

ST GREGORY'S PUPIL PREMIUM REPORT 2018

• Summary information					
School	St Gregory's Catholic Primary School				
Academic Year	2018-19	Total PP budget	£7, 920	Date of most recent PP Review	Nov18
Total number of pupils	95	Number of pupils eligible for PP	3	Date for next internal review of this strategy	Feb 19

• 3 YEAR AVERAGE TREND YEAR 6 (SATs)		
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<i>*CAUTION SHOULD BE TAKEN WHEN INTERPRETING RESULTS OF SMALL COHORTS AS THEY ARE STATISTICALLY INSIGNIFICANT</i>	<i>Pupils eligible for PPG 4 in the past 3 years</i>	<i>National Average for all pupils</i>
% achieving expected standard or above in reading, writing & maths	25% (1 out of 4)	60%
Progress Measure Reading	-2.6 (average)	+0.31
Progress Measure Writing	-5.5 (average)	+0.24
Progress Measure Mathematics	+1.4 (average)	+0.31
Reading Attainment (3 year average scaled score)	99.67	103.95
Writing Attainment (% achieving the expected standard)	25%	71%
Mathematics Attainment (3 year average scaled score)	98.5	103.88

• Barriers to future attainment (for pupils eligible for PP)	
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Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
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A.	2 of the 3 have strong prior attainment; 1 less strong. Main barrier is literacy and writing in particular but none significantly poor.
B.	2 prior high attainers need support to achieve the higher standards at KS2, especially in mathematics and writing.
C.	1 prior middle attainer needs support in all areas to ensure at least expected is achieved

Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
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D.	All pupils eligible for the Pupil Premium Grant have issues outside of school which impact on their lives/life chances and academic performance.
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• Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	For pupil A GD in mathematics and reading; EXS+ in writing.	Pupil A – maths/reading scaled score of 110+ and expected standard in writing
B.	For pupil B GD in mathematics and reading; EXS+ in writing.	Pupil B – as above
C.	For pupil C at least EXS+ in RWM.	Pupil C – achieve age-related expectations (ARE) for Year 5 in RWM
D.	For all 3 pupils ensure improvements in self-esteem, confidence and maximising opportunities/experiences are prioritised.	Each pupil is monitored, formally, half-termly, to include: <ul style="list-style-type: none"> • Observation • Book/data scrutiny • Pupil conversation • Parental engagement • Plan in place and updated as necessary

• Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all/targeted support and other approaches				
Action	Intended outcome	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

Access high quality training for staff in writing and mathematics	To improve staff subject knowledge and pedagogical skills	Further Talk For Writing training ensured that outcomes for pupil premium pupils and non-pupil premium pupils improved.	Continue We need to continue to provide bespoke support, based on accurate assessments, in order for the current pupils to maximise their learning potential. Detailed plans will include targets and any specific support needed to meet needs.	£3,500 PPG forms part of this total
Employment of additional Teaching Assistant (TA) hours	To improve outcomes in pupils' attainment and progress measures	4 TAs employed ensure that interventions and additional support is given to the pupils who need it. TAs are an extra pair of eyes and ears and are vigilant. They raise concerns from time to time, therefore, helping to protect some of these more vulnerable pupils.	Continue TA support is vital. Academic support needs to continue as well as any social and emotional aspects of learning support, which, given that TAs work a lot on 1:1 or small group, can identify issues early and resolve quickly.	£72,000 (pro-rata) PPG forms part of this total
1:1 tuition	To improve outcomes in pupils' attainment and progress measures	This had a huge impact on 1 pupil whose progress measure in mathematics was the largest ever!! +12 relative to his low starting point.	Continue Historically, the 1:1 has been used for Year 6 SATs predominantly. However, there is strong evidence that 1:1 is very effective and could be rolled out to meet the needs of pupil premium pupils to maximise their chances of success.	£750
Employ a specialist EAL teacher	To improve pupils' language skills and improve access to the curriculum	A huge impact and contributed to 1 pupil making significant gains in literacy learning and especially mathematics.	Continue where needed. No pupil premium pupils need this provision this year. However, other pupils do so it will continue.	None from Pupil Prem. Grant
Ensure pupils have equal opportunity to access music tuition	To develop pupils' musical knowledge, understanding and skills whilst learning a new instrument	5 out of 5 pupils took up the opportunity to learn ukulele, guitar and/or keyboard. This year 2/3 have taken up the opportunity to continue.	Continue Yes this will continue and all current pupils have the opportunity to access it.	£390

