



## Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2016/17	Total PP budget	£120,720	Date of most recent PP Review	Ofsted 2014
Total number of pupils	225	Number of pupils eligible for PP	72	Date for next PP Strategy Review	

2. Progress (Y6 2016)			
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils <b>not</b> eligible for PP (our school)</i>	<i>National averages All pupils</i>
% achieving Expected Standards or above in reading, writing and maths.	91%	73%	53%
% achieving Expected Standards or above in reading.	91%	87%	66%
% achieving Expected Standards or above in writing.	91%	67%	74%
% achieving Expected Standards or above in maths.	91%	67%	70%

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<b>2. Current attainment (Y6 2016)</b>			
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils <b>not</b> eligible for PP (our school)</i>	<i>National averages All pupils</i>
<b>% achieving Expected Standards or above in reading, writing and maths.</b>	46.2%	88.2%	53%
<b>% achieving Expected Standards or above in reading.</b>	61.5%	94.1%	66%
<b>% achieving Expected Standards or above in writing.</b>	69.2%	100%	74%
<b>% achieving Expected Standards or above in maths.</b>	61.5%	94.1%	70%

<b>1. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Children in the Early Years of school have poor language skills on entry which hampers their progress in communication, language and literacy.
<b>B.</b>	Some children with additional social and emotional needs struggle with their learning and on occasion their behaviours can affect the learning of those around them.
<b>C.</b>	Higher numbers of pupils entitled to Pupil Premium working below Age Related Expectation within either reading, writing or maths than those not entitled to Pupil Premium in most year groups, despite making greater progress than their peers.- progress needs to accelerate further to close the attainment gap

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<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Parental engagement with school and in their child's learning.
<b>E.</b>	Attendance rates for pupils eligible for PP are lower than non PP children. This reduces their school hours and can cause them to fall behind.

<b>2. Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Improve the oral language skills of children eligible for PP in the Reception class.	Pupils eligible for PP make accelerated progress during their reception year and meet age related expectations by the end of the year.
<b>B.</b>	Children are supported to deal with issues which may affect their ability to work to their fullest potential.	Children are better able to behave appropriately at all times ensuring learning isn't disrupted. Behaviour incidents recorded have reduced by the end of the year.
<b>C.</b>	Rapid progress of PP children across the school in reading, writing and maths.	PP children in school achieve at least as well as PP nationally and within 10% of all pupils nationally.
<b>D.</b>	Parents are more engaged with their children's learning, increasing aspirations.	Parental and carer attendance at workshops or events in school is the same for PP as non PP children. Communication between home and school is improved
<b>E.</b>	Increased attendance of PP children	The attendance of PP children across the school is at least 96%

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3. Planned expenditure					
Academic year 2016/17					
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 implemented well?	Staff lead	When will you review implementation?
Teaching is at least 'Good' across the school	Quality INSET and sharing good practice to ensure there is quality first teaching for all. High levels of support and mentoring for teacher new to, or in the early stages of teaching.	'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.' <i>Sutton Trust 2011</i>	<ul style="list-style-type: none"> <li>• PPM's held every half term</li> <li>• Observations, both formal and informal</li> <li>• Moderation exercises</li> <li>• Mentoring for new staff</li> </ul>	SLT	Jan '17
Staff, pupils and parents have a clear understanding of where that are at with their learning and what their next steps are.	To tighten assessment procedures across the curriculum to provide a consistent approach and provide children with accurate feedback about their learning.	The Education Endowment Foundation suggests that quality feedback can produce improvement in students' learning.  <i>Education Endowment Foundation (Teaching and Learning Toolkit) - effective feedback + 9 months. Very high impact.</i>	<ul style="list-style-type: none"> <li>• PPM's will take place half termly.</li> <li>• Moderation activities will take place both in house, across both schools and with other schools in the locality.</li> <li>• Posts for leading assessment have been set up across both schools.</li> <li>• Lesson observations and learning walks</li> <li>• Pupil interviews</li> <li>• Staff discussions and training on assessment and feedback.</li> </ul>	SLT MF LO	Jan '17
	Embed the use of Scholar Pack software to further develop the accurate analysis of data, particularly for groups of children such as disadvantaged.	It is important to have accurate data sets available that can be filtered according to grouping in school. This data can then be analysed to identify strengths and areas for improvement. Questions can be asked at pupil level/class level and school level.			

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	Mentoring sessions with parents, pupils and teachers give a clear picture of strengths and next steps of development	<i>Education Endowment Foundation (Teaching and Learning Toolkit) 'Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact'</i>	<ul style="list-style-type: none"> <li>• Feedback from parents and pupils</li> <li>• Recording attendance at mentoring sessions</li> <li>• Feedback from staff</li> </ul>	SLT MF	April '17
<b>Total budgeted cost</b>					<b>£40,000</b>

