

**St Michael's Catholic School**  
**Review of expenditure 2020/2021**  
**(In January 2021 schools closed due to Covid 19 and returned in March 2021)**

<b>DESIRED OUTCOME</b>	<b>CHOSEN ACTION/RESOURCES</b>	<b>How will we evaluate this</b>	<b>Impact</b>	<b>STAFF LEAD</b>
<p>Pupil premium children are being supported to catch up on missed learning</p>	<p>2 Teaching assistants for Key Stage 2 (75 hours contact time with children) £4,910</p> <p>3 Teaching assistants for Key Stage 1 (80 hours contact time with children) £9,094</p> <p>Catch up sessions £1,000</p> <p>TA's (year group/class based in the morning) and deliver intervention in groups based on need not age in the afternoons</p> <p>High quality teaching continues with consistent use of personalised strategies for pupil premium children</p>	<p>First week after each half term – scrutiny of data from tracking system</p> <p>Pupil progress summaries termly</p> <p>Monitoring impact and quality of interventions and classroom support half termly</p> <p>TA appraisal targets reflect this</p> <p>Lesson observations and monitoring by SLT</p> <p>Impact of intervention measured and records kept</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p>	<p>Increased expectations of all vulnerable groups, particularly PP children. <i>(Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. The identified children will be targeted for discussion at future PPM meetings).</i></p> <p>Pupil premium children are making up lost learning</p> <p>Intervention programmes to catch up on missed learning in Maths and English -</p> <p>Daily flexible interventions to plug misconceptions as they arise</p> <p>The impact of TA's is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class.</p> <p>Other interventions were used to benefit the whole child (e.g. Motor skills, Speech and language)</p> <p>Specific gaps were identified through data analysis and discussion between class teacher, HT and SENCO. Intervention groups were set up to cover the gaps and were delivered by TA's to help with the limited amount of TA time available for intervention.</p> <p>High quality first teaching was shown to be the most effective in promoting higher achievement.</p> <p>The training delivered will encourage teachers and TA's to use strategies to ensure this is available for the children to access during lessons (TA's in the mornings) to prevent any gaps getting bigger</p>	<p>HT DHT/SENDCO O EYFS Lead SLT Pupil Premium Governor</p>

<p>2. Pupil premium children can access the same educational opportunities as their peers. (Including during an isolation/lockdown period)</p>	<p>School to support parents with arranging attendance at afterschool catch up session £1,998</p> <p>School to support families with resources for home learning where possible</p> <p>Home learning to account for limited ICT access and to include a range of activities</p> <p>Extra parent/staff discussions as required – initially in the first three weeks of school to discuss home learning and school closure experiences</p> <p>Strategies developed to encourage attendance at online parental workshops and meetings to help develop skills to support learning at home</p> <p>Staff to ensure Pupil Premium families receive correspondence through elected preference (email, website, text, letter)</p> <p>Praise phone calls and postcards to ensure families are aware of progress and next step</p>	<p>Children to return work to school or email work so that teacher can respond</p> <p>Keep reading records up to date</p> <p>Activity on TT rockstars and spelling shed monitored</p> <p>Regular phone calls to PP children and their parents during isolation/lockdown</p> <p>Parent voice</p> <p>Baseline on entry to full time school</p> <p>Staff tally for phone calls and postcards</p>	<p>Weekly attendance at after school catch up sessions. School supported the learning of all pupils and helped with transport from the sessions to enable all children to attend. Time was spent addressing basic skills which meant time was available in lessons to address missed learning.</p> <p>PP children were provided with work if not in school. Staff rang and held teams meetings with children to ensure interventions still took place during lockdown. Any children not engaging were provided with support and differentiated work to suit their family circumstances leading to increase engagement by pp pupils.</p> <p>Recorded lessons helped parents with the knowledge and skills and feedback from parents told us this was really helpful as it explained the way subjects are taught in school meaning they could help their child.</p> <p>School provided electronic devices to pp children and free data sims.</p>	<p>SLT team Pupil Premium Governor</p>

<p>The social and emotional well-being and needs of pupil premium children are addressed following time away from school due to COVID 19</p>	<p>Dedicated wellbeing lead supports staff in identifying and supporting children £400</p> <p>PHSE intent and progression document introduced</p> <p>Social and Emotional support interventions</p> <p>1:1 support staff provided for identified children £6,612 (included in overall TA support)</p> <p>Staff working with parents and professionals in Team Around the Family £1,100</p> <p>External support from Relax Kids £200 and ASC team £900</p> <p>Wrap around care provision for children £500</p> <p>Referrals to the appropriate agencies for specialist support and diagnosis – SENDCO and class teachers need release time from class in order to prepare reports and gather evidence £4,700</p>	<p>TA to evaluate the impact of sessions at the end of each term</p> <p>To log any concerns on CPOMS</p> <p>HT and DHT review CPOMS monthly</p> <p>Supervision for lead staff</p> <p>Pupil and parent questionnaires annually</p> <p>Behaviour review monthly</p> <p>External reports</p> <p>EHCP and SEN support review meetings</p> <p>Pupil voice</p> <p>Book studies – look for use of experiences in relevant work</p> <p>Behaviour in and out of the class at breaks and lunchtimes</p>	<p>Weekly phone calls or daily calls supported parents and pupils. HT spoke with vulnerable families and directed them to support or provided support for the family financially and with behaviour of the children.</p> <p>School invited children into school who were struggling to cope with being at home</p> <p>Weekly newsletter directing parents to services around Durham was accessed by a number of parents. Feedback from parents was good.</p> <p>Upon returning to school we prioritised wellbeing and held extra PHSE lessons in school and gave interventions to pupils who needed them in response to being away from school.</p> <p>HT continued working with professionals and supporting families in Team around the family.</p> <p>School held relax kids sessions online and once the children returned to school to help the children and parents manage their emotions meaning children are settled on their return to school</p> <p>Bespoke anger management strategies for children with anger issues leading to a reduction in serious incidents and to minimise the impact of emotional episodes on learning.</p> <p>Staff ensured a positive relationship was developed and maintained with their bubble and interaction between the children is inclusive and positive.</p>	<p>Wellbeing lead TAs SENDCO PHSE lead Pupil Premium Governor</p>
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