



St Teresa's Catholic Primary Academy Pupil Premium Action Plan				
Target-To continue to close the GAP between FSM/PP and non-FSM/PP in both progress and attainment across the whole school through the below focus areas and issues: (<i>Italics</i>) denote which budget cost centre it is coming from. Cost centres are; salaries, barriers to learning, attendance, wider curriculum, resources, outside agencies.				
ISSUE	INITIATIVES (FROM DATE)	IMPACT (Success Criteria)	Who?	Resources
To increase quality of teaching & reduce pupil groups to smaller sizes in order to raise standards (Sutton Trust-Ref; reduce class size +3 months, 1:1 tuition +5 months, TA EY intervention +6 months, oral language intervention +5 months)	Additional teachers to provide release for paired teaching and mentoring INSET on cognitive strategies Hear additional readers and focus on specific FSM/PP-additional TA time	Shared good practice between staff Increased teacher skills Progress similar in terms of transition matrix in y2, 4 & 6 Transition matrices demonstrates FSM/PP & NFSM/PP Closing Gap	CT SENDCo TA	Time- £1,250 PPA Cover £290 Per Day TA Cover @ £16.84 Per hr x 5 p/wk x 30 weeks = £2,526
To raise progress measures in mathematics for low attaining FSM/PP to be in line with national (Sutton Trust-Ref; learning styles +2 months)	Additional experienced teachers to provide three way split in y5 & y6 Additional maths booster sessions targeting key PP pupils Additional TA to target maths on 1:1 number skills in ASC MAST & maths training to increase CT knowledge CTG maths books for y6 to provide challenge and extend	Raise to be in line or above national standards with at least 30% exceeding this figure Year 5 pupils maintain progress that is similar to that of y6 Improved enjoyment & engagement (Survey) Improved basic number skills for low achievers Improved skills for all	SLT Maths Lead CTs TA	£600 books £500 intervention programme
To raise progress measures in writing for low attaining FSM/PP to be in line with national (Sutton Trust-Ref; learning styles +2 months)	Additional CT to work with targeted writing groups in y5 & y6 SPAG initiatives and resources & INSET CT/TA boosters in y6 to tackle y6 needs	Targeted intervention in y5/6 groups leading to increased outcomes HA pupils making above expected progress on matrix Raise to be in line or above national standards with at least 30% exceeding this figure Year 5 pupils maintain progress that is similar to that of y6	SL English Lead SENDCo CTs TA	Intervention covered by release teacher @ £290 per session
To close the GAP in EYFS for FSM/PP pupils in ALL areas of learning (Sutton Trust-Ref; early intervention +3 months)	Additional EYFS staff to intervene and support Outdoor learning environment utilised-Forest School	Early intervention in EYFS resulting in raised outcomes FSM/PP/NFSM LA accessing the curriculum in other means	EYFS Lead FSL TA	£5,000 for resources
To raise the progress and ARE in reading across the school (Sutton Trust-Ref; oral language intervention +5 months)	Targeted intervention (2 TA 1:1) Raise enjoyment of reading and develop standards through a structured reading scheme Develop GR Resources and structure	Increase frequency of pupils reading & making comments at home Increased reading participation and raised y2 & y6 expectation & attainment Pupils able to read freely Pupils have a love of books (Survey)	English Lead TAs CTs	Reading Scheme £7,000



