

St Gregory's Catholic Primary School

Pupil Premium Strategy Academic year Sept 2018 – July 2019

Headteacher: Mrs P Roberts

Pupil Premium Governor: Mrs Jackie Kelly

Pupil Premium Statement.

Introduced in 2011, the pupil premium is allocated to children who are looked after by the local authority, those who have been eligible for Free School Meals at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are serving in the armed forces. The level of premium is £1300 per pupil. Children who are looked after attract a higher rate of funding than children from low income families – the 'Pupil Premium Plus', which is £1900 per pupil is to reflect the unique challenges they face at school where they often struggle to keep up with their peers.

Early Years Premium has been introduced for disadvantaged three and four year olds receiving pre-school education. School will receive £300 a year per eligible child.

Schools have the freedom to spend Pupil Premium funding, in a way that they think will best support the raising of attainment for pupils. The Sutton Trust (see link below) have researched ways to utilise this funding, highlighting aspects which have the greatest benefit to learning. Our Senior Leadership Team has evaluated this report to identify useful strategies to improve outcomes for our pupils.

www.suttontrust.com

This strategy outlines priorities and spending plans for the academic year 2018-19. It is important to remember that many of our families who are not entitled to free school meals are still vulnerable and/ or disadvantaged. Our spending plans are also made with this in mind.

Outcomes from Summer 2018.

Year 1	29 Pupils	9 Disadvantaged	20 Non-Disadvantaged
Phonics	69%	31%	69%

Year 2	29 pupils	12 Dis 23%	17 Non-dis
Reading %Exp+	61%	50%	65%
Writing %Exp+	50%	42%	53%
Maths %Exp+	62%	50%	71%
Combined	45%	33%	53%

Year 6	32 pupils	19 Dis 59%	13 Non-dis 41%
Reading %Exp+	50%	47%	54%
Writing %Exp+	66%	74%	54%
Maths %Exp+	56%	63%	46%
GPS	34%	32%	39%
Combined	31%	26%	39%

Barriers to Learning.

Many pupils, particularly those from disadvantaged or vulnerable families, start school well below national expectations as a result of limited experiences from birth. In order to address any developmental delays or gaps we direct a range of resources, interventions and strategies for pupils and parents. The barriers and challenges faced are many and varied and often increase as pupils get older. These barriers include:

- Poverty, area of deprivation
- Vulnerable parents/ carers, unemployment, mental health issues, drugs and alcohol, poor basic skills etc □ Poor diet and nutrition
- Poor language and communication skills, evident on entry into school
- Delayed/ immature development socially, emotionally, physically
- Challenging behaviour from a small number of pupils
- Low confidence, lack of self-esteem, low aspirations/ expectations
- Limited life experiences, access to wider environments
- Poor attendance and punctuality, lack of involvement in school

- Lack of access to services eg technology, the internet, local clubs, activities etc
- Specific health and/ or learning needs, lower ability and needs not identified

Strategies to address barriers.

- Assessment and intelligent analysis/ use of data
- Targeting underperformance leading to closure of gaps
- Use of formative and summative assessments to inform planning, teaching and learning
- Feedback and encouragement within a positive learning environment
- An effective and stimulating curriculum reflecting children's learning needs and interests
- Additional staff in Years 2 and 6 to provide more vulnerable pupils with increased adult support to facilitate differentiation and addressing of key misconceptions
- Additional support to address any gaps in learning
- Vulnerable pupils including those on the SEND register receive daily support for basic skills and one to one support as appropriate for personalised learning programmes.
- A wide range of age appropriate resources, matched to pupils stage of learning have had an impact on pupil engagement and as a result their progress
- Technology is used to engage pupils whilst enhancing, enriching and reinforcing learning.
- High expectations among staff with consistently good (and some outstanding) teaching and learning.
- Expertise is shared among staff which results in ongoing improvements.
- Staff and pupils are constantly challenged to value and encourage everyone to achieve full potential (from mission statement.) □
Enrichment of the curriculum to increase engagement.

Current Strengths:

- Full time LSAs in all classes and additional teaching staff for Years 2 and 6.
- Additional daily individual and small group teaching.
- Consistently good teaching and learning across the school.
- Regular relevant CPD for staff.
- Effective in school and outreach support for pupils with additional needs.
- Basic skills support for all pupils including small group support eg for phonics.

