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| **St Gregory’s CEVA Primary School - Pupil Premium Strategy Statement** | | | | |  | |
| **1. Summary information:** | | | | |  |  |
| **School** | St Gregory’s CE VA Primary School | | | |  |
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| **Academic Year** | 2019-20 | **Total PP budget** | £14,760 | **Date of most recent PP Review** | July 2019 |
| **Total number of pupils** | 102 | **Number of pupils eligible for PP** | X8  Inc x3 Service children | **Date for next internal review of this strategy** | July 2020 |

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| **Current attainment**  KS1 ( PP children) x2 children Pupils eligible for PP Pupils not eligible for PP  % achieving EXS or above in reading, writing and maths 50% 67%  % achieving EXS or above in reading 50% 85%  % achieving EXS or above in writing 50% 77%  % achieving EXS or above in maths 100% 77%  KS2 ( PP children) x6 children  % achieving EXS or above in reading, writing and maths 75% 67%  % achieving EXS or above in reading 76% 85%  % achieving EXS or above in writing 88% 73%  % achieving EXS or above in maths 75% 83%    **Progress**  **KS2 Pupils eligible for PP Pupils not eligible for PP**  Progress in reading 0.0 -1.24  Progress in writing +0.5 0.99  Progress in Maths -0.5 -2.8 | | | |
| **2. Barriers to future attainment (for pupils eligible for PP)**  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
| **A.** | | We have small numbers of children eligible for Pupil Premium. Trends are difficult to measure because of statistically small groups. Our focus is always on each and every child and meeting their needs. | |
| **B.** | | Across the school from 2018-19 pupil premium children are sitting below non pupil premium children in reading for both key stages | |
| **C.** | | Maths is an issue across the school and results in July showed that progress in Maths end of key stage 2 is a significant concern | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | None identified | |
| 3. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | **Success criteria** |
| **A.** | | To formally track progress and review of impact half-termly, making sure all disadvantaged pupils make at least expected progress in R,W,M. | Are all PP children making at least expected progress half-termly and in line or above non-PP pupils? |
| **B.** | Improve reading attainment / progress of children | | PP children make at least expected progress in Reading and attainment of scaled score 100 or above |
| **D.** | Improved confidence and reasoning in maths | | Increased attainment in line with ARE (scaled score 100 or above) |
| **E.** | Improved confidence and spelling, punctuation, grammar in writing through 1:1 | | Increased attainment in line with ARE (scaled score 100 or above) |

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| **4. Planned expenditure** | | | | | | |
| **Academic year** | | **2019-20** | | | | |
| 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 | | | | | | |
| **i. Quality of teaching for all** | | | | | | |
| **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 ‘Good’ or better teaching provision across the school through embedding outcomes from middle leadership / Maths Readiness for Mastery course | Shared practise, observation, moderation and staff training | | Increased skill base for teachers | Course knowledge evident from class observation, book scrutiny, tracking data | DF / KB | Review end of year data |
| To ensure we can provide ELSA and mental health support for all children with identified need across the school. | SEN TA becomes fully trained ELSA | | Well trained ELSA TAs can have positive impact on supporting children with emotional needs. This in turn will have positive impact of achievement outcomes. | ELSA TA to report back to class teacher and families – children will be better prepared for learning. | KC / CC | Termly by SEN Lead |

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|  | | | **Total budgeted cost** | | £3000 |
| **ii. Targeted support** | | |  | | |
| **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 % of PP children making at least expected progress in maths | Staff to engage in teaching for mastery - NLE visits / course for Yr6 teacher + Maths lead | Targeted small group intervention led by class TA and Class teachers from class need. Targeted at PP children and other slow movers | Planned and overseen by maths lead and teachers also in attendance. | RC | Tracking data outcomes to be reviewed termly but at least half termly review of impact in  children’s work by DF / KB / RC |
| To increase the % of PP children making at least expected progress in writing | English lead to identify children requiring interventions for writing – individual class teachers to plan and implement | Targeted small group intervention led by TAs / Class teachers from class need.  Targeted at PP children and other slow movers | Planned by class teachers - overseen by English lead and teachers | LE | Tracking data outcomes to be reviewed termly but at least halftermly review of impact in  children’s work by DF / KB / LE |
| To increase the % of PP children making at least expected progress in reading | Deliver daily support for individuals where necessary | Targeted small group intervention | Planned and overseen by class teacher | All staff | Tracking data outcomes to be reviewed termly. |
| Use a wide range of class based interventions to ensure all PP children are making at least expected and in line with non-PP across the curriculum | See Class Intervention  Timetables  (Including: Fine/gross motor, SALT, visual timetables, social stories, Learn2Move  etc) | Needs indentified for individual PP children by class teachers and SENCo. Class based interventions to ensure regular and high impact. | SENDCo to review at least termly and DF to track impact in terms of outcomes termly | All staff | Tracking data outcomes to be reviewed termly but at least halftermly review of impact in  children’s work by DF / KB |
| Provide ELSA support for PP children | Minimum of 2x1 hour weekly | Targeted 1:1 ELSA support led by ELSA TA. | Impact monitored by ELSA, class teacher and SENCo | KC / CC | Ongoing - Impact on child’s wellbeing, achievement and attendance |
|  | | | **Total budgeted cost** | | £8000 |
| **iii. Other approaches** | | |  | | |
| **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 support PP families to be able to access all curriculum and learning opportunities | PP families able to access support for residentials, school trips, uniform, extracurricular activities, | Enable all families to access all learning/curriculum opportunities | Meeting with parents / business manager. | DF | Business manager to keep list of fundi |
|  |  |  | **Total budgeted cost** | | Up to £2000 |