To raise standards in FSM/PP progress provision of SMVSC/PSHE/British Values & Pastoral Support (Sutton Trust-Ref; behavioural interventions +4 months, social & emotional +3 months)	Educational Psychologist to continue to work with pupils Head Start work to continue with pupils in y5/6 Pastoral worker to continue to mentor pupils across both Key Stages SALT to continue work in school	For pupils to exhibit correct behaviours and ensure they are learning-reduced behavioural issues Reduced pupil distress/upset through mental support logs Increased parental involvement & engagement Increased self-esteem Increased parent liaison	Ed Psyc SENDCo RR MH/BS HT Synergy	£2,200 £1,850 £1,500 per term for Pastoral Support £16.84 Per hour for Pastoral x 3 per day x 3 days per week = (3x6x39x16.84)= £11,821.68
To close the GAP between FSM/PP & NFSM/PP with attendance issues FSM/PP currently account for 4% of our PA (Sutton Trust-Ref; social +4months)	Attendance & Pastoral team Attendance Officer continue to tackle PA Pastoral Worker to dedicate first hour of day to challenge parents/late comers and non-attenders Rewards for 100% attendance	To keep attendance above national (96%) To reduce the number of Lates to below 15 a week Further reduce FSM/PP PA from 4% to 2%	MH/BS SM RR	£2,000
To continue to develop computing learning for FSM/PP Pupils	ICT club set up, target FSM/PP particularly ICT technician to have directed tasks to ensure ICT equipment is fully functional New ICT Equipment purchased to relocate existing equipment	Pupil standards rise & enrichment of curriculum All equipment up to date & working FSM/PP have access to intervention program More equipment in use due to relocation of other equipment	ICT Lead ICT Tech	£2,800 per annum for Chrome-books £2,150 for replacement i-Pads
To develop enrichment for in the curriculum to provide enjoyment & further learning	Music 1:1 tuition half price Music lessons for all in y4 ASC clubs by WWFC & Soccer 2000 School Trips (40% contribution by school)	Increased involvement in 1:1 tuition by FSM/PP Y4 all develop love of music & instruments Free sports clubs 4 times a week & in school holidays School contributing 40% to ALL pupil trips and 100% to PP trips	Music service PE Lead Y4 CT HT	£2,400 for WWFC £3,600 for Soccer 2000 £1,500 contribution to Music Service £15,000
TOTAL SPEND				£112,912.68
CURRENT ATTAINMENT				
	Pupils with Pupil Premium School		Pupils with Pupil Premium National	
% Achieving the combined standard or above in Reading, Writing and Mathematics EO Yr6	50%		67%	
% Achieving the Higher standard in Reading, Writing and Mathematics EO Yr6	8%		11%	
Average Scaled in Reading	102.3		105.6	
Average Scaled in Mathematics	102.1		105.3	
Average Progress Scores for the Disadvantaged Pupils	Reading	Writing	Mathematics	
SCHOOL	-2.55	+3.55	-3.02	



NATIONAL		+0.33	+0.18	+0.28
BARRIERS TO LEARNING (In school)				
A	Poor language skills-both orally and written-decoding phonetically			
B	Mathematical understanding-Poor knowledge of the number system			
C	Behaviour-Negative behaviours in the outdoor environment is having an impact on their learning			
D	Social skills-The children have poor interaction skills, they do not know how to interact with each other and to solve a problem without conflict			
EXTERNAL BARRIERS TO LEARNING (Out of school)				
E	Home life-Lots of the pupils have poor upbringing and bring that in to school with them			
F	Attendance-Most of our persistent Absenteeism is from PP children			
G	Socio-Economic-The families that we deal with are living day-by-day, they are living on minimum money and the children have very little. This impacts on their social standing in school, the food they bring in if they have packed lunches and school trips			
DESIRED OUTCOMES TO REDUCE ERASE THE BARRIERS				
<ul style="list-style-type: none"> To increase quality of teaching & reduce pupil groups to smaller sizes in order to raise standards To raise progress measures in mathematics for low attaining FSM/PP to be in line with national To raise progress measures in writing for low attaining FSM/PP to be in line with national To close the GAP in EYFS for FSM/PP pupils in ALL areas of learning To raise the progress and ARE in reading across the school To raise standards in FSM/PP progress provision of SMVSC/PSHE/British Values & Pastoral Support To close the GAP between FSM/PP & NFSM/PP with attendance issues To continue to develop computing learning for FSM/PP Pupils To develop enrichment for in the curriculum to provide enjoyment & further learning 				