



Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	St Gregory's Catholic Primary School				
Academic Year	2019/20	Total PP budget	£50,160	Date of most recent PP Review	July 2019
Total number of pupils	238	Number of pupils eligible for PP	42	Date for next internal review of this strategy	April 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	55.2%	65 %
% making progress in reading	90%	80%
% making progress in writing	98%	83%
% making progress in maths	93%	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lower percentage of PP children working at ARE in all core subjects compared to Non-PP (R: PP:68% School:81%, W:PP 63% School:76%, Maths: PP: 68% School 81%)
B.	Large crossover with SEN and medical needs with PP children – 25% of PP children have SEN compared to 13% of whole school population.
C.	Lack of parental engagement, or ability to assist, with home learning and reading at home.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor attendance and punctuality for a high percentage of PP children (PP attendance: 93.9%, Whole School average: 96.8%) - Attendance below 90% - Whole school 19% of children, 40% of PP children (16/40) -
E.	Socio-economic factors which lead to a lack of access to trips, music provision etc due to cost implications for families
F.	Accessibility and breadth of physical, artistic and creative experiences outside of school
G.	Safeguarding, social and emotional barriers to learning

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher percentage of PP children working at or above ARE in core subjects	<ul style="list-style-type: none"> • Gap between PP and whole school closed from 13% to less than 8% in all core subjects.
B.	PP children with SEN are well supported through effective wave 2 intervention to close the gap with peers	<ul style="list-style-type: none"> • SEN PP children close the gap on their SEN Non-PP and all other children in school • Pupil progress data shows SEN PP children are making at least expected progress across curriculum (Maintaining or improving flight path)
C.	Increased engagement and completion of Home Learning tasks from PP children through attendance at funded after-school homework club – facilitated by UQT.	<ul style="list-style-type: none"> • Key concepts and skills consolidated during home learning sessions • Improved understanding and progress in school due to consolidation in homework club
D.	Improved attendance figures for PP children. Ideally in line with average attendance figures for non-PP children	<ul style="list-style-type: none"> • Average attendance for PP children up from 93.8% to greater than 96% • Fewer PP children with attendance below 95% and 90%
E.	PP children have increased access to wider opportunities (music) and chances to broaden their horizons.	<ul style="list-style-type: none"> • PP children targeted to be given the opportunity to play a musical instrument for a year, learning to read music, focus and develop a love of music.
F.	PP children have increased access to wider opportunities (trips, visits and experiences) and chances to broaden their horizons.	<ul style="list-style-type: none"> • Access to school trips, outings and experiences which broaden the experiences of targeted children. • Greater confidence and ambition following on from these trips and experiences
G.	Wellbeing and security of PP children increased and children are able to focus fully on learning with minimal barriers linked to issues related to safeguarding and wellbeing.	<ul style="list-style-type: none"> • Specific work on SEMH and wellbeing will ensure that attendance, wellbeing and any other barriers to learning are recognised, targeted and overcome.

5. Planned expenditure

Academic year

2019-2020

The three headings below enable schools to demonstrate how they are using the 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 implemented well?	Staff lead	When will you review implementation?
Increased % of PP children working at or above ARE in mathematics (currently 68% compared to 81%)	Implementation of Maths Mastery approach to teaching mathematics across the school.	<ul style="list-style-type: none"> • Success of Maths Mastery approach in partner MAC schools. • Impact from aspects of mastery teaching already implemented during 2018/19 academic year 	<ul style="list-style-type: none"> • Participation in Maths Mastery – Teaching for Mastery working groups. • Monthly monitoring meetings. • Coaching and mentoring by Maths Lead. • Staff feedback. • Monitoring of data. • Monthly monitoring of provision and outcomes by SMT, Maths lead and HT. • Gap closes between PP and non-PP with greater focus on PP achieving greater depth. 	RH & TB	Dec 19, Apr 20, Jul 20
<p>Increased % of PP children working at or above ARE in Reading (currently 68% compared to 81%)</p> <p>Improved engagement of PP children in reading for pleasure</p>	<p>Introduction of new approach to teaching reading in KS1 and KS2:</p> <ul style="list-style-type: none"> ○ Specific focus on reading domains in dedicated reading sessions ○ Reading Superheroes designed and introduced across school 		<ul style="list-style-type: none"> • Monthly monitoring meetings. • Coaching and mentoring by English Lead. • Staff feedback. • Monitoring of data. • Monthly monitoring of provision and outcomes by SMT, English lead and HT. • Gap closes between PP and non-PP with greater focus on PP achieving greater depth. 	NW & TB	Dec 19, Apr 20, Jul 20
Total budgeted cost					£5000 – Textbooks, cover costs, resources, reading resources, printing etc

