



## Pupil Premium Report

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

Barriers to future attainment (for pupils eligible for PP)		Desired Outcomes	
<b>In-school barriers</b>			
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.

## Quality of teaching for all

Improving 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>
<p><b>Quality wave 1 teaching, effective feedback and marking.</b></p>	<p>Attainment gap narrowed in writing.</p>	<p>Evidence surrounding the impact of quality wave 1 teaching and feedback and marking is substantial. EEF.</p>	<p>Pupil progress meetings – teachers must track gaps in learning.</p> <p>Pupil interventions/ questionnaires.</p> <p>Work scrutiny</p> <p>Monitoring cycle.</p> <p>Discussions with staff and parents – parents’ evenings.</p>	<p>£4,330</p>	<p>L. Moon J. Holmes</p>
<p><b>Small group or 1:1 support from teaching assistants within lessons and intervention group activities if appropriate.</b></p> <p><b>E.g. Social stories, Tailored intervention.</b></p>	<p>Attainment gap narrowed in Reading, writing Mathematics</p>	<p>Gaps in learning must be addressed in order for pupils to make better than expected progress.</p> <p>EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.</p>	<p>Discussions with staff – evidence of the impact of intervention on pupil progress.</p> <p>Learning walks- how are the pupils being supported, stretched or challenged?</p>	<p>£8,400</p>	<p>L. Moon J. Hawitt</p>

<p><b>1:1 Reading support (TAs and Volunteers)</b></p>	<p>Continue to build reading culture across the school, improving reading stamina and fluency.</p>	<p>According to the EEF – a high proportion of PP children have limited access to rich vocabulary in comparison to non-PP children.  (Reading volunteer launch).</p>	<p>Home reading book trackers – monitor progress across a term.  Guided reading and planning scrutiny sessions.  Data analysis  Discussions with staff.</p>	<p>£300.00</p>	<p>L. Moon J. Hawitt</p>
<p><b>Subject leader monitoring/ pupil progress meetings.</b></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>L. Moon J. Holmes</p>
<p><b>Special educational needs support from external agencies</b></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  SEND monitoring release time  Observations of teaching and learning.  Pupil progress meetings.  Discussions with parents – parents' evenings and progress meetings.</p>	<p>£500.00</p>	<p>S. Goodyear J.Holmes</p>
<p style="text-align: right;"><b>Approximate Total spend:</b></p>				<p><b>£13,830</b></p>	

## Enrichment and Engagement

<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>
<b>Subsidised trips</b>	Pupils will be able to attend all trips irrespective of their financial situation.	All pupils should have access to a variety of school trips irrespective of their financial situation.	Office staff to monitor the pupils who are eligible. Observations of pupils- pupils have greater life experiences to draw upon.	£610.00	L. Moon L. Bull
<b>Digital Technology To use technology across the entire curriculum (where appropriate).</b>	High levels of engagement and motivation; supporting the learning process.	Overall, the research evidence over the last forty years about the impact of digital technologies on learning consistently identifies positive benefits. EEF.	Learning walks Staff and pupil questionnaires. Pupil interviews.	£200.00	L. Moon K. Balazs
<b>Subsidised enrichment clubs</b> - <b>Music lessons</b> - <b>After school clubs</b>	Pupils will be able to attend all trips irrespective of their financial situation; enriching their academia, health and well-being.	As a school, we believe all pupils should be able to access clubs and sporting activities irrespective of their financial situations.	Teachers to monitor and encourage pupils to try new activities and enrichments and keep up to date records.	£300.00	L. Moon
<b>Visitors in school</b>	Pupils benefit from a variety of enrichments – helping to enrich pupils’ learning experiences.	Enrichment opportunities, in addition to those built into the creative curriculum, are very important for <u>all</u> children.	Pupil interviews. Data Staff to plan for more visitors to enrich the curriculum.	£500.00	L. Moon J. Holmes

Approximate Total spend: £1,610

## Improving 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>
<b>Emotional and Wellbeing support</b>	<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 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>	£3,000	J. Holmes
<b>Toast and Milk</b>	<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>	L. Bull

<b>External Behavioural Support</b>	<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>
<b>Approximate Total spend:</b>				<b>£3,600</b>	

**Date of planned review – September 2020**