St Gregory's Catholic Primary School Pupil Premium Strategy Statement 2019-20

SUMMARY STATEMENT					
School:	St Gregory's Catholic Primary School				
Academic Year:	2019-2020	Total PP Budget:	£33,000	Date of most recent PP review:	October 2019
Total Number of pupils:	209	Number of pupils eligible for PP:	25	Date for next internal review of this strategy:	October 2020

Barriers to future attainment:

- Speech and language development (on entry in EYFS)
- Behaviour for learning
- Personal, Social and Emotional Development including Mental Health
- Resilience

ATTAINMENT OF DISADVANTAGED CHILDREN AT THE END OF KS2 IN JULY 2019				
	Expected or above attainment	**Expected or above attainment**	**High attainment**	**High attainment**
	St Gregory's	National 2019	St Gregory's	National 2019
Reading	75%	73%	0%	27%
Writing	100%	78%	0%	20%
Maths	75%	79%	0%	27%
Reading, Writing and Maths	50%	65%	0%	11%

Planned Expenditure 2019/2020

QUALITY TEACHING FOR ALL				
Desired Outcomes	**Chosen Approach**	**Estimated Impact**	**Lessons learned** **To be completed in October 2020**	**Cost**
All disadvantaged children to achieve expected outcomes for their year groups in-line or better than their peers. All Higher ability disadvantaged children to achieve better or in line with their peers.	DHT/HT Provision map. disadvantaged identified in every class. All teachers and TAs clearly understand responsibilities to target and support disadvantaged children and include children on planning. All teachers and teaching assistants to target and support PP children and be involved in their progress. Teachers to monitor through I Track and be accountable of their progress and address barriers to learning. Interventions to be delivered by Teachers. Higher ability disadvantaged children	Through rigorous tracking monitoring and intervention, all disadvantaged children to achieve expected outcomes for their year groups in-line or better than their peers. All Higher ability disadvantaged children to achieve better or in line with national outcomes. The following barriers for learning will be addressed through our chosen approaches: Speech and language development, pastoral support, social and emotional and mental health needs, Behaviour for Learning and Resilience.	Provision Map not in place or monitored – Co-ord held to account – PP Action Plan to replace this format and to form part of SIP 2020/21 – more specific targeting PP profile raised (e.g. specific group at Pup Prog) but needs better attention – e.g. specific focus for obs/pupil voice/book looks etc Interventions in place but not monitored – Co-ord held to account – form part of monitoring cycle, linked in with data analysis	£6,000

QUALITY TEACHING FOR ALL				
Desired Outcomes	**Chosen Approach**	**Estimated Impact**	**Lessons learned** **To be completed in October 2020**	**Cost**
	carefully monitored by AGT lead and in pupil progress meetings. Resources to support AGT purchased and shared with teachers for effective breadth and challenge. HT/DHT monitors progress against end of year expectations on a half-termly basis and rigorous monitoring in Pupil progress meetings termly. Quality first teaching with a resilience focus. Spelling, punctuation and grammar scheme and guided reading resources purchased and rolled out to staff to improve daily outcomes for children.		HA PP identified but not monitored – Co-ord held to account – resources bought, training completed, brief feedback of 'top tips' but limited impact as not followed up in monitoring cycle – continued focus for next year QFT in effect with lower performance addressed – improved outcomes as a result – continue focus on QFT (and Ts delivering interventions for 'catch up') SPAG and GR scheme in effect – led by Eng lead – improving outcomes	

TARGETED SUPPORT				
Desired Outcomes	**Chosen Approach**	**Estimated Impact**	**Lessons learned**	**Cost**
Improve Year 6 attainment for the HA in reading writing and spelling, punctuation and grammar.	Year 6 interventions by class teacher to target HA- Autumn, Spring and Summer	Support Yr6 HA disadvantaged children in their preparation for SATs in reading, and writing to achieve expectations.	SATs discontinued	£8,000
Improved attainment in EYFS for disadvantaged children.	Extra TA hours targeted support.	Raised attainment.	Official end of year data not collated: 1/3 on track in Reading to meet ELG; 0/3 in Writing; 1/3 in Maths R prog generally strongest W prog generally average M prog better for those entering lowest (HA stretching focus needed?)	£6,000
Improved attainment in Year 2 for disadvantaged children with particular focus on HA.	Extra TA hours targeted support.	Raised attainment.	No official end of year data 100% Exp or Better prog before lockdown in R,W,Sp,M Strongest progress in W and Sp	£9,000
Improved attainment for PP children across all year groups.	Targeted Extra-curricular clubs– Pastoral support group, weekly homework club.	3Ms-Memorable motivating and meaningful. Creating musical, cultural and sporting opportunities to	Y1-Y6 progress Exp(Exc) R: 96% (50%) W: 83% (46%) Sp: 81% (58%)	£1,000

		enhance and support learning.	M: 96% (77%) Targeted support for those who didn't make at least Exp last year	
Improved outcomes for children	Counselling for those with the most need.	Raised attainment and resilience.	Excellent impact of counselling – to be continued next year (along with targeted TAF support)	£3,000
			Total:	£33,000