



St Gregory's Catholic Primary School

Pupil Premium Strategy Statement 2017-18



1. Summary Information					
School	St Gregory's Catholic Primary School				
Academic Year	2017-18	Total PP budget	£43,560	Date of most recent PP Review	September 2017
Total number of pupils	261	Number of pupils eligible for PP	Y1-6 EYFS 2 LAC	Date for next Strategy Review	September 2018
<p>At St Gregory's Catholic Primary School we are committed to ensuring that each individual child receives the very best education allowing them to reach their full potential academically and socially. This belief is reflected in our school vision: Our mission at Saint Gregory's Catholic Primary School is "LOVING AND LEARNING" this is embedded into our ethos and culture. To love all those with whom we come into contact as taught to us by Jesus through the Gospels. To learn to the best of our ability using our God given talents. We have the highest expectations for our pupils and we continually strive to ensure that no pupil is left behind. When deciding how to spend the pupil premium grant it is important that we look at the potential barriers to learning faced by pupil premium pupils in the context of our school. The reasons for underachievement are many and varied and could include; less support at home; social and emotional difficulties due to complex family situations or attendance and punctuality difficulties. Each child entitled to the pupil premium grant is unique in their situation and our response to their needs must reflect this. With this in mind, we aim to build the capacity and expertise to enable us to provide a personalised programme of support in order to allow each child to reach his/her full potential. Our key objective in using the pupil premium grant is to narrow the attainment and achievement gap between those entitled to pupil premium and those not. Historically pupils at St Gregory's achieve and attain well, often at levels much higher than those expected nationally. However, there is still a pattern, of our pupil premium pupils doing better than other pupil premium pupils nationally but not as well as those who are not entitled to the pupil premium grant. We aim to narrow and even remove this gap. We will ensure that: a high profile is given to Pupil Premium Pupils and all staff are accountable for the progress of Pupil Premium children</p>					

2. Barriers to educational achievement	
Internal barriers	
A	Initially children on entry to school learning English as an additional language.
B	Class sizes exceeding PAN due to adhering to the LA Fair Access protocol.
External barriers	
C	Social and economic factors including life experiences
D	Safeguarding and emotional barriers to learning
E	Attendance of targeted groups of pupils

1. Outcomes		Success criteria
In-school barriers		
A	Initially children on entry to school learning English as an additional language.	100% improvement as evidenced through progress measures.
B	Class sizes exceeding PAN due to adhering to the LA Fair Access protocol.	High percentage of pupils make good progress (as defined by school) in year groups in reading, writing and mathematics
External barriers		
C	Social and economic factors including life experiences	Pupils using information from visits to extend/inspire writing: evidence pupil discussion/ pupil questionnaires.
D	Safeguarding and emotional barriers to learning	Emotional support for vulnerable children to ensure they make good progress (see termly progress information)
E	Attendance of targeted groups of pupils	Attendance to continue to be 96.6% or better PP attendance 96% to 97%

2. Outcomes and Success criteria

3. Our funding priorities for 2017-18 fall into 4 key areas: Learning and the Curriculum, Parents and Families, Social and Emotional Support and enrichment within and beyond the curriculum. Our Plan includes actions, expenditure and review dates 2017-18

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure effective implementation?	Staff Lead	Cost	Termly review
To fund 1:1 or small group focused teacher support in Maths, Writing and Reading Year 1 to Year 6	Evidence demonstrates small group and/or one to one targeted support narrows the attainment gap and improves pupil progress. Gap between PP and non PP across KS2 SATs Previous success in 2016-17	Termly tracking and half-termly pupil progress meetings Gap closing between PP and not-PP at ARE	HT/DHT Teachers	Total £10,000	December 2017 March 2018 July 2018
Training on intervention <i>e.g. sharing good practice both within school and other schools</i>	Refresher training for all staff Developing skills of support staff members from good to outstanding	Termly tracking and half-termly pupil progress meeting outcomes	HT/DHT Teachers	£2 000	December 2017 March 2018 July 2018
Mentor support and deployment of HLTA for NQT in Y1	Legal requirement for mentor. Also making sure pupils make good progress from 'starting points' in September 2017.	Monthly monitoring of progress in books, termly tracking and half-termly pupil progress meetings. Weekly discussions with staff.	DHT	£10 000	December 2017 March 2018 July 2018
Home Learning club	Success in 2016-17	Monitoring of programme and evidence in books showing good rates of progress	UQT	£2 000	December 2017 March 2018 July 2018
Weekly Building Blox sessions	Increase in emotional issues acting as barriers to effective learning.	Pupils become effective learners in classroom Problems resolved through mediation and self-help techniques	HLTA	£5 000	December 2017 March 2018 July 2018