Ensure pupils are able to access enrichment activities out of hours	To further develop pupils physically, socially and ensure they have access to healthy meals before and after school	No pupil was excluded from any of the varied activities that take place out of hours at St Gregory's.	Continue. We currently offer rugby tots, football, outdoor pursuits, dance, beacon prayer group, choir, cross country and Art. These opportunities exist for all pupils. Some activities remain free for all pupils(from Sport Premium Grant)	£7,000 (from Sport Grant mainly)
Ensure pupils have equal opportunity to participate in all school trips/visits	To further develop the social and cultural aspects of the pupils' learning	All pupils accessed the opportunity to participate in visits and or residential helping develop essential social and cultural skills.	Continue. Visits have already taken place this year and more are planned for later in the year. All pupils participate in these visits.	£500+ approx.
Employ, as part of our collaboration with All Hallows, the services of a FSW.	To improve the home/school environment and relationships.	The Family Support Workers (FSW) do a very important job when it is required. Last year, home visits and plans we put in place a for a couple of the pupils to improve their circumstances.	Continue. This provision will continue and is very valuable. On an 'as and when' needed basis, the FSW can be contacted for active advice and help/support.	£760 (pro-rata)

• **Planned expenditure**

Academic year	2018-2019
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve quality of teachers' subject knowledge and pedagogical skills	Pupils achieve what they are capable of in terms of attainment and progress in RWM	Research indicates a strong correlation between high quality CPD and, as a result, improvements in teaching and outcomes for pupils.	All staff will attend quality training for writing and mathematics especially as well as training in curriculum/foundation subjects this academic year	JD HT ED	July 2019

Ensure 1:1 tuition is implemented	Pupils' learning is boosted by this extra tuition in order to maximise their chances of success	Based on previous years' 1:1 data, this strategy clearly helps/enhances pupils' chances of success, predominantly in SATs, prepares them well and boosts confidence.	Teachers will be assigned to the pupils identified from February half term onwards and tutor for a minimum of 10 extra hours per pupil in the run up to SATs	JD ED AA	July 2019
Total budgeted cost					£3,750
ii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Employment of a FSW	To ensure pupils with social and emotional barriers have external agency support as and when needed.	Based on previous experiences, this service enables parents to manage the home-life better, improves engagement with school and ensures the pupil is more settled, happier and feels safer.	The FSW is very accessible and we have strong links with them. We buy in their services and, as and when needed, they will be called upon.	JD	July 2019
Funding for extra-curricular experiences, trips, visits, visitors and residential events.	Children have the opportunity, like every other child, to participate in: Music tuition Holiday clubs Breakfast club Access to a PC at home	Music tuition gives the pupils an opportunity they may well have not had if the funding wasn't available; enjoyment and new learning and development of musical skills. Holiday clubs, breakfast clubs and PC access help the families enormously. It takes the stress out of morning times at home, gives families an opportunity for their child to experience good quality holiday time when parents are working and the PC ensures the pupils have access to a resource for homework.	Currently, 2 of 3 pupils access the music provision. All pupils have entitlement for school trips/swimming, etc to be paid for by the school. All pupils access the breakfast club when needed. 1 pupil has the PC at home to help with home learning.	JD	July 2019

Additional TA support	To improve outcomes specifically in mathematics	As above, 1:1/small group ensures bespoke teacher time to enable pupils to access the learning and be supported and encouraged to make gains in learning.	Each half term... <ul style="list-style-type: none"> • Observations in lessons • Data analysis • Book scrutiny • Pupil conversations • Pupil progress meetings 	JD AA ED	July 2019
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Total budgeted cost, with the total Pupil Premium Grant of £7,920 used to support the above approaches.

• Additional detail

We have very small numbers of pupils entitled to the PPG. The current pupils are all in the same class. They are achieving reasonably well but relative to their prior attainment, are falling short of what they are capable. The above strategies, over time, should boost their confidence, self-esteem and enhance their chances of academic success.