- Detailed data and tracking systems and regular ‘standardisation’ work to ensure accuracy of assessments.
- A lively curriculum reflecting pupils’ interests.
- Strong pupil voice and opportunities to take on additional responsibilities eg school council, playground buddies, eco monitors etc.
- Good communications/ relationships with parents and carers eg through daily contact, parents evenings etc
- Homework and intervention clubs for phonics, reading mathematics etc
- Range of extra-curricular activities including subsidised activities
- Improving attendance rates and support and challenge for vulnerable families.
- Use of technology to motivate learners as well as reinforcing and embedding key concepts. □ Informed governors who support school staff in making effective decisions.

More able disadvantaged pupils:

We closely monitor progress for all pupils in receipt of pupil premium including those who are more able to ensure appropriate challenge for all pupils. More able FSM pupils are clearly identified in tracking and are discussed as part of regular ongoing pupil progress meetings. The school has endeavoured to ensure that all groups of pupils benefit from additional intervention and support, this has been through a number of planned strategies:

- Focused use of AfL and setting of short term targets
- Booster sessions for Mathematics and English
- Additional staffing in Y2 and Y6
- Use of technology and online programmes
- Purchasing resources to provide greater challenge eg reading and maths □ Moderation and standardisation activities for higher achieving pupils’ work.
- Regular communication with parents/ carers

Number of pupils and pupil premium grant received	
Total number of pupils on roll (Sept 18)	203 (Reception to Y6)
Pupils eligible for PPG	75
Total amount of PPG received	£ 109 820

OUR MAIN AREAS FOR SCHOOL IMPROVEMENT FOR THIS YEAR ARE:

- To ensure that outcomes continue to improve for identified groups of pupils, particularly those in receipt of: Pupil Premium , SEND pupils, boys, especially summer born boys and all pupils who are not making expected progress.
- To continue to improve attendance and punctuality in all phases.
- To continue improvements in the teaching of reading which will impact positively on writing across the school.
- To further enhance the school's curriculum to ensure breadth and balance particularly focusing on the provision of Foundation subjects.
- Continue to build on the high quality provision for Religious Education.

Our Pupil Premium Allocation for 2018-19 is £ 109 820 and plans have been made to spend the money in the following ways:

Focus	What difference does this make?	Targeted pupils	Cost from PPG	Monitored by:	Intended outcomes
An additional teacher for pupils in Y2 and Y6 two mornings each per week.	Targeted small group support in English and Mathematics.	Year 2 and Year 6.	£ 3,000 £4,000	HT DHT and Phase leaders.	Pupils will benefit from smaller groupings, accelerated progress and narrowing of gaps.
Well trained and supportive TAs; A contribution towards the cost of 7 TAs to work in classes helping to fill gaps in knowledge and support and challenge pupils.	TAs supporting children's learning, so they feel more confident and motivated during lessons.	All classes	£40,000	HT DHT	Well trained TAs who know the pupils well and are aware of the gaps in their learning and how to plug these gaps. TAs trained and delivering well planned and resourced intervention for targeted children. Good pitch in each class with appropriate support and challenge for all groups of pupils.

Part funding of 2 Learning Mentors (1 FTE, 1 0.7).	Support for vulnerable children ensuring barriers to their learning (especially social and emotional needs and attendance issues) are addressed and progress enhanced.	Identified pupils in all year groups.	£30,000	HT and DHT, Class teachers.	Barriers to learning are reduced for pupils, confidence and self-esteem increase, positive impact on achievement.
Further improvements in attendance and punctuality.	Support from EWO service as well as a range of rewards for pupils with very good or improving attendance.	All pupils from R to Y6.	EWO £2 500 Rewards £1000 Total £3 500	HT and DHT.	Attendance and punctuality continued to improve and is closer to sector and national averages.
Additional TA five mornings per week in Key-Stage 1.	TA to work with small group of PP children (no more than 4) each morning to support maths and English. Work specific to their needs and supporting their complex SEN conditions.	Identified pupils in Key Stage one	5 x 3 1/4 hours per week £5000	HT and DHT	Progress is accelerated and attainment is enhanced for targeted children. Improved behaviour for learning.
Further investment in additional writing and grammar punctuation and spelling materials.	Quality grammar, spelling and writing materials available across the school. Continuation of bespoke intervention programmes for individuals and small groups, 'streamed' phonics sessions etc.	All pupils and those identified for specific programmes	£500	HT and DHT, subject leaders, Class teachers.	Good quality grammar, spelling, writing and phonics materials impact on comprehension and higher order skills. Positive impact on attainment and standards in writing and phonics.
Beanstalk 321 Reading Programme.	1:1 reading support for children twice a week for 30 minutes.	Targeted PP children in Y2 and Y3.	£3,000	English Subject Lead Class teachers	Pupil Premium children supported in their reading and pupil achievement improves in reading and other subjects.

