

Pupil premium strategy

1. Summary information					
School	St Gregory's Catholic Primary School				
Academic Year	2016/17	Total PP budget	£157,000	Date of most recent PP Review	March 2017
Total number of pupils	Y1-Y6=182	Number of pupils eligible for PP	Y1-Y6= 90/182 =49.4%	Date for next internal review of this strategy	June 2017

2. Current attainment and Progress				
<u>Attainment</u>			<i>Pupils eligible for PP</i>	
			<i>St Gregory's</i>	<i>National</i>
% achieving in reading, writing and maths			44%	60%
<u>Progress</u>				
% making progress in reading			50%	72%
% making progress in writing			50%	79%
% making progress in maths			75%	76%
			<i>St Gregory's PP Attainment</i>	
Year 1	% achieving E+ reading,	2/13=15.3%	Year 1	
	% making progress in reading	13/13=100%	Reading	53%
	% making progress in writing	13/13=100%	Writing	47%
	% making progress in maths	13/13=100%	Maths	53.8%
Year 2	% achieving E+ reading, writing and maths	5/15=33.3%	Year 2	
	% making progress in reading	14/15=93%	Reading	58%
	% making progress in writing	15/15=100%	Writing	33%

	% making progress in maths	15/15=100%	Maths	75%
Year 3	% achieving E+ reading, writing and maths	5/12=41.6%	Year 3	
	% making progress in reading	12/12=100%	Reading	57%
	% making progress in writing	12/12=100%	Writing	43%
	% making progress in maths	12/12=100%	Maths	62%
Year 4	% achieving E+ reading, writing and maths	12/21=57%	Year 4	
	% making progress in reading	21/21=100%	Reading	37%
	% making progress in writing	21/21=100%	Writing	28%
	% making progress in maths	21/21=100%	Maths	44%
Year 5	% achieving E+ reading, writing and maths	5/18=27.7%	Year 5	
	% making progress in reading	18/18=100%	Reading	53%
	% making progress in writing	18/18=100%	Writing	77%
	% making progress in maths	18/18=100%	Maths	58%
Year 6	% achieving E+ reading, writing and maths	6/21=28.5%	Year 6	
	% making progress in reading	21/21=100%	Reading	50%
	% making progress in writing	21/21=100%	Writing	31%
	% making progress in maths	21/21=100%	Maths	51%

3.Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
A.	Poverty and lack of income, resulting in children coming to school hungry.
B.	Poor communication, speech and Language on entry.
C.	Specific additional needs, including those being supported as SEND.
D.	Social and emotional problems affecting wellbeing and progress.
E.	Low aspiration and ambition

External barriers		
F.	Attendance rates for pupils eligible for PP are 95.5% (below the target for all children of 97%). This reduces their school hours and impacts on progress and attainment.	
G.	Poor parental support, a high number of hard to reach parents and carers.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children coming to school early and being given a healthy breakfast.	All pupils invited (but PP pupils targeted) to a free breakfast club and getting a good start to the school day.
B.	Improve speech and language skills for pupils eligible for PP.	Pupils eligible for PP making good or rapid progress so that all pupils meet age related expectations.
C.	Improved rates of progress across the school for pupils eligible for PP, especially SEN PP pupils	Pupils eligible for PP, especially SEND make as much progress as other pupils across the school in reading, writing and maths.
D.	Social and emotional issues of pupils are addressed in partnership with school and other agencies as appropriate in order to improve wellbeing.	School aware of the social and emotional issues children are experiencing, and children are well supported and feel they can approach staff for help.
E.	Pupil Premium children have higher aspirations and hopes for their future careers.	Children are aware of future opportunities and talk enthusiastically about their futures. Children challenged in their learning and keen to do their best. Children leaving KS2 ready, enthusiastic and prepared for the next stage in their education.
F.	Increased attendance rates for pupils eligible for PP.	To reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 95.5% to 97% in line with school attendance target for the academic year.
G.	Pupil Premium Parents and carers more confident in supporting their children’s learning.	School providing a good range of courses and workshops for parents and carers to increase their confidence and enable them to help and support their children.

