



Pupil Premium Report – REVIEWED 2020

School name:	St. Teresa's Catholic Primary School, Penwortham		
Academic year:	2019 - 2020	Total pupil premium budget:	The allocated Pupil Premium Funding at the time the report was written £19,040.
Total number of pupils on roll:	278	Pupils eligible for pupil premium:	10
Date of report:	September 2019	Review date planned:	September 2020

School closed to the majority of pupils from the end of March to June 2020 due to the Covid-19 pandemic. Our use of the funding has been adapted to meet the needs of vulnerable pupils as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG. A number of vulnerable pupils accessed the key worker provision in school during this time, whilst some remained at home to access remote home learning.

Barriers to future attainment (for pupils eligible for PP)		Desired Outcomes	
In-school barriers			
1.	Difficulties with key skills in Reading, Writing & Maths hold pupils back; forming gaps in pupils' learning within KS1 and KS2.	1	A higher proportion of targeted pupils in 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.	2	Targeted pupils (pupils eligible for PP) have improved phonic skills and reading stamina. Evidence of improved vocabulary.
3.	Staff report a small proportion of pupils eligible for PP need support with conflict resolution, social or emotional learning and development.	3.	Targeted pupils demonstrate improved behaviour for learning impacting on their progress and attainment in Reading, Writing & Maths.

Covid-19 Impact Review

During the pandemic the following key steps were taken to ensure that disadvantaged pupils' barriers to learning were still supported, as much as possible:

- Offer of places in school to all disadvantaged children
- Where offers were not taken or when it was safer to remain at home, regular communication between home and school took place to offer continued educational and pastoral support (often led by class teacher or SLT)
- Home doorstep visits (following C-19 guidance) and food parcels
- Telephone conversations with staff members and/or SLT
- Food vouchers for FSM
- Planning for additional resources for children to undertake at home
- Purchasing resources such as Pearson's Bug Club and Read Theory
- Letterbox resources sent home for pupils who preferred paper based activities, rather than technology based activities

Future versions of the strategy will reflect the changes that are currently being made on a continual basis.

School leaders with responsibility for administering the PPG have drawn on these helpful publications from the Children's Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

Quality of teaching for all

Improving Academic Outcomes					
<u>Action</u>	<u>Desired outcome</u>	<u>Impact</u>	<u>Next steps</u>	<u>Cost</u> Review in Sept 2020	<u>Staff lead</u>
Quality wave 1 teaching, effective feedback and marking.	Attainment gap narrowed in writing.	Spring - work seen was of a high standard. Pupils responding to feedback given by teachers. Spring informal data showed some evidence of good progress prior to lockdown. Still individuals who required additional support.	Sept onwards - All teachers to identify gaps in learning and plan to address areas of need. Plan and lead pupil intervention where needed. Staff to discuss areas of need with SLT and parents – parents’ evenings.	£4,330	L. Moon J. Holmes
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	Intervention was underway prior to lock down, with gaps identified and work in progress. Some early evidence of good progress from individuals.	Sept onwards - All teachers to identify gaps in learning and plan to address areas of need. Plan and lead pupil intervention. Staff to discuss areas of need with SLT and parents – parents’ evenings.	£8,400	L. Moon J. Hawitt
1:1 Reading support (TAs and Volunteers)	Continue to build reading culture across the school, improving reading stamina and fluency.	Reading volunteers within school supported 1:1 reading, as well as the involvement from our school librarian.	Continue to closely monitor reading progress and promote reading engagement at home. Staff/volunteers to hear pupils read within the school day as much as	£300.00 + additional spend. £7,552.00	L. Moon J. Hawitt

