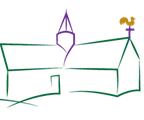
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St Gregory’s CE VA Primary School

Pupil Premium Strategy Statement April 2020 – March 2021

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| 1. Summary Information | | |  |  |  |
| School | St Gregory’s Primary School | |  |  |  |
| Academic Year | 2020-21 | Total PPG Grant | £10,495 | Date of most recent PPG Review |  |
| Total number of pupils | 100 | Total number of eligible pupils | 8 | Date of next internal review of this strategy | April 2021 |

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| 2. Barriers to future attainment ( for pupils eligible for PPG) | | | | | | | |
| In-school barriers | | | | | | | |
| A | Trends are difficult to measure across year groups because the groups are statistically small. The focus is on every individual child and meeting their needs | | | | | | |
| B | Some of our PPG eligible pupils have dropped behind their peers and in some instances the gap appears to be widening, these children have been identified as having SEND needs and are now on the SEND register - | | | | | | |
| External Barriers ( issues which also require action outside school, such as low attendance rates) | | | | | | | |
| C | Lack of support from parents in engaging with home learning, reading activities, online platforms for learning, behaviour issues and working closely with school | | | | | | |
| 3. Desired Outcomes ( and how they will be measured) | | | | | | Success Criteria | |
| To track progress termly, making sure all disadvantaged pupils make expected progress in  R,W,M with interventions planned to accelerate their learning | | | | | | Disadvantaged pupils to be making  accelerated progress to close the gap | |
| To take a whole school ‘pupil premium first’ approach | | | | | | Children make accelerated progress through clear and specific targets | |
| To ensure that all PPG pupils have access to ELSA/nurture groups/ Outdoor learning where required | | | | | | All pupils requiring ELSA / Nurture / Outdoor learning opportunities access them | |
| To provide targeted intervention for pupils attaining below expected levels including those not reaching the standard in phonics (Y1, Y2 and Y3) | | | | | | Improve phonics pass rate % in year 1 and 2 and phonic strategies for reading in year. | |
| To increase the % of pupils in KS1 meeting ARE and achieving greater depth ( including disadvantaged pupils) in R,W,M so they are better prepared for the next steps of their education | | | | | | % of pupils achieving ARE & Greater depth in KS1 in R,W,M and combined scores | |
| To increase the % of pupils making expected or better than expected progress in reading, writing and maths throughout KS2 | | | | | | Progress in KS2 reading maths and writing is at least expected. | |
| To improve the level of engagement from parents of PPG children by communicating regularly with parents and monitoring children accessing online platforms / reading records | | | | | | Parents of PPG children will be fully engaged with their child’s learning at home | |
| 4. PLANNED EXPENDITURE for year | | | | | | | |
| Financial Year 2020-21 | | | | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | |
| Quality First 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 | | Impact |
| Staff are upskilled on reading interventions and catch up strategies | | Training for staff on reading interventions including Paired  reading, guided reading, phonics Reading catch up  programmes led by Teachers / TAs | Reading results are not improving rapidly enough | Timetabled INSET  for staff    Pupil progress meetings  Monitoring | LE / CC | |  |
| Improve love of reading and access to high quality texts that link to class topics | | Focus on high quality reading environments Engagement in texts through whole class texts and improved reading material | Children are currently not exposed enough to high quality texts to ignite a love in reading and this is a key element of the primary curriculum. | Whole school  Reading Week Drop ins and check and environments | LE | |  |
| Improve and maintain high standards of QTF through focus on marking and feedback | | Review marking and feedback policy Joint work  scrutinies  Marking INSET | Marking does not always lead to improvement and careful planning of next steps | Regular book looks and work scrutiny | DF / KB / CC | |  |
|  | |  |  |  |  | | Budgeted cost: £5500 |
| TARGETED SUPPORT | | | | | | | |
| To close the gaps between PPG children and their  peers/ AREs | | To enable pupils needing ‘catch up’ reading, writing and  maths to receive regular interventions | Careful analysis of individual pupil data shows slowing of  progress and need for interventions to catch up. | Timetabled and specific interventions that  are target driven | Head / SENDCo | |  |
|  | |  |
| To ensure social and emotional needs of all pupils are supported and developed | | To ensure all pupils have access to ELSA or nurture sessions  weekly | Careful analysis of individual need have shown SEMH needs to be impacting on this group of pupils. | Sessions will be timetabled and based around PSHE/ SEMH need. | SENDCo & ELSA | |  |
| To develop learning of ‘the whole child’ including developing talents and hobbies | | To enable pupils to broaden their experiences through accessing additional activities such as music lessons or sports provision | For pupils in ks2 who are not accessing other pupil premium support or where finance is a barrier to accessing enrichment activities these will be offered will be offered | Records or support  will be held individually and reviewed termly between  Headteacher/ SENDCo/  classteacher | Head / SENDCo | |  |
|  | |  |  |  |  | | Budgeted cost: £4000 |
| OTHER APPROACHES: | | | | | | | |
| To support all PP eligible families to access all curriculum and learning opportunities | | PP families to access support for residential, school trips, uniform, milk and extra curricular | Enable all families equal access to opportunities | Through finance officer | RT/ TM | |  |
|  | |  |  |  |  | | Budgeted cost: £995 |
|  | |  |  |  |  | | Total cost: £10495 |
| ALL PP Pupil Progress:  Summer 2019 – 2020 until March 2020  8 pupils | | **R +0.4**  **W +0.1**  **M -0.1** |  |  |  | |  |
| Pupil Progress  2020-2021 from September 2020 | | R  W  M |  |  |  | |  |