**St. Theresa’s Catholic Primary School.**

**PUPIL PREMIUM FUNDING 2020 – 2021.**

**Introduction**

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who come from Services families. From 2012-13 this also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). This funding now also includes any child who was looked after immediately before being adopted on, or after, 30 December 2005, or were placed on a Special Guardianship or Residence Order immediately after being Looked after.

**Provision**

After reviewing outcomes of support given to pupils in receipt of PP funding last year the school has decided to continue to provide similar provision in the form of small focussed and tailored interventions which meet the needs of all children in the group.

The school will look carefully at the needs of each pupil and will use the following intervention strategies:

Providing **small group work** for pupils entitled to funding with an experienced teacher or teaching assistant focused on overcoming gaps in learning to improve progress and raise attainment.

**One to one support and small group support** for pupils entitled to funding to help them make accelerated progress and raise attainment, including Speech and Language Support and 1:1 reading where children do not get this opportunity at home.

**Additional teaching and learning opportunities** both within and outside the classroom supported by teachers and teaching assistantsto raise attainment and promote lifelong learning skills to ensure future economic well-being.

**Learning Support/Mentoring** to enable children to fully access learning and support where there are specific barriers other than Special Educational Needs.

Acquiring **effective materials for pupils and training for staff** to narrow the gap in speaking, reading, writing and maths.

Pupil premium resources will be aimed at helping children to achieve at least age related expectations at KS1 and Key Stage 2, where possible and when not possible best possible progress.

**At St Theresa’s Catholic Primary School. We use Pupil Premium to fund some important roles in our school. These roles are focussed on raising standards, especially in English and Mathematics, as well as ‘diminishing the attainment gap’ for those pupils who are not on track to be at age related expectations and/or have nor made as much expected progress**

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| Summary information | | | | | |
| School | St. Theresa’s Catholic Primary School | | | | |
| Academic Year | 2020/21 | Total PP budget | £65905 | **Date of most recent PP Review** | Summer Term 2020 |
| Total number pupils | 153 | Number of pupils eligible for PP | 49 | **Date for next internal review of this strategy** | Spring Term 2021 |

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| **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
|  | Early Speech and Language Development. |
|  | Pupils are not always supported with learning at Home (homework/reading). |
|  | Emotional needs and self esteem |
| **D.** | Inclusion e.g. attendance, safeguarding, family support. |
| **E** | Lack of enrichment experiences / opportunities for children |
| **F** | The effects of Lockdown during Spring / Summer Term 2020 |

**Current Situation.**

Following the COVID 19 Lockdown Teacher Assessments were conducted at the end of Key Stage 2.

Other external Primary School Assessments were not required however, internal assessments have ensured that Pupil Progress is being monitored, initially with a Baseline Assessment on return to school in September 2019 so that teaching and planning can be tailored to the needs of pupils following their differing experiences and learning opportunities during Lockdown.

Results indicate that children who were in receipt of Pupil Premium Funded support benefitted from this and performed well in the end of Key Stage Teacher Assessments when compared with other pupils:

**Key Stage 2 Teacher Assessment Summer Term 2020.**

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| Reading at St. Theresa’s. | Number of Pupils | % achieving Expected Progress + |
| In Receipt of PP funding | 8 | 75% |
| Other pupils | 20 | 65% |
| Writing at St. Theresa’s | Number of Pupils | % achieving Expected Progress + |
| In Receipt of PP funding | 8 | 75% |
| Other Pupils | 20 | 45% |
| Mathematics at St Theresa’s | Number of Pupils | % achieving Expected Progress + |
| In Receipt of PP funding | 8 | 50% |
| Other Pupils | 20 | 65% |

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| Planned Expenditure | | | | | |
| Academic Year | 20/21 | | | | |
| Aim | Actions Planned | Costs | Evidence and rationale for choice | Review Dates |
| Pupils are not always supported with learning / reading at home/ do not have easy access to the internet for home learning | Continue to provide a Homework Club for pupils in KS2 and KS1. KS1 children will attend with adult family member so that they can be supported and guided to help children more successfully.  Suitable resources to be provided for children to use to enable them to complete homework tasks successfully.  Support will be provided to complete homework tasks including help to learn tables facts and spelling strategies. When COVID arrangements all clubs to restart.  Provide paper resources and materials for those children who don’t have easy internet access in the home | £300 | The % of pupils in each KS2 class is increased when pupils who do not complete homework at home attend the club. All pupils who do not complete homework or are challenging at home / refuse to complete homework are signposted to the club.  The number of children who receive a lunchtime reflection for non-completion of homework was reduced due to attendance at the club. Families report that home -life stress is reduced when children attend the club to complete homework.  A significant number of families requested paper copies of home learning resources during lockdown as groups of children of different ages trying to work form an IPhone was challenging and a cause of stress for families last time | Termly Progress reports to HT and SLT.  HT reports to Governors |
| Emotional Needs / Self Esteem support | Continue to provide funding to support the full cost of providing a Learning Mentor at school who works with children and families in need of emotional support and improved self-esteem.  LM provides a range of interventions, runs ‘nurture type’ groups, supports children who have suffered bereavements, family break up and other social difficulties.  Release LM to attend ELSA training and then provide the support to pupils identified who would benefit through the interventions provided.  Learning Mentor also leads TAFs and supports families where pupil attendance is low / punctuality is poor– setting targets for improvement and monitoring success | £18600 | Children often come to school unready to learn due to situations which have happened at home or in the local community. Reviews of interventions provided by LM over last year has indicated that pupils have benefitted from the opportunity to develop better emotional literacy and apply themselves better to their learning in class after support form LM.  Evidence of improvement in attendance punctuality of pupils due to intervention and family support provided by LM over last year.  ELSA implemented successfully. Pupils being supported through the training gained have made good progress with emotional well-being. | Termly Progress reports to HT and SLT.  HT reports to Governors |
| To raise attainment and secure best possible progress for all children and diminish any gaps in attainment between PPG children and non PPG children | Continue to reduce the pupil to staff ratio in classes by providing targeted TA support to provide interventions, hear readers, guide writers and assist across the curriculum to ensure that all children can access the learning opportunities and behaviour for learning is supported appropriately. TAs are trained in providing outstanding support and delivering interventions. Pupil Premium Funding is used to subsidise the full cost of this action. | £45,000 pp funds spent to support this | Children need support to access the curriculum, manage good behaviours for learning. Classes have wide ranges of ability. An additional skilled and trained adult increases the opportunities for outstanding learning and progress to take place and enables the teacher to allocate groups and individual pupils for additional support to a TA to support accelerated progress over the year. | Termly Progress reports to HT and SLT.  HT reports to Governors |
| Improve attendance, inclusion, and safeguard children | Part fund the continued employment of an Admin Assistant who manages attendance figures for the school – contacts families, identifies pupils at risk of failing to achieve due to poor attendance, works closely with EWO, produces attendance reports and manages first day absence responses. The school also issue certificates for good attendance across school and other rewards. Learning Mentor also supports work in this area, working with families and helping to plan morning / evening routines/ run TAFs when necessary to support family welfare and attendance | £2000 | PPG children have been identified as a group of pupils whose attendance is worse than others at school and needs to improve to ensure that outcomes for these children is improved.  Support provided last year was monitored and progress for a number of pupils / families was identified after meetings / regular attendance reports were provided for families and rewards were provided for children for improved attendance / punctuality. | Termly Progress reports to HT and SLT.  HT reports to Governors |