**St Gregory’s Catholic Primary School**



**Pupil Premium Strategy 2017-18**

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| **Summary information** |
| **School** |  |
| **Academic year** | 2017/18 | **Total PP budget****Total Spending 20/18** | **£ £39,436****£43,350** | **Date of most recent PP review** | Feb 18 |
| **Total number of pupils** | 218 | **Number of pupils eligible for PP** | PP 13Ever6 7+13PP | **Date for next internal review** | Sept 18 |

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| **Current attainment** |
| **Attainment for 2016-17** | **St Gregory’s Ever 6 FSM =** | **Ever 6 FSM National Benchmark** | **St Gregory’s all children =** | **All pupils national benchmark** |
| % achieving expected standard or above in reading, writing and maths | 33 | 67 | 53 | 61 |
| % achieving expected standard or above in reading | 67 | 77 | 84 | 72 |
| % achieving expected standard or above in writing | 44 | 81 | 72 | 76 |
| % achieving expected standard or above in maths | 89 | 80 | 81 | 75 |

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| **Progress** |
| **Progress measures of 2016/17** | **St Gregory’s pupils eligible for PP=** | **Non-disadvantaged (sch)** | **Non-disadvantaged (national)** |
| % progress measure Reading | -1.31 | -1.07 | +0.33 |
| % progress measure Writing | -7.12 | -3.44 | +0.17 |
| % progress measure Maths | -2.70 | -1.86 | +0.28 |

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| **In school barriers** |
| A | Attainment and progress for some PP in maths, reading and writing |
| B | Self-esteem, confidence and motivation |
| C | Limited experiences out of school for some PP |
| D | The number of PP children working at greater depth  |
| **External barriers** |
| E | Attendance and punctuality |
| F | Parental engagement |
| **Desired outcomes** |
|  | **Desired outcomes and how they will be measured** | **Success criteria** |
| A | Quality first teaching that enables PP children to achieve and attain with others nationally* Analysis of data
 | PP children attain with others’ nationally.PP make progress in phonics and reading to influence writingPP children are in line with other children in writing |
| B | PP children have increased confidence and motivation* Observation of children
* Questionnaire
 | PP children have a positive attitude to learningPP children have a good self-image |
| C | PP children’s experiences are widened * Curriculum map identifies enrichment opportunities
 | A wide range of enrichment opportunities made available for PP childrenAll PP children attend an after school clubLearning in class is enhanced by school visits and class visitorsAll year 2 children have the opportunity to learn the recorder |
| D | Good attendance and punctuality for PP children* Analysis of attendance data for PP children
 | Attendance for PP children will be in line with national data |
| E | Increase the number of PP children working at greater depth* Analysis of data
 | Data will show that the most able PP children are in line with national data |
| F | Improve parental involvement for PP children * Record of attendance at meetings and workshops
 | High attendance at parents’ evenings, workshops, information evenings, pop ins etc.  |

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| **Review desired outcomes** |
| **Desired outcomes and how they will be measured** | **Evaluation against desired outcome** |
| Quality first teaching that enables PP children to achieve and attain with others nationally* Analysis of data
 | All children made progress in reading and phonics from their starting points and 50% of those are secure in their year group or working at greater depth |
| PP children have increased confidence and motivation* Observation of children
* Questionnaire
 | All children feel happy and secure in school. Observation of children has shown an increase in confidence in reading writing and maths. Weekly intervention of writing in particular has increased the confidence of all PP children |
| PP children’s experiences are widened * Curriculum map identifies enrichment opportunities
 | All PP children were involved in Chorley SSP after school clubsResources were provided for children to enable to him to take part in after school clubs E.g. sports kit, musical instrumentsSwimming lessons were paid for and this enabled PP to meet end of KS2 expectationsOpportunities provided in school have helped PP children to be selected and involved in out of school clubs |
| Good attendance and punctuality for PP children* Analysis of attendance data for PP children
 | Attendance and punctuality for PP children is in line with non PP childrenAttendance and punctuality has been supported by providing access to breakfast club before school begins |
| Increase the number of PP children working at greater depth* Analysis of data
 | 10% PP children are working at greater depth in reading10% PP children are working at greater depth in maths |
| Improve parental involvement for PP children Record of attendance at meetings and workshops | A range of meetings and workshops have taken place this year for parents. Good attendance of PP parents at meetings and those that did not attend had information given separately.  |

