

Pupil Premium Strategy 2017-2018



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"**

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.

Our school's loving and learning motto is embedded into our ethos and culture. 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
- All staff are accountable for the progress of Pupil Premium children

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 funding priorities for 2017-18 fall into 4 key areas:

1. Learning and the Curriculum
2. Parents and Families
3. Social and Emotional Support
4. Enrichment within and beyond the curriculum

Learning and the Curriculum

- Providing reading, writing and number intervention programmes focussing on the basic skills.
- 1:1 and small group coaching when applicable during class time.
- Smaller focussed group teaching.

Parents and Families

- Breakfast and After School Clubs
- Home Learning club.

Social and Emotional Support

- Counselling support through 'Building Blocks' programme.

Enrichment Within and Beyond the Curriculum

- Enriched curriculum opportunities- subsidised class trips and visitors
- Breakfast and After School Clubs
- Subsidised music tuition
- subsidised residential trips

Impact

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.

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 2018/19.

2017: Whole school statistical data available shows that the pupil premium children progress and attainment scores reflect the impact of the pupil premium strategy.

End of Key Stage Data 2017/2018

Total number of pupils	243
Total number of pupils eligible for PPG	As of Sept 2017 funding was based on 33 pupils
Amount of PPG received per pupil	£1320
Total amount of PPG received	£41,300
Record of PPG spending by item/project 2017/2018	

Item/project	Cost	Objective
<p>To fund 1:1 or small group focused teacher support in Maths, Writing and Reading Year 1 to Year 6</p>	<p>£200 per day 5 days per week Total £22200</p>	<p>To provide small group or one to one teacher targeted support. To narrow the attainment gap. To improve pupil progress.</p>
<p>Educational visits and extra-curricular activities. Sports coaching after school.</p>	<p>£5000 extra-curricular clubs</p>	<p>To enrich pupil learning and experiences. To stimulate learning back in the classroom environment. To develop a positive learning attitude and a deeper knowledge of a subject.</p>
<p>Residential funding Years 5 and 6</p>	<p>£5000 per pupil Y5/6</p>	<p>To improve skills in team work and social interaction. To develop pupil confidence and independence. To develop pupil skills in geography, science and art. To enrich pupil experiences and develop life skills.</p>
<p>Fund music tuition from Sandwell Music Services</p>	<p>Total £1000</p>	<p>To improve pupil musical skills and ability. Enable pupil to become a confident musician</p>

Reception pupils teaching of phonics	LSP £10000 towards 2.5 hours per week.	Pupils have a good phonics knowledge and reach the expected standard in Year 1.
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Class No of Children	Provision	Impact Progress	Impact Attainment (age related)
33 pupils from Years 1 - 6	Home Learning Club 1:1 targeted support Intervention support groups – basic skills, maths and writing Differentiated tasks and resources	Maths 52% above 84% Expected Reading 44% above 84% Expected Writing 39% above 84% Expected	Maths 32% above 58% Expected Reading 32% above 61% Expected Writing 13% above 42% Expected