

St Gregory's Catholic Primary School Pupil Premium Strategy Statement

| Summary Statement | | | | | |
|------------------------|--------------------------------------|----------------------------------|---------|--|--------------|
| School | St Gregory's Catholic Primary School | | | | |
| Academic Year | 2015-2016 | Total PP Budget | £47,520 | Date of most recent PP review | October 2016 |
| Total Number of pupils | 210 | Number of pupils eligible for PP | 36 | Date for next internal review of this strategy | October 2017 |

| Attainment of disadvantaged children at the end of KS2 in 2015/2016 | | | | |
|---|------------------------------|------------------------------|-----------------|-----------------|
| | Expected or above attainment | Expected or above attainment | High attainment | High attainment |
| | St Gregory's | National | St Gregory's | National |
| Reading | 56% | 71% | 22% | 23% |
| Writing | 78% | 79% | 22% | 18% |
| Maths | 78% | 75% | 33% | 20% |
| Reading, Writing and Maths | 44% | 60% | 22% | 7% |
| GPS | 100% | 78% | 22% | 27% |
| Science | 89% | 86% | N/A | N/A |

Evaluation demonstrates that the more able disadvantaged children performed in-line or better than national disadvantaged in reading, writing and maths.

Further analysis indicates that our middle ability disadvantaged children performed less well in reading than their peers nationally. This group will be a focus on our SIP and for future intervention.

| Barriers to future attainment | |
|-------------------------------|--|
| In-school Barriers | |
| A | Speech and language development |
| B | Punctuality for a small number of children |
| C | Behaviour for Learning |
| D | Personal Social Emotional Development |

Review of Expenditure 2015 / 2016

| Quality teaching for all Desired Outcomes | Chosen Approach | Estimated impact: | Lessons learned | Cost |
|---|---|--|---|---------|
| All disadvantaged children to achieve expected outcomes for their year groups in-line or better than their peers. | DHT/HT Provision map disadvantaged need in every class. | This approach worked in a small number of classes although was not consistent across school. Detailed analysis of attainment by HT and DHT provides clarity as to why the desired outcomes were not met across all year groups. | <ul style="list-style-type: none"> - Finer-tuning of targeted intervention for our disadvantaged children. - Regular progress meetings with DHT and TAs. - Half-termly evaluation of internal tracking to adjust support as necessary. - Rigorous accountability established with new staff. - Focus on HA disadvantaged | £36,545 |
| | Additional teaching assistants hours employed in every class on a full-time basis. | | | |
| | Teachers instruct teaching assistants to target and support disadvantaged children. | | | |
| | HT/DHT monitored progress against end of year expectations. | | | |
| | Vulnerable children identified and additional support organised and delivered. | | | |

| Targeted support | | | | |
|--|--|---|--|---------|
| Desired Outcomes | Chosen Approach | Estimated impact: | Lessons learned | Cost |
| Improve Year 6 attainment for two children | 1:1 tuition established. | One child achieved A.R.E. in R,W and M. Two children achieved A.R.E. in writing. | 1:1 high impact on ensuring disadvantaged children make progress in-line or better than their peers. Will continue with this approach in 2016/2017 | £1,000 |
| Improve Year 6 attainment | Year 6 Booster classes | See data below | High impact strategy | £1,000 |
| Improve Year 6 attainment | Small group intervention for writing | 89% achieved A.R.E. at the end Yr 6 | Above national average data. Will continue with this approach in 2016/2017 | £500 |
| Improve Year 6 attainment | Small group intervention for maths. | 78% achieved A.R.E. at the end Yr 6 | Above national average. Will continue with this approach in 2016/2017ata | £500 |
| Improve Year 6 attainment | Small group intervention for reading | 56% achieved A.R.E. at the end Yr 6 | Acknowledge the difficulties in accessing the reading paper at KS2 for two children. Will continue with this approach in 2016/2017 | £500 |
| Pastoral support | Bereavement counselling | Children provided with the support required to access the curriculum. | Link this support to improvements in BfL. Will continue with this approach in 2016/2017 | £2,500 |
| Pastoral support | Dinner time clubs | Children provided with the support to ensure their behaviour does not impact on learning. | Link this support to improvements in BfL. Will continue with this approach in 2016/2017 | £1,000 |
| Specialist behaviour support | Employed specialist teacher | Provide expertise with ASD | Successful intervention | £1,500 |
| Educational Psychologist | Strategies to support ASD | Provide expertise with ASD | Successful intervention | £1,000 |
| Specialist teacher | Provide specialist support for lower ability children. | Teachers provided with specialist advice. | Successful intervention | £1,000 |
| Aid transition to high school | Additional transport costs | Provide smooth transition to Year 7 | Successful intervention | £100 |
| Aid transition to high school | Additional transition meetings | Provide smooth transition to Year 7 | Successful intervention | £375 |
| | | | | £10,975 |

