

St Gregory's Catholic Primary School Pupil Premium Strategy Statement

Summary Statement					
School	St Gregory's Catholic Primary School				
Academic Year	2016-2017	Total PP Budget	£40,920	Date of most recent PP review	October 2017
Total Number of pupils	210	Number of pupils eligible for PP	31	Date for next internal review of this strategy	October 2018

Attainment of disadvantaged children at the end of KS2 in 2016/2017				
	Expected or above attainment	Expected or above attainment	High attainment	High attainment
	St Gregory's	National 2016	St Gregory's	National 2016
Reading	75%	71%	0%	23%
Writing	75%	79%	0%	18%
Maths	75%	75%	25%	20%
Reading, Writing and Maths	75%	60%	0%	7%
GPS	75%	78%	0%	27%
Science	75%	86%	25%	N/A

	Reading	Writing	Maths
All children value added- KS1 – KS2	0.5	1.7	2.7
Ever 6 children value added – KS1 – KS2	3.37	3.26	3.47

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

Planned Expenditure 2016/2017

Quality teaching for all				
Desired Outcomes	Chosen Approach	Estimated impact:	Lessons learned To be completed in October 2017	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.	Through rigorous tracking and monitoring and intervention, all disadvantaged children to achieve expected outcomes for their year groups in-line or better than their peers. The following barriers for learning will be addressed through our chosen approaches: Speech and language development and Behaviour for Learning.	By the end of KS2, data shows that pupil premium children progress in-line or better than their peers. Value added comparisons from KS1 attainment is significantly above. This is an improvement on previous years' attainment demonstrating that the systems established through 2016/2017 clearly work. The Headteacher notes the reduction of staffing due to budget cuts will impact on provision for the 2017-2018 cohorts.	£22,925
	Additional teaching assistants employed to specifically ensure disadvantaged children progress in line or better than their peers.			
	All new teachers clearly understand responsibilities to target and support disadvantaged children.			
	All teaching and teaching assistants involved in pupil progress meetings with a focus on disadvantaged children.			
	Half-termly meeting between DHT and TAs with a focus on progress of disadvantaged children.			
	HT/DHT monitors progress against end of year expectations on a half-termly basis.			
	Vulnerable children identified and additional support organised and			

	delivered.			
	Higher ability disadvantaged children carefully monitored.			
	In response to data analysis, middle ability disadvantaged children monitored closely.			

Targeted support	Chosen Approach	Estimated impact:	Lessons learned	Cost
Desired Outcomes				
Improve attainment for all disadvantaged.	1:1 tuition established through 10 hours of 1:1 tuition during the spring term. TA CPD established to ensure K+U at correct level.	1:1 high impact on ensuring disadvantaged children make progress in-line or better than their peers.	Attainment and tracking demonstrates that this approach provides value for money.	£7,750 – 1:1 £1,100 - CPD
Improve Year 6 attainment	Year 6 Booster classes	Support Yr6 disadvantaged children in their preparation for SATs. High impact strategy		£1,000
Improve Year 6 attainment	Small group intervention for writing	Disadvantaged children will progress in line or better than their peers	Attainment demonstrates in-line or better than peers nationally.	£500
Improve Year 6 attainment	Small group intervention for maths.	Disadvantaged children will progress in line or better than their peers	Attainment demonstrates in-line or better than peers nationally.	£500
Improve Year 6 attainment	Small group intervention for reading	Disadvantaged children will progress in line or better than their peers	Attainment demonstrates in-line or better than peers nationally.	£500
Pastoral support	Bereavement counselling - Personal Social Emotional Development	Children provided with the support required to access the curriculum.	Pastoral support cannot be measured in data but all professional recognise its value and worth in educating the whole child.	£2,500
Pastoral support	Dinner time clubs - Personal Social Emotional Development	Children provided with the support to ensure their behaviour does not impact on learning.	Pastoral support cannot be measured in data but all professional recognise its value and worth in educating the whole child.	£1,000
Educational Psychologist	Strategies to support children with learning difficulties.	Provide expertise	Professional expertise to guide teachers is extremely valuable.	£1,000
Specialist teacher	Provide specialist support for lower ability disadvantaged children.	Teachers provided with specialist advice.	Professional expertise to guide teachers is extremely valuable.	£1,000

Aid transition to high school	Additional transport costs	Provide smooth transition to Year 7	Pastoral support cannot be measured in data but all professional recognise its value and worth in educating the whole child.	£100
Aid transition to high school	Additional transition meetings	Provide smooth transition to Year 7	Pastoral support cannot be measured in data but all professional recognise its value and worth in educating the whole child.	£375
Enhance reading opportunities for of our disadvantaged children.	Purchased a reading scheme across KS2. 14% of KS2 disadvantaged children	Provide quality reading materials to improve comprehension and inference to improve A.R.E. in each year group.	Purchasing reading scheme enabled children to access more detailed and demanding texts. There needs to be a continued investment to enable our HA disadvantaged children to achieve at a greater depth by the end of KS2.	£630
Disadvantaged children's attendance and punctuality in line with their peers.	Continue with exemplary practice.	Punctuality for a small number of children improved.	Pastoral support cannot be measured in data but all professional recognise its value and worth in educating the whole child.	N/A – part of normal working practice.
				Total – £17,955