



Pupil Premium Report

School name:	St. Teresa's Catholic Primary School, Penwortham		
Academic year:	2020 - 2021	Total pupil premium budget:	The allocated Pupil Premium Funding at the time the report was written £22,140 <i>Five additional pupils will receive funding this academic. This will increase the above total.</i>
Total number of pupils on roll:	278	Pupils eligible for pupil premium:	12
Date of report:	September 2020	Review date planned:	September 2021

Barriers to future attainment (for pupils eligible for PP)		Desired Outcomes	
In-school barriers			
1.	Recovery curriculum – A number of pupils have difficulties with key skills in Reading, Writing & Maths. Gaps in learning and priorities have changed as a result of the Covid-19 pandemic.	1	A higher proportion of targeted pupils in the EYFS, KS1 and KS2 achieve age related expectations in Reading, Writing & Maths and the attainment gap is narrowed.
2.	Vocabulary, reading and phonic skills are less developed - this impacts on Reading and Writing outcomes. Maths is an area of weakness for the disadvantaged pupils.	2	Targeted pupils (pupils eligible for PP) have improved maths, phonic skills and reading stamina. Evidence of improved vocabulary.

3.	Staff report a small proportion of pupils eligible for PP need support with social, emotional and mental health (SEMH). <i>Some</i> of these issues may be a direct result of the Covid-19 pandemic and experiences during and after lockdown.	3.	Target pupils are supported with the coaching and strategies they need to help them overcome issues relating to SEMH. Pupils are better equipped to deal with the prospect of another isolation period.
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Recovery Curriculum - Academic Outcomes

<u>Action</u>	<u>Desired outcome</u>	<u>Rationale/ Evidence</u>	<u>Monitoring the impact</u>	<u>Cost</u> Review in July 2020	<u>Staff lead</u>
Quality wave 1 teaching, effective feedback and marking.	Attainment gap narrowed in writing.	Evidence surrounding the impact of quality wave 1 teaching and feedback and marking is substantial. EEF.	Pupil progress meetings – teachers must track gaps in learning. Pupil interventions/ questionnaires. Work scrutiny Monitoring cycle. Discussions with staff and parents – parents’ evenings.	£11,500	J. Hawitt
Small group or 1:1 support from teaching assistants within lessons and intervention group activities if appropriate. E.g. Social stories, Tailored intervention.	Attainment gap narrowed in Reading, writing Mathematics	Gaps in learning must be addressed in order for pupils to make better than expected progress. EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.	Discussions with staff – evidence of the impact of intervention on pupil progress. Learning walks- how are the pupils being supported, stretched or challenged?	£3,000	L. Moon J. Hawitt

<p>1:1 Reading support (Class teacher or TAs)</p> <p>Online home reading</p>	<p>Continue to build reading culture across the school, improving reading stamina and fluency.</p> <p>Purchase online reading programme (Active Learn – Bug Club and Read Theory).</p>	<p>According to the EEF – a high proportion of PP children have limited access to rich vocabulary in comparison to non-PP children.</p> <p>(Reading volunteer launch).</p>	<p>Online home reading book trackers – monitor progress across a term.</p> <p>Data analysis</p> <p>Discussions with staff and parents</p>	<p>£300.00</p>	<p>J. Hawitt</p>
<p>Subject leader monitoring/ pupil progress meetings.</p>	<p>Attainment gap narrowed in Reading, writing Mathematics</p>	<p>We have a robust monitoring cycle in place at St. Teresa's. Pupil Progress meetings provide opportunities for the staff to identify barriers to teaching and learning or identify pupils at risk of falling behind. Next steps and strategies are identified.</p>	<p>Monitor pupil progress - data analysis and discussions with teachers regarding the progress the pupils are making.</p>	<p>£300.00</p>	<p>J.Hawitt</p>
<p>Special educational needs support from external agencies</p>	<p>Barriers to learning decrease through improved understanding of SEN for parents, carers, teachers and staff.</p>	<p>We support <u>all</u> pupils in achieving their potential. This often requires support from outside agencies, e.g. Specialist SEN teachers or assessors.</p>	<p>SENCO reports to SLT and Governors</p> <p>SEND monitoring release time</p> <p>Observations of teaching and learning.</p> <p>Pupil progress meetings.</p> <p>Discussions with parents – parents' evenings and progress meetings.</p>	<p>£500.00</p>	<p>L.Moon</p>
<p>Approximate Total spend:</p>				<p>£15,600</p>	

Equipment and Readiness to Learn – including Mental Health and Well-being

<u>Action</u>	<u>Desired outcome</u>	<u>Rationale/ Evidence</u>	<u>Monitoring the impact</u>	<u>Cost</u> Review in July 2020	<u>Staff lead</u>
<p>Social, Emotional and Mental Health support (SEMH)</p> <p>Mental health and well-being curriculum focus</p>	<p>Positive well-being – removing barriers to learning.</p> <p>Pupils learning remains on track as a result of early identification of SEMH needs and support provided.</p> <p>Pupils have developed greater resilience and are better equipped to deal with the prospect of another isolation period.</p>	<p>Children’s mental health is a major priority across the country (DfE).</p> <p>Sessions will enable pupils to develop strategies to cope with various situations that arise in school and at home; impacting on the pupil’s well-being and progress.</p> <p>EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.</p>	<p>Improved well-being and confidence.</p> <p>Observations of pupils in class – discussions with teachers. Monitoring on CPOMs.</p> <p>Meetings between parents and well-being coach.</p>	<p>£3,000</p>	<p>J. Holmes</p>
<p>Toast and Milk</p>	<p>Barriers to learning are reduced.</p> <p>Pupils are well nourished throughout the school day.</p>	<p>It is important for all pupils to be well nourished and ready for learning, irrespective of their financial situation.</p>	<p>Pupils are more engaged in lessons.</p> <p>Observations of teaching and learning.</p> <p>Work scrutiny sessions.</p>	<p>Toast £100.00 (once kitchen begins making toast)</p> <p>Milk £150.00</p>	<p>M. Farquer</p>

<p>External Behavioural Support</p>	<p>Barriers to learning are reduced.</p> <p>Pupils learning remains on track as a result of rapid and appropriate intervention.</p>	<p>In some instances, external behavior support is required within school. This helps to provide teachers and staff with a tailored program of effective strategies – identifying barriers or triggers, etc.</p>	<p>Improved behaviour for learning.</p> <p>Pupils are more engaged in lessons.</p> <p>Observations of teaching and learning.</p>	<p>£350.00</p>	<p>J. Holmes</p>
<p>Remote Home learning equipment - stationary packs and CGP work books</p>	<p>Pupils have the equipment required to remain on task with home learning tasks.</p> <p>Pupils do not struggle with the curriculum due to the lack of resources and/or technology.</p>	<p>Pupils from low income families often do not have the necessary stationary and equipment within the home; impacting of quality of learning.</p>	<p>Improved engagement and learning outcomes.</p>	<p>£175</p>	<p>J. Hawitt</p>
<p>Digital Technology To use technology within the home – Ipad will be on loan to parents.</p>	<p>High levels of engagement and motivation; supporting the learning process.</p>	<p>Overall, the research evidence over the last forty years about the impact of digital technologies on learning consistently identifies positive benefits. EEF.</p>	<p>Ipad loan record.</p> <p>Improved engagement and learning outcomes.</p>	<p>£2,765</p>	<p>J. Hawitt J. Holmes</p>
<p style="text-align: right;">Approximate Total spend:</p>				<p>£6,540</p>	

Date of planned review – September 2021

Emergency amendment/review may take place if required.