Residential funding Years 5 and 6	Success in 2016-17	Monitoring of team work, social interaction and life skills. Attainment in geography, science and art.	SLT and Subject leaders	£6 000	3 December 2017 28 March 2018 6 July 2018
Fund music tuition from Sandwell Music Services	Success in 2016-17	Monitoring of pupils musical skills and ability demonstrating confident musicians.	HT/Music Lead	£1000	3 December 2017 28 March 2018 6 July 2018
Improved ratio of support staff in EYFS (offering increased directed adult support)	Upward trend in pupils achieving reading and writing ELG's.	Termly tacking of data of EY children. Impact reports of targeted intervention and adult support to ensure progression.	HT/EYFS lead	£3 000	3 December 2017 28 March 2018 6 July 2018
Deployment of staff to support phonics provision	Success in 2016-17	Phonics pupils making good progress evidenced in termly tracking and pupil progress meetings	Phonics co-ordinator	£3 000	3 December 2017 28 March 2018 6 July 2018
Themed weeks to enhance learning experiences and enrich their curriculum. Promote and reward with a positive attitude to learning	Upward trend in attendance	Monitoring of attendance of all groups to be national average or better (see ROL group information)	Head Teacher	£1 000	3 December 2017 28 March 2017 6 July 2018

4. Termly Review Information		
December 2017	March 2018	September 2018
Priorities been addressed. Residential trips: September 2017 Deployment of staff :Phonics provision 1:1 and small group support Music Tuition(Introduction of keyboard tuition Home Learning club.	Improved ratios of EYFS staff: January 2018 Implementation of Building Blox programme Refresher training on Intervention strategies	Deployment of HLTA for focussed support in KS1 Deployment of UQT to oversee the Home learning club Funding for trips.
Impact		
<p>The progress and attainment of all pupils at St Gregory's is carefully tracked and analysed by the Head Teacher and provision and support programmes are regularly reviewed during the school year. The children are tested and/or teacher assessed every half term and progress is carefully monitored. If any child is falling behind then rapid interventions are put in place. Staff are accountable to the head Teacher for the progress of the children in their care. The Headteacher conducts half termly pupil progress meetings with all teachers. The provision in classrooms and scrutiny's of the pupil's books is monitored at regular intervals during the school year by the Head Teacher and subject co-ordinators. This level of monitoring provides further evidence of whether the pupil premium support is effective. Our school has a proven track record of achieving positive outcomes for children eligible for the pupil premium. When needed the children work in small groups with very skilled teaching assistants. In recent years children eligible for pupil premium have made much better progress at St Gregory's than the national average for all schools.</p>		
Date of the next review of school's Pupil Premium strategy		
We will review this strategy in July 2018 ready for the new school year 2018/28. 2018: Whole school statistical data available shows that the pupil premium children progress and attainment scores reflect the impact of the pupil premium strategy.		

5. Attainment of Y6 pupils 2018		
Headline Measure	Pupils eligible for PP	Pupils not eligible for PP
% achieving national standard in reading, writing & maths	70%	87%
% achieving the higher standard in reading, writing and mathematics	10%	16%
pupils' progress score in reading	0.35	0.60
pupils' progress score in writing	1.46	1.54
pupils' progress score in mathematics	-0.83	-0.55
pupils' average scaled score in reading	105	107.3
pupils' average scaled score in mathematics	103.6	105.6