		<p>Identified pupils had additional reading opportunities in school prior to lock down – emphasis on supporting vocabulary and fluency.</p> <p>We purchased Pearson’s bug club and Read Theory across the school for home reading.</p>	possible (following Covid-19 safety guidelines).		
Subject leader monitoring/ pupil progress meetings.	Attainment gap narrowed in Reading, writing Mathematics	Pupil progress meetings suspended in Spring and Summer term.	<p>Sept onwards - All teachers to identify gaps in learning and plan to address areas of need.</p> <p>Plan and lead pupil intervention.</p> <p>Staff to discuss areas of need with SLT and parents – parents’ evenings.</p>	£300.00	L. Moon J. Holmes
Special educational needs support from external agencies	Barriers to learning decrease through improved understanding of SEN for parents, carers, teachers and staff.	<p>All SEND classroom monitoring was cancelled during Spring and Summer terms.</p> <p>Some SALT and OT support via online platforms for parents – reduced services available, SENDCo made contact with parents throughout the pandemic.</p>	<p>Sept onwards – SEND review of all individual pupils.</p> <p>SENCO reports to SLT and Governors</p> <p>SEND monitoring release time</p> <p>Pupil progress meetings.</p> <p>Discussions with parents – parents’ evenings and progress meetings.</p>	£500.00	S. Goodyear/ L.Moon J.Holmes
Approximate Total spend:				£13,830	

Enrichment and Engagement

<u>Action</u>	<u>Desired outcome</u>	<u>Impact</u>	<u>Next steps</u>	<u>Cost</u> Review in Sept 2020	<u>Staff lead</u>
Subsidised trips	Pupils will be able to attend all trips irrespective of their financial situation.	No trips within Spring/Summer terms.	Trips on hold during Covid-19 restrictions at present Sept 2020. This will be reviewed in Spring.	£610.00 – spend not required in Spring and Summer term	L. Moon L. Bull
Digital Technology To use technology across the entire curriculum (where appropriate).	High levels of engagement and motivation; supporting the learning process.	Pupils had access to technology Sept – March. Pupils worked on home learning, with some accessing learning as a key worker child/vulnerable child in school.	Ensure all PP chn have access to technology when remote home learning is needed.	£200.00	L. Moon K. Balazs
Subsidised enrichment clubs - Music lessons - After school clubs	Pupils will be able to attend all trips irrespective of their financial situation; enriching their academia, health and well-being.	Restricted opportunities throughout Spring/Summer due to Covid-19.	Review safety measures and the possibility of clubs in school – Spring/Summer 2021	£300.00 - spend not required in Spring and Summer term	L. Moon
Visitors in school	Pupils benefit from a variety of enrichments – helping to enrich pupils’ learning experiences.	Restricted opportunities throughout Spring/Summer due to Covid-19.	Visitors on hold during Covid-19 restrictions at present Sept 2020. This will be reviewed in Spring.	£500.00 – spend not required due in Spring/Summer	L. Moon J. Holmes

Approximate Total spend: **£1,610**

Improving well-being

<u>Action</u>	<u>Desired outcome</u>	<u>Impact</u>	<u>Next steps</u>	<u>Cost</u> Review in Sept 2020	<u>Staff lead</u>
Emotional and Wellbeing support	<p>Barriers to learning are reduced.</p> <p>Pupils learning remains on track as a result of rapid and appropriate intervention.</p>	<p>Children’s mental health is a major priority across the country (DfE).</p> <p>Sessions took place Sept 2019 to March 2020. Class teachers contacted pupils throughout lock-down to engage pupils in home learning and monitor well-being.</p>	<p>Class teachers to carefully monitor the well-being of all pupils. Pupils to complete the well-being questionnaire as a baseline in Sept 2020.</p> <p>Throughout the new academic year, teachers to discuss concerns with parents and members so the SLT. Monitoring on CPOMs.</p> <p>More pupils to access support.</p> <p>Meetings between parents and well-being coach.</p>	£3,000	J. Holmes
Toast and Milk	<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</p> <p>Milk £150.00</p> <p>Not all of this spend was required due to lock down.</p>	L. Bull

External Behavioural Support	<p>Barriers to learning are reduced.</p> <p>Pupils learning remains on track as a result of rapid and appropriate intervention.</p>	<p>External behavioural specialist visited school and completed four sessions.</p>	<p>Teachers and children provided with strategies to use within the classroom. Ideas/strategies to support the Assess, plan, do, review.</p>	<p>£350.00</p>	<p>J. Holmes</p>
Approximate Total spend:				£3,600	

Reviewed – September 2020