaurus) Free write twice a week Introduce spelling shed across school Author work shops Autumn term (GD) INSET day on writing Spring Term	Children need high quality models and texts to learn from. SLT observations were that teachers needed support in ensuring these texts were used effectively. https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2	Weekly learning walks (SLT) Weekly planning monitoring (SLT) Half term book Looks (SLT) Pupil conferencing (Gobs)	SLT	Half termly in SLT

<p>All pupils are challenged and supported appropriately, according to their starting point. Teachers will have a greater understanding of the learning journey of each pupil in their class</p>	<p>Teachers aware of previous data for their class</p> <p>Pupil progress/provision meetings</p> <p>Interventions monitored and adapted for impact</p>	<p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/measuring-impact/</p>	<p>Pupil progress and provision meetings</p>	<p>Head/Assistant Heads</p>	<p>Termly progress/provision meetings</p>
<p>Children develop increasing resilience when approaching their learning, with a focus on writing.</p>	<p>Training during staff meeting for teachers in developing resilience in the classroom.</p> <p>Teach strategies to develop resilience in PSHE (coping with failure, concept of 'Not Yet, social skills)</p> <p>External trainer (investigate)</p> <p>Extended writing time is established as part of the school week.</p>	<p>To help children to reach their potential and enable children to aim for higher expectations children need to be given strategies to develop a mindset where failure or not quite reaching the bar is part of the learning process, and to put that extra bit of effort in to achieve. Our children need further support to develop this mentality.</p> <p>Growth Mindset – Carol Dweck</p> <p>https://youngminds.org.uk/young-minds-professionals/our-projects/academic-resilience/</p>	<p>Weekly learning walks (SLT)</p> <p>Weekly planning monitoring (SLT)</p> <p>Half term book Looks (SLT)</p> <p>Pupil conferencing (Gobs)</p>	<p>SLT</p> <p>Class teachers</p>	<p>Half termly in SLT</p>

Total budgeted cost					£3000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Phonics application in reading/writing	Intervention (rapid phonics) Additional resources (Toe by toe, hornet, wasp)	Proven intervention in this school and other schools. Constantly evaluated and individually tailored	Measured intervention with start and end data Observations from SLT	Class teacher /inclusion	Half termly
Improvement in comprehension skills: inference and deduction; scanning and skimming skills; speed of reading.	Intervention in a group	Focused groups have been proven to impact progress	Measured intervention with start and end data Observations from SLT	Class teacher/inclusion	Half termly
Improved structure, punctuation and content of writing	Intervention one to one and in a group	Focused groups have been proven to impact progress	Observations by SLT Data analysis/pupil progress meetings	Class teacher /inclusion	Half-termly

Increasing confidence in application of maths vocabulary and concepts	Maths support in class (with a group) Pre learning for key pupils to improve confidence during the lesson	Support can be adjusted as need arises Encourages independence Feedback is timely/appropriate for teacher	Observations by SLT Data analysis/pupil progress meetings	Class teacher /inclusion	Half termly
Retention of number facts	Intervention (precision teaching)	Impact is striking when 'catch up groups' are delivered frequently and consistently. Daily opportunities to practice key skills and embed knowledge	Measured intervention with start and end data Observations from SLT	Class teacher /inclusion	Half termly
Total budgeted cost					£10,700

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents will have greater understanding of their children's educational needs and feel supported to be more involved.	Implement termly structured conversations with parents of PP children	Evidence suggests a strong partnership with parents will result in them being able to support their child's needs and further raise education aspiration in families.	Evidence of structured conversations	Assistant Head (Inclusion)	July 2019

Emotional and mental well being	Internal counselling Nurture support Parenting	Safe and secure at school leads to increased improved engagement	Pupil /parent voice	Assistant Head (Inclusion)	After each piece of work
Reduce financial/practical anxieties	Practical support eg. uniform/ Parenting	Removes distractions/ worries leading to greater engagement	Pupil/parent voice	Inclusion Manager	July 2019
Improve social skills, self-belief and confidence at school and outside	Social skills groups	Increasing independence and willingness to engage in a broader range of activities	Pupil/parent voice	Inclusion team	July 2019
All children are given opportunities to access the wider curriculum; including residential trips; day trips and after school clubs.	Supporting parents financially, enabling children to access trips; clubs, music tuition etc...	Children who have access to the wider curriculum develop more positive learning behaviours; directly impacting on learning and achievement.	SLT; KS leads and Class teachers will ensure that all children attend residential opportunities, attend class trips and encourage participation in after school clubs and peripatetic activities.	Inclusion Manager	July 2019
Total budgeted cost					£5000

