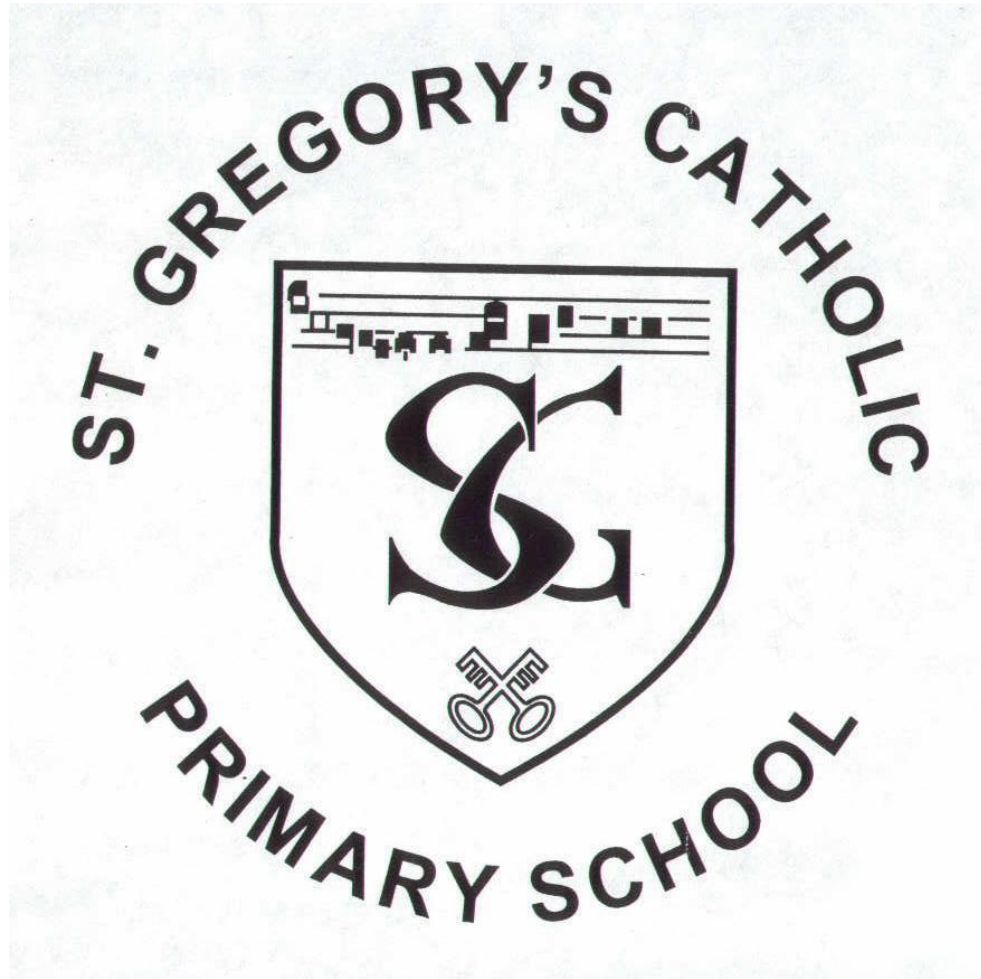


# St Gregory's Catholic Primary School



## The Pupil Premium (2012 – 2017)

Analysis and challenge



On the following pages are tables showing information for our Pupil Premium survey. As a school, we have used these to inform discussions between leadership and governors, and help to shape future strategic planning for the use of the Pupil Premium funding.

Financial year	Amount of Pupil Premium funding
2013-14	<b>£43,200 – 48 children</b>
2014-15	<b>£78,000 – 60 children</b>
2015-16	<b>£71,280 – 54 children</b>
2016-17	<b>£46,200 – 35 children</b>

	2013-14	2014-15	2015-16	2016-17
<b>Percentage of FSM pupils</b>	23.64%	28.7%	26.08%	17.58%
Number of FSM pupils eligible for the Pupil Premium	47 @£900 = <b>£42,300</b>	60 @£1300 = <b>£78,000</b>	54 @£1320 = <b>£71,280</b>	35 @£1320 = <b>£46,200</b>
Number of looked after pupils eligible for the Pupil Premium	1 @£900 = £900	0 @£1300 = £0	0 @£1900 = £0	0 @£1900 = £0
Number of service children eligible for the Pupil Premium	0 @£300 = £0	0 @£350 = £0	0 @ £300 = £0	0 @ £300 = £0
<b>Total</b>	<b>£43,200</b>	<b>£78,000</b>	<b>£71,280</b>	<b>£46,200</b>

## Where are the gaps (Year 6)?

**Year 6: Indicator** (using data from RAISEonline for 2013, 2014, 2015 and school data for current Year 6 2016. Definition of FSM for this purpose is the same as RAISE – those pupils eligible for the Pupil Premium under the 'Ever6' measure. LAC and service children in later section.