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ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children meet their age related expectations for communication, language and literacy.	<p>Develop the language skills of children through development of the curriculum, environment and staff training.</p> <p>Up skilling staff to be more effective language role models.</p>	<p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p> <p style="text-align: center;"><i>(EEF - Early Years Interventions)</i></p>	<ul style="list-style-type: none"> <li>● Pupil data</li> <li>● Observations of children</li> <li>● Discussions with children</li> <li>● Feedback from staff/parents</li> </ul>	LM	Jan '17
Children's emotional needs are well met enabling them to reach their learning potential.	<p>Strategies at child level to identify barriers to learning and find ways to overcome them.</p> <p>Developments to include: nurturing activities; horse riding; adventure learning; free breakfast and after school clubs; targeted provision</p> <p>Staff to provide nurturing activities for children according to need.</p>	<p>'Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress'</p> <p style="text-align: center;"><i>Education Endowment Foundation (Teaching and Learning Toolkit)</i></p>	<ul style="list-style-type: none"> <li>● Feedback from staff, parents and pupils</li> <li>● Attendance</li> <li>● Impact on learning</li> </ul>	MF	April '17
Gaps in child's learning are quickly identified and interventions are put in place	<p>TA's timetabled to support children with pre-learning and small group interventions to enable them to keep up with their learning.</p>	<p>'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition.'</p> <p style="text-align: center;"><i>Evaluation of the Making Good Progress Pilot (2010)</i></p>	<ul style="list-style-type: none"> <li>● Pupil data</li> <li>● Observations of children</li> <li>● Discussions with children</li> <li>● Feedback from staff/parents</li> </ul>	SLT	Jan '17
<b>Total budgeted cost</b>					£60,000

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iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents become more engaged in their child's learning and interactions between parent and child increases.	Workshops on understanding and supporting their children's learning, particularly reading.	Sutton - Parental involvement, +3 months, moderate impact for moderate costs.  'Training parents to teach specific reading skills to their children – a particularly effective approach that can be more than twice as effective as encouraging parents to listen to their children read.' <i>(Institute of Education – Review of Best Practice in Parental Engagement: Practitioners Summary, 2011)</i>  'parental engagement +5 months" in EYFS <i>EEF</i>	<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Attendance</li> <li>• Impact on learning</li> </ul>	SLT	April '17
Children are engaged in their learning. They come to school every day and are proud of their achievements.	Carefully considered system of rewards and certificates awarded on a daily/weekly basis.	National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement.	<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Impact on learning and self-esteem.</li> </ul>	SLT	April '17
All children have attendance above 96%	Tightening of attendance policy, procedures and monitoring to identify issues and find ways to resolve them.  Review policy document and ensure all staff are aware of the procedures.	Children are more likely to make progress if they are in school regularly and are ready to learn	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Attendance panels for those pupils who fall below the expected attendance levels.</li> <li>• Half-termly communication with parents regarding attendance.</li> <li>• Attendance is a focus during mentoring meetings</li> </ul>	SLT	April '17
<b>Total budgeted cost</b>					<b>£20,720</b>

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4. Review of expenditure (£142, 520)				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improvements in the teaching for all children	Staff training	<p><b>High:</b> SIM feedback from the authority suggests the school is moving forwards</p> <p><b>SC:</b> Met but ongoing</p>	Continued work on staff training through CTA and National Support Schools.	£20,000
Audit SEN provision and provide support	Eleanor Hicks audited SEN provision and provided training	<p><b>High:</b> Improved understanding of how to manage interventions and their impact. Helped with SEN management.</p> <p><b>SC:</b> Met</p>	The lessons learned are valuable and the advice she gave was useful. We now feel we can on board the advice she gave and move forwards to support children.	£3,000
Improved attainment in reading	Accelerated reader inc staff training	<p><b>High:</b> All children feel the impact of the accelerated reader programme. They enjoy the book quizzes and the use of IT enhances their learning.</p> <p><b>SC:</b> Met</p>	Staff have become accustomed to the system and see the benefits in both the assessment of children and also in their engagement – wanting to take book quizzes	£5,000



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<p>Staff know where children are in terms of their attainment and progress</p>	<p>Introduce/develop the use of Scholar Pack</p>	<p><b>High:</b> Scholar pack has been introduced and is being embedded but staff are still coming to terms with the functions and capabilities</p> <p><b>SC:</b> Ongoing</p>	<p>This will need to be further embedded next year with new staff. The use of assessment data needs to be improved.</p>	<p>£5000</p>
<p>Children's welfare needs are met</p>	<p>Non-teaching member of staff for SEN PP Safeguarding</p>	<p><b>High:</b> Non-teaching member of staff to support the welfare needs of the school and the school community.</p> <p><b>SC:</b> Met</p>	<p>This provision works well as it meets the needs of the children and parents in school. The provision will continue in the future.</p>	<p>£27,000</p>

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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Raising attainment	Targeted support for children (TA)	Small group and 1:1 support for children has a significant impact on their attainment and areas such as self-esteem/self-worth	Continue to use TA to support children with pre-learning and targeted interventions based on needs and pupil progress meetings.	£30,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All children have access to out of school activities	Funding breakfast clubs and after school clubs	<b>High.</b> Children start school calmly and well fed. They are able to develop their social skills  <b>SC:</b> met		£2,000

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Provision in school is well resourced.	Books for accelerated reader and to engage boys	<p><b>Mixed.</b> Resources are bought to ensure interventions can run effectively.</p> <p><b>SC:</b> met but needs to be ongoing as needs arise</p>	Adequate resources are available for intervention groups.	£22,520
School is has up to date equipment	Funding ICT equipment	<p><b>High:</b> children are more engaged in their learning with high quality ICT equipment available. Their learning becomes more multimodal.</p> <p><b>SC:</b> met but ongoing</p>	Children are more engaged when their learning is interactive and involves clips/films/images etc.	£30,000
Increasing parental involvement	Bookworms club	<p>High: children and parents working together to increase literacy and parental involvement. It also strengthens bonds between adults and children</p> <p><b>SC:</b> Met</p>	Parental involvement is something we need to continue to work on over the coming year. We will continue to find innovative ways to involve parents in their child's learning.	£2,000

### 5. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