Subsidised extracurricular school clubs sport, cookery, & music.	Wider range of opportunities for pupils to try new activities and experiences.	Pupils from across the school.	£500	HT and PE coordinator and sports coach.	A greater number of pupils, including those eligible for PPG have attended a greater number of activities.
Wider Opportunities music tuition and ongoing peripatetic lessons.	All pupils in Year 4 have had an opportunity to learn to play a musical instrument.	Y4 wider opps .	£1 500	HT and DHT. Music subject lead.	Enrichment of the curriculum for pupils in upper KS2. Opportunities for pupils to perform and enhance confidence/ self-esteem.
Cost of transport for school trips and/ or educational visits, including contribution towards school minibuses.	Curriculum enrichment, particularly with regard to topic work and foundation subjects.	Pupils in all year groups.	£5 000	HT, subject leaders and class teachers.	The number of good quality enrichment activities and/ or educational visits increases during the academic year.
Subsidising of school adventure holidays.	More pupils from disadvantaged families are able to afford the cost of attending the residential trips.	Y2/3 and Y6.	£2 000	HT and DHT.	A greater number of pupils are able to take part in adventurous and outdoor activities in KS1 and KS2.
Small group Lego Therapy, led by trained staff, using appropriate and well chosen resources.	Some children in Key Stage two sometimes find it difficult to work as part of a team and benefit from structured support for this.	Targeted children	£1000	Learning Mentor Send Co	Small group Lego Therapy, led by trained staff, using appropriate and well chosen resources. Improved teamwork.

Free Breakfast Club.	To provide children with a healthy and positive start to the day and a free breakfast service for parents/ carers.	All pupils	£8420	HT, DHT.	A greater number of pupils attend breakfast club and have access to a healthy start to the School day. Attendance and punctuality improves.
A contribution towards Fare Share admin costs. Food items that cannot be used in the kitchens donated to families each week	Low income PP families supported with additional nutritional food.	Targeted families.	£100	Learning Mentor School Cook	Pupils benefitting from nutritional meals.
Provision for identified pupils to access morning pick up/ breakfast club services.	Families with challenging morning routines are supported in ensuring children are in school on time and ready for the day.	Targeted pupils.	£500	HT, DHT, Learning mentor.	Identified pupils attend breakfast club and/ or pick up service and attendance and punctuality improves as a result.
To further strengthen pupil voice in the school.	Providing the school council with a budget to undertake visits, purchase resources etc in line with identified priorities and projects.	All Pupils (Y2 to Y6 with school council reps.)	£500	HT, DHT, Class teachers.	Pupil voice is strengthened and pupils are able to take ownership of priorities and projects. Confidence and self-esteem is also strengthened among groups of pupils.
Dragon's Den	For MA Year 6 pupils to produce a maths resource to support learning in other cohorts.	Y6 PP children.	£100	DHT and Maths lead.	More able PP children challenged and more confident in applying mathematical skills to everyday situations and problem solving. Children aware of career opportunities.

School Tuck Shop Rewards	Vouchers to be spent in school tuck shop. Vouchers given for silver, gold and platinum @Times Tables Rock Stars'.	All PP pupils as they achieve the awards.	£200	HT	PP children encouraged to learn their tables and being rewarded for their efforts and feeling a sense of achievement.
School family support worker.	Individualised support for pupils and their families facing barriers to learning. Home visits and in school support.	Targeted pupils/ families.	£2 000	HT, DHT and SENCO.	Barriers to learning are reduced for identified pupils and their families.

- ✓ **Provision maps will be outlined for pupils in each cohort. Costings from PPG for each 'project' will change depending on the numbers of pupils involved during the course of the year.**
- ✓ **Pupil premium children will again be monitored closely and progress and provision for these children will be discussed at the termly pupil progress reviews.**
- ✓ **Funding and allocations will be monitored closely and a final report on impact of spending will be produced at the end of the academic year.**