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?
To improve pupil progress for PP children (SEN and other) and close the gap between PP at ARE and non-PP (Currently 13% lower for PP across core subjects)	Focus on improving understanding and ensuring pupils know their next steps through targeted tuition, 1-2-1 and small group, personalised targets and quality intervention.	Sutton Trust evidences impact of 1:1 and small group provision Impact in 2018-9 Disadvantaged pupils and those with additional needs will have improved access to resources and appropriate adult support through this provision coming from school, impacting on progress and attainment.	Monitoring of quality of interventions Pupil progress and attainment records. Key Stage Meetings and SLT meetings. Termly pupil progress meetings	HT UQT – LW LSP - DV	Dec 19, Apr 20, Jul 20
Increased engagement and completion of Home Learning tasks from PP children through attendance at funded after-school homework club – facilitated by UQT.	PP children will have chance to consolidate key concepts and skills consolidated during home learning sessions in school. This will lead to improved understanding and progress in school due to staff ensuring key ‘non-negotiables’ are revisited and secured in home learning club.	Success and impact in 2018-19 Research shows that pupils benefit from increased engagement and understanding in lessons if they have benefitted from pre-learning or tutoring on key concepts. Pupils from disadvantaged backgrounds may not have the benefit of parental support for completing this pre-learning or consolidation at home as standard.	Monitoring of quality of support in home learning club Pupil progress and attainment records. Key Stage Meetings and SLT meetings. Termly pupil progress meetings	HT UQT – LW	Dec 19, Apr 20, Jul 20
Total budgeted cost					£25,000 Lo.W – 30 % of salary DV – 50% of salary LW – 50% of salary

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?
<p>Improved attendance figures for PP children. Ideally in line with average attendance figures for non-PP children</p>	<p>HT to be on gate daily, speaking with parents, monitoring punctuality and following up absence with first day calling by office staff.</p> <p>Close links and work alongside Clare Loveridge – Outreach and Attendance support Worker</p> <p>Incentives and rewards for PP children whose attendance is above 96%</p>	<p>Improved attendance and punctuality, and good relationships with families, will mean that children are happy in school and progress and attainment will improve as a result</p>	<p>Regular updates and weekly meetings between HT and office staff and teaching staff.</p> <p>Delegation of specific tasks connected to need.</p> <p>Feedback from professionals such as Attendance and Outreach support worker</p> <p>Outcomes for pupils and families – academic, social and emotional.</p> <p>Monitoring of attendance of all groups to be national average or better.</p>	<p>TB</p>	<p>Dec 19, Apr 20, Jul 20</p>
<p>PP children have increased access to wider opportunities (trips, visits and experiences) and chances to broaden their horizons.</p>	<p>PP children to be targeted and supported financially to take part in music lessons, residentials and other trips and visits.</p>	<p>Evidence shows that participating in some of these activities raises aspiration.</p> <p>Participation in activities such as music lessons impacts on attainment.</p> <p>Enrichment broadens horizons and improves physical and emotional health as well as equipping pupils with knowledge that is useful to their academic and social education, impacting on outcomes.</p>	<p>Pupil Voice.</p> <p>Monitoring of attendance of groups.</p> <p>Group data : disadvantaged pupils v others in school</p> <p>Monitoring of uptake</p>	<p>TB</p>	<p>Dec 19, Apr 20, Jul 20</p>

Wellbeing and security of PP children increased and children are able to focus fully on learning with minimal barriers linked to issues related to safeguarding and wellbeing.	Improved wellbeing and mental health of PP children will lead to increased focus and better outcomes in class.	<p>Success of last year's initiative, responding to needs of children.</p> <p>Extension to already achieved Local Authority Wellbeing Charter Mark.</p> <p>Governmental and school commitment to children and families SEMH.</p>	<p>Progress of targeted children is at least on flight track with sustained progress through trickier times.</p> <p>Pupils become effective learners in classroom.</p> <p>Pupils are better able to self-regulate, drawing on learned strategies and parental engagement.</p>	AL - HLTA	Dec 19, Apr 20, Jul 20
				Total budgeted cost	<p>£20,000</p> <p>A.L salary 20%</p> <p>Trip funding inc residentials</p> <p>Music funding</p> <p>Attendance reward trip</p>