	<b>2013 gap between FSM and non FSM</b>	<b>2014 gap between FSM and non FSM</b>	<b>2015 gap between FSM and non FSM</b>	<b>2016 predicted outcome for FSM</b>	<b>2016 predicted outcome for non FSM</b>	<b>2016 predicted gap</b>
Attainment - Level 4+ in Reading	<b>+6.0%</b>	<b>-24.0%</b>	<b>-4%</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>
Attainment - Level 4+ in Mathematics	<b>+6.0%</b>	<b>-24.0%</b>	<b>-10%</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>
Average points score – Combined	<b>-1.8</b>	<b>-2.0</b>	<b>-2.6</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>
Average points score – reading	<b>-1.1</b>	<b>-3.3</b>	<b>-0.9</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>
Average points score – writing	<b>-1.5</b>	<b>-3.8</b>	<b>-1.8</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>
Average points score – Mathematics	<b>-3.8</b>	<b>-0.5</b>	<b>-4.3</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>
Achievement – expected progress in reading	<b>0.0%</b>	<b>-5.0%</b>	<b>0.0%</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>
Achievement – expected progress in writing	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>
Achievement – expected progress in Mathematics	<b>0.0%</b>	<b>-11.0%</b>	<b>0.0%</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>
Attendance	<b>-2.9%</b>	<b>-1.7%</b>	<b>+1.8%</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>
Persistent absence	<b>+1.0%</b>	<b>-0.3%</b>	<b>+2.8%</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>
Fixed-term exclusions	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## Where are the gaps (other year groups)? 2014

### Year group

Data analysis about the relative attainment and achievement of FSM and non-FSM pupils for each year group.

Average level	Y2 Previous Summer 2016			Y3 Previous Summer 2016			Y4 Previous Summer 2016			Y5 Previous Summer 2016			Y6 Previous Summer 2016		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Non Pupil Premium	D1+	D1	D1	S2	D2+	D2+	D3	D3	D3	S3+	D3+	S3	S4	D4+	D4
Pupil Premium	D1	D1	D1+	D2+	D2+	S2	B3+	D3	B3+	S3	D3	D3+	D4+	B4	D4
Gap APS	In line	In line	In line	-2	In line	+2	-2	In line	-2	In line	In line	+2	-2	-2	In line

Data shows gaps in all subjects from year 3 upwards.

Data from current year 2 and 5 is strong.

The gaps do not show a clear pattern with gaps forming and closing in different years. Some of the gaps could be attributed to the increased expectations with the new curriculum. In some year groups G&T children help the gap to decrease whereas in other SEN and lower ability children have made the gap wider.

### Where are the gaps (other eligible groups)?

#### Group

**Predicted outcomes in 2017.**

**Attainment, progress, attendance and exclusions.**

Looked after children

Not Applicable - no children

Service children

Not Applicable – no children

**Reflective questions** To what extent are the strengths and priorities suggested by this data clearly evident in the school's self-evaluation and improvement plans?

	Further improve the quality of teaching and learning by improving differentiation through Learning Objectives and marking procedures and by continuing to improve monitoring and evaluating procedures, especially in Maths and Science		Develop leadership and management at all levels	
Success Criteria against priorities	1.1 All staff, including new teachers will know the Ofsted requirement to achieve good teaching. 1.1a Teaching will be judged at least good overall in school monitoring procedures	✓ when achieved	Full Leadership Team is in place Leadership Team is effective in driving improvements	✓ when achieved
	1.2 All aspects of marking will follow the school's marking policy and peer moderation judges marking to be effective.		Subject Leaders are in place and standards rise through school	
	1.3 Planning, teaching and marking will demonstrate and incorporate school assessment strategies. LOs and SCs support development of all children – differentiation is clear and evident.		Support Staff clearly understand their role in school improvement	
			Non Curriculum Support Staff PM clarifies responsibility at all levels	
	1.4 Year A of NC14 has been successful and has raised standards across the school.			