4. Planned expenditure					
Academic year	2016/17				
The three headings below demonstrate how we are using pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of Teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?
B Improved speech and language skills for pupils eligible for PP, to ensure they make good progress to close the gap by the end of the academic year in 2017	To purchase Oxford Gladiator Reading Programme Read Write Inc Phonic and Spelling scheme Read Write Inc Phonic based programme used in Reception, Key Stag One and lower Key Stage Two. Guided reading sessions using a variety of quality texts which promote thinking and speaking. To purchase additional furnishings for the library and purchase additional books	To improve standards in speech and language; which will result in improved standards in reading and writing across the school and more confident speakers. A wide variety of fiction and non-fiction books will improve reading and speech.	All staff including TAs will be trained and able to support the intervention. Regular monitoring of progress.	Deputy Head who is literacy lead.	April 2017, termly thereafter £8000 - resources
C Higher rates of progress across the school for pupils eligible for PP, especially SEN PP pupils.	To have good pitch in each class with appropriate support and challenge for all groups of pupils. Extra TA support in classes with concentration of PP needs. A new fully equipped Sensory Room to support pupils including PP pupils who have social, communication and interaction, emotional and mental health difficulties, all of which impact on progress and attainment.	School tracking shows the majority of PP children would benefit from additional classroom support to improve progress and attainment. Children who are well supported emotionally and have improved mental health will do better in school.	Well trained TAs who know the pupils well and are aware of the gaps in their learning and how to plug these gaps.	SEND Co HT	Pupils eligible for PP who have been identified as Higher Ability make good progress in line with other HA pupils who are not PP. £26,000
E			Class teacher and LM to work	Class teacher	

Children have higher aspirations and hopes for their future careers.	Professor Fluffy Project Visit to Hope University to show HA Y6 PP children that university is an option for them in the future. Careers Day	Low aspirations and self esteem of some pupils during discussions regarding their future careers.	closely on project. Close links (including visits) from PF project staff from Lpool University.	Learning Mentor	£3000
Total budgeted cost					£27,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?
B Poor speech and Language on entry.	Small well supported Read Write Inc lessons. Daily Guided Reading sessions. Pupil Profile speech and language targets addressed during 1:1 time. Guided Speaking sessions each day	Poor speech, language and communication on entry which continues to be a problem as some children progress through the school.	Well trained staff and quality resources. Regular reviews of Pupil Profiles.	English Subject Lead, Phonic Lead and SEND Co	Reviewed during Pupil Progress meetings each half term.
C Good support for specific additional needs, including those being supported as SEND.	Well trained TAs supporting in classrooms who know who PP children are and support them in their learning.	A wide variety of individual pupil needs which need to be catered for in order for the children to access the curriculum.	A well trained and qualified SEND Co	SEND Co SLT	Reviewed each half term during Pupil Progress meetings and with parents during Pupil Profile meetings for parents each half term.
D Social and emotional problems affecting wellbeing and progress.	Targeted Lunchtime Clubs for PP children in both key stages.	These children are getting into trouble at break and lunch times and this is impacting on their emotional well being and having a negative impact on progress.	A specifically employed staff member who is trained and experience in dealing with behavioural issues. Appropriate resources which are interest led will be purchased.	Lunchtime Support worker Headteacher Learning Mentor	Reviewed weekly

