**Pupil premium strategy statement - St. Gregory’s, Marnhull**

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| 1. **Summary information**
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| **School** | St. Gregory’s C of E Primary, Marnhull |
| **Academic Year** | 2017/18 | **Total PP budget** | £16,140 | **Date of most recent PP Review** | April 2017 |
| **Total number of pupils** | 141 | **Number of pupils eligible for PP** | 15 | **Date for next internal review of this strategy** | July 2017 |

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| 1. **Current attainment**
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|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP ( school)*  |
| **% achieving in reading, writing and maths**  | 53.3% | 54.7% |
| **% making progress in reading**  | 80% | 66.6% |
| **% making progress in writing**  | 60% | 62.8% |
| **% making progress in maths**  | 73.3% | 72.7% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | 26.6% of PP pupils are also SEN pupils. This means that they need additional support in order to make ARE |
|  | Last year KS2 levels were low and this is an area of focus for the school. |
| **C.** | Assessment results were inaccurate prior to February 2017  |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Attendance rates for pupils eligible for pp are 94.1% (below the school average of 97.1%) |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Focus on high quality teaching for all pupils with targeted additional interventions for PP pupils | For children to reach ARE by the end of the academic year. |
|  | To engage pupils in small group sessions in order to increase their self-esteem and resilience | Improved self-esteem and resilience. To make more than expected progress from their starting points at the beginning of the year. |
|  | Increased attendance rates for pupils eligible for PP | To bring attendance of all PP pupils back into line with whole school attendance of 97.1% |
|  | Continue to ensure all disadvantaged children make at least expected progress and progress at least as well as non-disadvantaged children across the school  | Termly progress is one point + at least in line with non-PP |

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| 1. **Planned expenditure**
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| **Academic year** |  |
| 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.  |
| 1. **Quality of teaching for all**
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| **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 increase the outstanding teaching provision across the school | INSET for teachers and in-school training.External visits to other settings and working with cluster schools. | Evidence that coaching is a highly effective approach to developing practice | Through learning walks, lesson observations and work scrutinies | Head and Deputy | October 2018 |
| To ensure Quality First Marking, feedback and responses from pupils. | Staff training and research on quality feedback and response marking. | Research indicates that high quality, individualised feedback is a highly effective way to move children on in their learning. | Use staff meetings to deliver changes to marking policy. Peer observations to embed learning and share good practice. | Head and Deputy | October 2018 |
| To improve differentiation during and between lessons | INSET for teachers and in-school training | In order to promote an ethos of attainment for all pupils and to ensure that ALL pupils including those disadvantaged pupils have the potential to succeed. Each child should be given the opportunity to access learning and make at least expected progress | INSET days to deliver training. Lead staff to deliver sessions during staff meetings. Through learning walks, lesson observations and work scrutinies | Head and Deputy | October 2018 |
| To ensure we provide ELSA support for all children with identified need across the school | ELSA TA to provide regular support  | Well trained staff can have a positive impact on supporting children with emotional needs. This, in turn, will have positive impact on achievement and outcomes. | SENCO to monitor | Head and SENDCO | October 2018 |
| To improve the quality of formative and summative assessment  | INSET for teachers and in-school training | Being able to assess where the child ‘is at’ allows learning to be set at the appropriate level and targets set to improve attainment and progression | Through pupil progress meetings, learning walks, lesson observations and work scrutinies. | Head, Deputy and SENDCO | On-going – data at the end of each term and then the end of year |
| **Total budgeted cost** | £3500 |
| 1. **Targeted support**
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| **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?** |
| Focus on high quality teaching for all pupils with targeted additional interventions for PP pupils. | Timetabled, focused intervention for individuals/groups. Short, sharp bursts including mental maths sessions and writing intervention. | Immediate support during, and straight after whole class teaching is very effective in challenging misconceptions and guiding further steps in learning for individuals and small groups. | Regular assessment points and evaluation of strategies put in place for individuals and groups. SENDCO to work with TAs and ensure all training needs catered for. | Head, Deputy and SENDCO | On-going – data at the end of each term and then the end of year |
| To meet the emotional needs of all PP children through regular ELSA sessions | One afternoon per week led by ELSA TA | Targeted ELSA support to have a positive impact on the emotional wellbeing of the child | SENDCO to monitor | SENDCO | On-going – data at the end of each term and then the end of year |
| **Total budgeted cost** | £9000 |
| 1. **Other approaches**
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| **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 attendance rates for pupils eligible for PP. | Gillingham Area Schools Partnership Attendance strategy to be used | Pupils with no absence are 1.6 times more likely to achieve ARE or above, and 4.7 times more likely to achieve above ARE or above, than pupils that missed 15-20 per cent of all sessions. (DfE research report Feb 2015) | Weekly and half termly reviews of attendance followed up by phone calls and letters informing parents of attendance policy | Head and Deputy | January 2018 |
| PP children to have access to high quality experiences within and beyond the school day. | Support for extra activities such as Residential visits and school trips | Children who are ‘experientially rich’ are more able to write about their experiences and have a more developed world view. | PP children will have had a wide range of extra-curricular experiences through the year. | Head and Deputy | January 2018 |
| **Total budgeted cost** | £1000 |

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| 1. **Review of expenditure**
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| **Previous Academic Year** |  |
| 1. **Quality of teaching for all**
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| **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** |
| For the PP children to do as well or better in KS2 SATs than other non-PP children in our school and the National average | Quality Teaching throughout the school | Results as follows:

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|  | PP (x 5 pupils) | Nat Average | Non PP |
| Reading | 20% | 66% | 58% |
| Writing  | 20% | 74% | 63% |
| Maths | 40% | 70% | 71% |

 | This was a cohort with significant need with 2 children arriving for the end of Year 5 and one for Year 6. Four of the five children were on the SEND register. These children made significant progress during the course of their academic year from a low start. We have also reflected on the way Writing was delivered, assessed and moderated throughout the school and in Dorset and we are taking a different approach this year. | £1000 |
| 1. **Targeted support**
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| **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** |
| For PP children to get appropriate support that will enable them to reach ARE or above by the end of the year, or make significant progress towards that goal. | To provide small group and individual interventions for PP children, with a particular focus on Writing and Maths programme | As shown above, although children in year 6 didn’t make ARE in the Literacy areas, PP children in other cohorts made good progress from their starting points. | We will continue with the targeted interventions, and increase staff training in Literacy and Maths to improve the consistency of quality in these sessions. | £1000 |
| 1. **Other approaches**
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| **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 support PP families to be able to access all curriculum and learning opportunities. | PP families able to access support for residentials, school trips, uniform, extra-curricular activites etc | All families to access learning/curriculum opportunities | PP children entitles to the same learning opportunities and curriculum access as non-PP | £500 |

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| 1. **Additional detail**
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| In this section you can annex or refer to **additional** information which you have used to inform the statement above.Our full strategy document can be found online at: www.aschool.sch.uk  |