

St. Bernadette Catholic Primary School, London Colney



Evaluation of PP Spending in the Academic Year 2019-20 (September 2020)

<u>Intervention</u>	<u>Intended Impact</u>	<u>Estimated Impact</u>	<u>Lessons learned, e.g. any successes or criticisms (and whether you will continue this approach)</u>
<p>Contribution towards class Teacher led Interventions</p> <p><i>Teachers to be given additional time each week to lead interventions based on performance to date and that noted at Pupil Progress meetings. DHT to provide catch up support for selected Upper KS2 pupils.</i></p>	<p>75%+ of pupils to reach ARE in KS2 by the end of the year</p>	<p>Reading: 50% Writing: 57% Maths: 57%</p> <p>Across the whole of KS2 (Based on invalidated teacher assessments)</p>	<p>75%+ was not an achievable target considering SEN/ Pastoral needs within the cohort of PP.</p> <p style="text-align: center;">Next Steps: Base targets more specifically in-line with the cohort.</p>
<p>The salary of the Social, emotional and mental health lead</p> <p><i>Regular sessions with a trained Teaching Assistant providing pupils with the opportunity to discuss and reflect on behaviours at home and at school, along with day-to-day support to deal with behavioural issues and to promote good behaviours for learning.</i></p>	<p>Pupils achieved their personal targets in relation to their interaction with teachers and peers, and their approach to learning.</p>	<p>Children are interacting better with their peers and teachers. They have a more positive approach to their learning. Parent Feedback was strong.</p>	<p>This approach had a positive impact on the children and is something we will continue to use.</p> <p style="text-align: center;">Next Steps: Review the children's personal SEMH targets when reviewing the data in order to track progress more proactively.</p>

<p>Contribution towards Deputy and SENCO support</p> <p><i>Additional interventions with both the deputy head and SENCO weekly. Some of these sessions will be group or 1:1 in all subject areas but particularly focusing on the main areas of need.</i></p>	<p>75% of PPG pupils to reach ARE by the end of the year in reading.</p>	<p>Whole School Teacher Assessment in Reading indicated that (68.2%) were Broadly ARE in spring 2020 and on track to meet ARE.</p> <p>4/6 children were on track to meet ARE by the end of KS2 SATS results. (67%)</p>	<p>The school was close to meeting its target and the support had a positive impact on the children.</p> <p>Next Steps: Base targets more specifically in-line with the cohort.</p> <p>Consider how this can continue to be achieved in light of changes in SLT Responsibilities.</p>
<p>Contribution towards music lessons in summer term 19</p> <p><i>Music specialist to teach each our pupil premium children the keyboard by having a weekly small group music lesson for a full term</i></p>	<p>To learn to play the keyboard in a group lesson. Learning & reading simple pieces of music, developing performance skills & confidence</p>	<p>Children expressed a fond enjoyment for music lessons during Pupil voice during Summer 19 (pupil Voice)</p>	<p>Pupil Voice indicated that this was successful for a number of the children. One particular case study showed that this impacted significantly on improving behaviour.</p> <p>Next Steps: Consider how this may be achieved in the future in-line with changes with the school music provision.</p>
<p>Additional provision for resources</p> <p><i>To provide specific resources to the individual needs of the children</i></p>	<p>To ensure the children are fully equipped for school and other enrichment activities</p>	<p>Children are given extra enrichment activities and opportunities all throughout the year</p>	<p>Pupil Voice indicated that this had a positive impact on the children.</p> <p>Next Steps: To continue to offer enrichment resources / activities to help support opportunities missed in the summer term</p>

COVID-19 IMPACT

- During the pandemic school rang PP children weekly to ensure that they were accessing the work from home and to offer further academic/emotional support.
- SEMH lead continued working with children virtually through phone calls to both parents and children
- All PP were offered further resources (eg. Textbooks / writing resources / workbooks) to further support the school remote learning offer. These were then posted to families.