



Pupil Premium Report

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 review:	September 2018	Date of next scheduled review:	September 2019

How will we make decisions about the spending of the pupil premium grant?

At St. Teresa's we continually review the progress and attainment of the children in our care. Senior leaders and class teachers regularly analyse how well our disadvantaged pupils do compared with non-disadvantaged pupils. Decisions are then made based on identified priority areas.

Children need to come to school every day and at St. Teresa's we are pleased with our high levels of attendance. We know that good attendance leads to high standards and good progress and so we work closely with our families to ensure attendance remains high.

We know that children do best when they feel safe, calm and in control of their emotions. Consequently, we prioritise children's emotional well-being. We can offer the support of a well-being coach who works with families, giving help and advice on a range of difficulties, as well as being a sensitive listening ear.

All pupils are entitled to the very best curriculum and learning opportunities, whatever their level of ability, so we ensure that our disadvantaged pupils receive help when they find learning difficult but are also offered challenges in areas where they excel. We also ensure they have the very best resources and enrichment opportunities through visits to places of interest and participation in a range of events. Pupil Premium spending is reviewed in an ongoing way as each year progresses in light of regular evaluations. Future priorities are made in response to new guidance and research (e.g. DfE, EFF) as well as the school's rigorous self-evaluation processes.

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.

External Barriers	Desired Outcomes
<ul style="list-style-type: none"> • Socio-economic disadvantage i.e. deprivation • Broken family structures – stress or well-being concerns • Previously LAC • Forces children 	<p>Families are supported and signposted to the correct support if appropriate.</p> <p>Coaching has helped pupils to develop the skills they need to support their wellbeing and resilience, impacting on their progress.</p>

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 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	Evidence surrounding the impact of quality wave 1 teaching and feedback and marking is substantial. EEF.	Pupil progress- data Pupil interventions/ questionnaires. Work scrutiny Monitoring cycle. Discussions with staff and parents – parents’ evenings.	Class teacher salaries	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	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.	Learning walks- how are the pupils being supported, stretched or challenged? Intervention impact and evaluations – data. Discussions with staff.	Included in the total below.	L. Moon J. Hawitt

<p>1:1 Reading support (TAs and Volunteers)</p>	<p>Attainment gap narrowed in Reading.</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>Learning walks Data analysis Discussions with staff.</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>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>Pupil progress 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>We have a higher than average proportion of pupils with SEND at St. Teresa's. 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>£600.00</p>	<p>S. Goodyear J.Holmes</p>
<p style="text-align: right;">Approximate Total spend:</p>				<p>£16,530</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 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.	All pupils should have access to a variety of school trips irrespective of their financial situation.	Observations of pupils- pupils have greater life experiences to draw upon.	£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.	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.	£400.00	L. Moon J. Holmes
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.	As a school, we believe all pupils should be able to access clubs and sporting activities irrespective of their financial situations.	Records of activity registers. Pupil interviews.	£300.00	L. Moon

Visitors in school	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. Discussions with parents – parents’ evenings and progress meetings.	£500.00	L. Moon J. Holmes
Approximate Total spend:				£1,850	

Improving well-being					
Action	Desired outcome	Rationale/ Evidence	Monitoring the impact	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 appropriate intervention.	Children’s mental health is a major priority across the country (DfE). 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. EEF research shows that by focusing on social and emotional learning, pupils can make additional progress.	Improved well-being and confidence. Observations of pupils in class – discussions with teachers. Monitoring forms. Meetings with parents and well-being coach.	£4,000	J. Holmes

<p>Support from designated teacher for previously looked after children</p>	<p>Barriers to learning are reduced.</p>	<p>Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and a number of them have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. (DfE)</p>	<p>Meetings with class teacher and parents to discuss barriers, set objectives and actions.</p>	<p>Included in the total below.</p>	
<p>Toast and Milk</p>	<p>Barriers to learning are reduced. 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. Observations of teaching and learning. Work scrutiny sessions.</p>	<p>Toast £100.00 Milk £150.00</p>	<p>L. Bull</p>
<p>External Behavioural Support</p>	<p>Barriers to learning are reduced. 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. Pupils are more engaged in lessons. Observations of teaching and learning.</p>	<p>£350.00</p>	<p>J. Holmes</p>
<p>Approximate Total spend:</p>				<p>£5,000</p>	