



Pupil Premium Report Review

School name:	St. Teresa's Catholic Primary School, Penwortham		
Academic year:	2018 - 2019	Total pupil premium budget:	The allocated Pupil Premium Funding is £23,380.
Total number of pupils on roll:	277	Pupils eligible for pupil premium:	11
Date of report:	September 2018	Reviewed:	September 2019

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.	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 are able to apply these to their Reading and Writing.
3.	Staff report a 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.
4.	A proportion of pupils eligible for PP have special educational needs.	4	Target pupils are provided with the correct provision and staff have the necessary training and strategies to meet their needs. Any barriers to learning have been reduced.

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 Dec 2018, March 2019 & July 2019	<u>Staff lead</u>
Quality wave 1 teaching, effective feedback and marking.	Attainment gap narrowed in Reading, writing Mathematics	Percentage of pupils who met the expected standard for Reading, Writing and Maths has greatly improved since September. Work seen was of a high standard. Pupils responding to feedback given by teachers.	Effective assessment must remain in place to track pupil progress, especially in relation to gaps in learning.	£5,330	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	Evidence shows that some intervention programmes are much more effective than others. Teachers have used the same day intervention technique alongside planned programmes. Evidence of reduced gaps in learning. <u>Summer 2019 data</u> Reading – 67% Writing – 55% Mathematics – 67%	Closely monitor the impact of intervention to ensure it is having a <i>significant</i> impact on progress - value for money.	£10,000	L. Moon J. Hawitt

<p>1:1 Reading support (TAs and Volunteers)</p>	<p>Attainment gap narrowed in Reading.</p>	<p>1:1 reading support was provided for pupils. This helped to develop fluency and comprehension skills.</p> <p>Evidence from Summer 2019 data - 67% of pupils achieved the expected standard for Reading. Compared to 45% in September 2018.</p>	<p>Continue to develop the use of 1:1 reading volunteers throughout KS2.</p>	<p>£300.00</p>	<p>L. Moon J. Hawitt</p>
<p>Subject leader monitoring/ pupil progress meetings.</p>	<p>Attainment gap narrowed in Reading, writing Mathematics</p>	<p>Regular monitoring took place to frequently check and oversee the progress made by DAPs.</p> <p>Termly pupil progress meetings supported staff in evaluating progress and discussing crucial next steps and provision.</p>	<p>Continue to monitor pupils - meetings – data analysis and discussion regarding the progress the pupils are making.</p>	<p>£300.00</p>	<p>L. Moon J. Holmes</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>The SENCO has worked very closely with a range of professionals.</p> <p>Support was obtained from a range of external agencies – including educational psychologists and behaviour specialists. Teachers used the advice/ resources during lessons. This has impacted on the provision made available –</p>	<p>Continue to observe and assess pupils who may need access to specialist support. Parents must continue to be involved in this process.</p> <p>Continue to release the SENCO to attend crucial TAF meetings.</p>	<p>£600.00</p>	<p>S. Goodyear J.Holmes</p>

		supporting pupils to overcome barriers to effective learning.			
Approximate Total spend:				£16,530	

Enrichment and Engagement

<u>Action</u>	<u>Desired outcome</u>	<u>Impact</u>	<u>Next steps</u>	<u>Cost</u> Review in Dec 2018, March 2019 & July 2019	<u>Staff lead</u>
Subsidised trips	Pupils will be able to attend all trips irrespective of their financial situation.	School subsidised a range of trips for pupils throughout the school who are eligible. This contributed to develop a range of skills and experiences.	Ensure parents are aware of their child's eligibility for subsidised trips.	£650.00	L. Moon J. Holmes
Digital Technology To use technology in problem solving or more open-ended learning	High levels of engagement and motivation; supporting the learning process.	Digital technology has been used across the curriculum - especially in maths lessons and foundation subjects. The impact for DAPs has been difficult to measure.	Work with the computing leader to monitor the use of digital technology across the school-aside from pupils eligible for the PPG.	£400.00	L. Moon J. Holmes

Subsidised enrichment clubs <ul style="list-style-type: none"> - 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.	All pupils have accessed a range of clubs and sporting activities. This has been monitored termly.	Teachers need to monitor and encourage pupils to try new activities and enrichments.	£300.00	L. Moon
Visitors in school	Pupils benefit from a variety of enrichments – helping to enrich pupils’ learning experiences.	Teachers have organised visits across the school. Paul Cookson - Poet	Staff need to review this when evaluating and reviewing the impact and intent of our curriculum – teachers to consider how more visitors can be invited in to school to further enrich the pupils learning experiences.	£500.00	L. Moon J. Holmes
Approximate Total spend:				£1,850	

Improving well-being					
Action	Desired outcome	<u>Impact</u>	<u>Next steps</u>	Cost Review in Dec 2018, March 2019 & July 2019	Staff lead
Emotional and Wellbeing support	Barriers to learning are reduced. Pupils learning remains on track as a result of rapid and	The reaction funds have been used for pupils to access counselling when in need/crisis. Sessions have enabled pupils to develop strategies to cope with various situations that have	Teachers to continue to monitor the progress made by pupils after the course has finished. Well-being coach will organise reviews to assess the long term impact and	£4,000	J. Holmes

	appropriate intervention.	arisen. Families have engaged with this support, impacting on home life too.	whether the pupil requires additional time.		
Support from designated teacher for previously looked after children	Barriers to learning are reduced.	Class teachers led meetings with parents to explore barriers, strategies and provision (when required). The impact has been positive for some; evidence of reduced barriers to learning. Designated teacher reviewed the progress made by pupils on a termly basis and monitored the range of clubs, enrichments, etc, for each pupil.	Designated teacher (Pupil Premium lead) to oversee the progress and provision made for pupils. Class teachers to work with the pupil and their family. Teachers to meet with parents to discuss possible barriers at the start of the academic year.	£400	
Toast and Milk	Barriers to learning are reduced. Pupils are well nourished throughout the school day.	Pupils are well-nourished and ready to engage in lessons.	Continue to cover the cost of milk and toast. Ensure parents are aware of their child's eligibility.	Toast £100.00 Milk £150.00	L. Bull
External Behavioural Support	Barriers to learning are reduced. Pupils learning remains on track as a result of rapid and appropriate intervention.	External behaviour support has provided teachers and staff with a tailored programme of effective strategies. Some improvements in behaviour for learning.	Carefully monitor the impact on pupil behavior. Has the class teacher observed changes, reduced incidents or do pupils still require support?	£350.00	J. Holmes
Approximate Total spend:				£5,000	