			Groups will be closely monitored by HT and LM.		
Total budgeted cost					£74,000
iii. Other Approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review implementation?
A. Children well fed and in school on time.	A free breakfast club for all pupils every school day. Children receive a healthy breakfast and take part in a wide range of planned activities.	Children do better and concentrate more if they are in school on time and have had a healthy breakfast.	A well planned, resourced and monitored Breakfast Club run by committed and caring staff. Regular reports to SLT and governors.	Learning Mentors	Reviewed each half term.
F. Increased attendance rates	Two full time Learning Mentors to support attendance, by monitoring pupils and following up any absences quickly. First day response provision. EWO purchased hours Attendance drive; banners and posters	Children's attainment cannot be improved if they are not attending school. Attendance has been identified as a key issue for improving attainment and progress.	HT and Learning Mentors work closely with EWO to monitor absence. Meetings are held each half term with parents. Attendance reported each term to governors.	Learning Mentors and HT.	Each half term. May 2017
D Pupils learning to work co-operatively and feeling good about their achievements	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	Good quality staff training. Children are chosen and work in groups of four. All activities are planned groups are monitored.	Learning Mentors	Each half term
D Pupils feeling relaxed de-stressed	Massage in Schools Therapy	Poor mental health and many pupils with anxiety and stress.	Learning mentor who delivers the therapy has been trained.	Learning Mentor	Each half term

Total budgeted cost		£46,000
6.Review of expenditure Previous Academic Year 2015-2016		
Action/Activity	Outcomes	
2 x Part Time Teachers to provide 1:1 tuition and small group work on personalised programmes of learning. EH x 5 mornings in Y4 KR x 2 mornings in Y6	Reinforcement of learning and learning gaps covered. Pupils more confident being taught in smaller groups and progress and attainment improved,	
Teaching Assistants who work with targeted groups of children on intervention programmes, booster sessions, phonics programmes and 1:1 I.E.P time.	All targeted children to received appropriate level of adult support to achieve. More confident learners who are making good or excellent progress.	
2 x Attendance Officers / Learning Mentors to support children's emotional well-being and pastoral needs. All PP Pas targeted in order to lower the number of PP Pas.	Improved attendance and punctuality. School in regular contact with parents/carers of PP children who have poor attendance.	
Reading Advocate. Reading scheme books [specifically aimed at promoting boys interest]. Ipods, Ipads and Kindles to support disadvantaged pupils.	Children more engaged in reading; themed activities, competitions and ICT based reading used to stimulate, especially boys. Disadvantaged boys more interested and excited about reading	
Contribution towards maintenance and use of school minibus with driver.	Visits to the library and local museums.	
Contribution to cost of Apprentice.	More after school clubs available and an increased take-up.	
Data tracking to feed into teacher's pupil progress meetings. SLT time to analyse PP progress and attainment. SEND-co time to support parents and liaise with parents.	Teachers and SLT aware of pupil progress and attainment. PP children are tracked as a separate group. Teachers aware of which children need additional support or intervention. Children making good or better progress.	
School Uniform and classroom equipment [so each child entitled to PPG have their own set of basic equipment, pens, calculators, sports kit etc. to support their learning].	Children better equipped for learning and happier in school.	
Breakfast and Afterschool Club expenditure: Salaries and resources	PP children attending a well resourced and staff free breakfast club.	
Music Tuition.	Children enjoying being taught to play a musical instrument, enjoying music and having a good sense of achievement.	

Subsidising educational trips, residential trips and transport.	Vulnerable pupils are supported and less financial strain on families.
School Tuck Shop Project 'Fruit to suit@ run by PP children	PP children enjoying their learning and the responsibility of running the tuck shop. Children feeling good and excited that they have helped other less fortunate children n Mukuru.
'Commando Cadets' Social Skills intervention project for Y4 PP boys.	Improved self-esteem, behaviour, motivation and team skills and fewer pupils on report card. Improved classroom behaviour and atmosphere for learning.

7.Additional Detail

Measure of impact for Pupil Premium expenditure in 2016/17:

- B ,C and F Review termly tracking data of PP pupil progress to outline reduction in attainment gap and set appropriate targets.
Monitor intervention programmes and quality first teaching to ensure that children have access to high quality support/teaching.**
- A,C and D - Monitor Breakfast Club attendance
Monitor the work of the learning mentors by half termly meetings and reports as necessary.
Monitor the attendance of PP children and any children whose attendance or punctuality is a concern.
We will evaluate the impact on confidence and self-esteem through attendance.**