## 12 areas of Pupil Premium success

- 1) Excellent collection, analysis and use of data relating to individual pupils and groups.
- 2) Relentless focus on the quality of teaching.
- 3) Identification of the main barriers to learning for PP eligible pupils.
- 4) Frequent monitoring of the progress of every PP eligible child.
- 5) When a pupils progress slows, intervention are put into place rapidly.
- 6) Every effort is made to engage parents, carers in the education and progress of their child.
- 7) Evidence is used to decide on which strategies are likely to be the most effective in overcoming barriers to learning.
- 8) Staff are trained in depth on the chosen strategies.
- 9) All staff convey positive and aspirational messages to PP eligible pupils.
- 10) Performance management is used to reinforce the importance of PP effectiveness.
- 11) Effectiveness of TAs is evaluated, and, if necessary, improved through training and deployment.
- 12) Governors are trained on PP.

## Planning and evaluation outline Pupil Premium spend

Pupil Premium used for:	Amount allocated to intervention/ Action (£)	New or continued activity:	Brief summary of the intervention or action:	Specific intended outcomes:	Monitoring:
Year round Learning Mentor	£28,000	Continued	To support pupils' self-esteem, attitudes to learning, sense of well-being, enjoyment of school and provide on-going support for families and pupils during school holidays too.	Pupil's confidence and well-being grows which will have a direct impact on their progress within school.	Monitored by Inclusion Leader/SLT – weekly meetings
Employing gardening and eco specialist	£2000	Continued	To support pupils' self-esteem, attitudes to learning, sense of well-being, enjoyment of school and provide an outdoor learning	Pupil's confidence and well-being grows, particularly in children who find learning in a	Monitored by science and eco lead/SLT – weekly meetings

			experience that promotes healthy eating.	classroom environment difficult, which will have a direct impact on their progress within school.	
<b>Assessment/Data Analysis</b>	<b>£1,500</b>	<b>New</b>	<b>Training for staff in tracking data (O Track) to analyse data, identify gaps and to close these through quick targeted interventions.</b>	<b>New staff are confident in using O-rack to support the data tracking and analysis of pupil's progress to help identify areas of support.</b>	<b>Monitored by Assessment Leader and SLT – as needed</b>
<b>Staff training and development to enable staff to focus on effective teaching and learning</b>	<b>£5,000</b>	<b>Continued</b>	<b>To provide opportunities for staff (teachers &amp; support staff) to develop further skills that will enable pupils to make the most possible progress e.g. APP, effective feedback, AFL; closing the gap and providing effective interventions where necessary.</b>	<b>Staff confident to deliver a 1<sup>st</sup> class curriculum, steeped in Teaching and Learning; increased percentage of teachers judged good/outstanding over time</b>	<b>Monitored by CPD leader/SLT – weekly</b>
<b>Teaching Assistant</b>	<b>£15,189</b>	<b>Continued</b>	<b>Appointing 1 additional Teaching Assistant to support learning in classes and through targeted interventions.</b>	<b>Children are supported; guided work/support in classrooms improved and consistent; targeted interventions demonstrate rapid progress of children</b>	<b>Monitored by lead for teaching assistants/SLT – meetings every four weeks</b>
<b>50% discount on music tuition</b>	<b>34 @ £7 = £238 – 50% = £119 X2 = £238</b>	<b>Continued</b>	<b>50% discount on music tuition offered to all those in receipt of pupil premium.</b>	<b>To give them the opportunity to learn an instrument and provide an additional skill.</b>	<b>Monitored by Admin Officer/SLT</b>

<b>Subsidise residential trips – Alton Castle + Plas Dol-y-Moch</b>	<b>£1,000</b>	<b>Continued</b>	<b>Subsidise educational and/or residential visits for pupils in receipt of the premium who may not be able to attend due to financial constraints, therefore missing out on valuable experiences.</b>	<b>Social interaction with others. Develop greater independence and life skills</b>	<b>Monitored by Admin Officer/SLT – each time residential trip happens</b>
<b>Before &amp; After School Club – ad hoc basis</b>	<b>£1000</b>	<b>Continued</b>	<b>Support for vulnerable pupils in need of before/after school care, due to parental commitments at work.</b>	<b>Vulnerable pupils feel safe and secure in their environment.</b>	<b>Monitored by school admin team/SLT – as necessary</b>
<b>Employment of: Family Support Worker (FSW) Attendance Officer (AO) Through The Romero Partnership Network</b>	<b>£3,000 + £3,000</b>	<b>Continued</b>	<b>To monitor attendance, punctuality and work with families to ensure that their child is in school and on time each day.</b>	<b>Improved attendance percentages across the school; children arrive to school on time and families are well supported in our community.</b>	<b>Monitored by Head teachers in Romero Network – every half term</b>

Written by Danielle Kingham (Acting Vice Principal) 1<sup>st</sup> November 2016

Shared with the Full Governing Body on Monday 7<sup>th</sup> November 2016