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| **Planned expenditure** |
| **Academic year** | **2017/18** |
| **Quality of teaching for all** |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure that it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Quality first teaching ensures that all PP achieve and attain in line with other children | * CPD linked to school development plan
* Teacher appraisals with appropriate targets linked to teacher standards
* CPD from local authority and yarrow teaching alliance
* Moderation of work internally and with other schools
 | Ensure that teachers and support staff are well trained to provide quality first teaching. | School monitoring cycle | SLT | termly |
| Good progress and attainment for PP made by the end of KS2 including higher ability | * Additional time given for intervention and booster groups
 | Quality intervention time by qualified teachers to make an impact in writing | Data analysisSchool monitoring cycle | SLT | Termly  |
| Y2 pupil premium children gain enrichment from learning to play a musical instrument | * All pupils access weekly recorder lessons and have the opportunity to perform to an audience
 | Children have the opportunity to learn a musical instrument they may not otherwise have the chance to do | Ensure lessons take place weekly and the children have the opportunity to perform to an audience | Year 2 teacher | July |
| Sporting opportunities for every class through a whole class after school club for every year group | * All year groups have a compulsory sporting after school club
* Sports club run as part of after school club
 | Children have the opportunity to take part in an after school sports club that they may not otherwise be able to access | Ensure that all PP children their class after school club | Class teachers | July |
| **Targeted support** |
| **Desired outcome** | **Chosen action/ approach** | **What is the evidence and rational for this choice?** | **How will you ensure that it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improved progress and attainment for PP children in reading, writing and maths | * 1:1 precision teaching in interventions
* Fast track phonics
* PP tracking
* Pupil progress meetings
 |  | Impact of interventions monitored by SENCoSENCo evaluate quality of precision intervention teachingPupil progress meetings identify PP children not making expected progress and input timely intervention | SLTJO**£10,000** set in budget for supply cover to release teachers.**£2000** set in budget to release SENCo to monitor progress | Half termly |
| Good attendance of PP children | * First day contact
* Breakfast club for any identified children
* Work closely with the attendance team
 | Improved attendance will ensure good outcomes for PP children | Improved attendance rates and less persistent absences amongst PP | SLT | termly |
| PP children feel motivated to learn and have increased confidence and improved self-esteem | * Psychotherapist has weekly targeted sessions with identified children
* Buddy’s support at lunchtimes, developing confidence and leadership skills
* Financial support to ensure PP children can participate in school residentials and visits
* Year 6 – gardening
 | PP children will be mentally ready to learn and will make better progress | Reports from psychotherapist | SLTJO**£4500** set in budget to pay for weekly intervention from Child Psychologist**£1500** set in budget for trips, uniform and attend clubs.**£1000** set in budget to offer extra swimming lessons | termly |
| PP children are well supported at home | * Invite all PP parents to attend workshops, parents evenings, information evenings etc so that they know how to best support their child
 | Attendance by parents at any meetings or workshopsPP children who make good progress are shown to have supportive families where the children read regularly and complete homework | Registers to show attendance at meetings or workshopsStaff provide activity/support packs to support learners at home with their parentsStaff accommodate times to meet with parents | SLT | termly |
|  |  |  | **Total budgeted cost** | Psychotherapist - £4500Teacher for interventions - £12000* 1. small groups –HLTA and TA support

£13000Educational trips- £850Sp and Language And Counselling £10000Rainbows release time £3000**Total spend £43,350** |