6. Review of expenditure

Previous Academic Year		2019-20		
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
Increased % of PP children working at or above ARE in mathematics (currently 68% compared to 81%)	Implementation of Maths Mastery approach to teaching mathematics across the school.	<ul style="list-style-type: none"> • Successful implementation of Maths Mastery approach – PP children working at ARE has increased from 68% to 75% • Gap has closed between PP to non-PP from 13% to 7% (non-PP at 82% ARE on average) 	<ul style="list-style-type: none"> • Approach to continue during next academic year to ensure it is fully embedded. • Some impact lost due to enforced closure in spring/summer term. • Continue with approach in Autumn 2020 	£2500
<p>Increased % of PP children working at or above ARE in Reading (currently 68% compared to 81%)</p> <p>Improved engagement of PP children in reading for pleasure</p>	<p>Introduction of new approach to teaching reading in KS1 and KS2:</p> <ul style="list-style-type: none"> ○ Specific focus on reading domains in dedicated reading sessions <p>Reading Superheroes designed and introduced across school</p>	<ul style="list-style-type: none"> • Implementation of new whole school reading approach had been successful until lockdown in March 2020 • PP children working at ARE had increased from 68% to 73% • Gap had closed between PP to non-PP from 13% to 9% (non-PP at 82% ARE on average) 	<ul style="list-style-type: none"> • Approach to continue during next academic year to ensure it is fully embedded. • Some impact lost due to enforced closure in spring/summer term. • Continue with approach in Autumn 2020 	£2500

ii. Targeted support				
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
To improve pupil progress for PP children (SEN and other) and close the gap between PP at ARE and non-PP (Currently 13% lower for PP across core subjects)	Focus on improving understanding and ensuring pupils know their next steps through targeted tuition, 1-2-1 and small group, personalised targets and quality intervention.	<ul style="list-style-type: none"> • Successful implementation of intervention programmes up to start of lockdown • Gap in ARE between PP and non-PP has dropped from 13% to %8 on average. 	<ul style="list-style-type: none"> • Approach to continue during next academic year to ensure PP children continue to close the gap. • Some impact lost due to enforced closure in spring/summer term. • Continue with approach in Autumn 2020 	£20,000
Increased engagement and completion of Home Learning tasks from PP children through attendance at funded after-school homework club – facilitated by UQT.	<p>PP children will have chance to consolidate key concepts and skills consolidated during home learning sessions in school.</p> <p>This will lead to improved understanding and progress in school due to staff ensuring key 'non-negotiables' are revisited and secured in home learning club.</p>	<ul style="list-style-type: none"> • Home Learning Club continued to have positive impact on children's access to and engagement with Home Learning during first half of 2019/20 academic year. • Pre-Learning and engagement with home learning activities provides better understanding for PP children in lessons. • Basic skills focus also improves children's progress in core subjects. 	<ul style="list-style-type: none"> • Approach to continue during next academic year to ensure PP children continue to close the gap. • Some impact lost due to enforced closure in spring/summer term. • Continue with approach in Autumn 2020 if Lockdown has eased and restrictions on mixing bubbles allow 	£5,000

iii. Other approaches

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
<p>Improved attendance figures for PP children. Ideally in line with average attendance figures for non-PP children</p>	<p>HT to be on gate daily, speaking with parents, monitoring punctuality and following up absence with first day calling by office staff.</p> <p>Close links and work alongside Clare Loveridge – Outreach and Attendance support Worker</p> <p>Incentives and rewards for PP children whose attendance is above 96%</p>	<ul style="list-style-type: none"> Attendance for PP children in terms before lockdown had improved from 92% to 94.3% Gap between PP and Non-PP attendance closing. Persistent Absentees in PP group targeted and incentives introduced for whole school attendance 	<ul style="list-style-type: none"> Approach to continue during next academic year to ensure PP children's attendance continues to improve. Some impact lost due to enforced closure in spring/summer term. 	<p>£2,000</p>
<p>PP children have increased access to wider opportunities (trips, visits and experiences) and chances to broaden their horizons.</p>	<p>PP children to be targeted and supported financially to take part in music lessons, residential and other trips and visits.</p>	<ul style="list-style-type: none"> Positive results during first three terms with PP children attending trips and increasing cultural capital. Music Lessons funded for PP children again increasing cultural capital and wider opportunities 	<ul style="list-style-type: none"> Approach to continue during next academic year to ensure PP children's attendance continues to improve. Some impact lost due to enforced closure in spring/summer term. 	<p>£12,000</p>
<p>Wellbeing and security of PP children increased and children are able to focus fully on learning with minimal barriers linked to issues related to safeguarding and wellbeing.</p>	<p>Improved wellbeing and mental health of PP children will lead to increased focus and better outcomes in class.</p>	<ul style="list-style-type: none"> A positive start to this initiative with good feedback from children and parents. Approach ties in well to Governmental and school commitment to children and families SEMH. 	<ul style="list-style-type: none"> Approach to continue during next academic year to ensure PP children's attendance continues to improve. Some impact lost due to enforced closure in spring/summer term. 	<p>£8,000</p>

7. Additional detail

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

All of the strategies and approaches above had positive impact and outcomes during Autumn Term and Spring 1 during 2019/20. Some of this impact was inevitable lost due to the enforced closure of schools to most pupils during Lockdown for Coronavirus in March 2020.

As a result, most of these strategies and initiatives will be continued during Academic Year 2020/21.