



St. Gregory's Catholic Primary School

The Romero Pupil Premium Strategy Statement (2017 – 2019)



Part of

**The Romero
Catholic Academy**

Nurturing the Talent of Tomorrow

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 |
|----------------|---------------------------------|
| 2015-16 | £71,280 – 54 children |
| 2016-17 | £46,200 – 35 children |
| 2017-18 | £40,920 -31 children |
| 2018-19 | £36,960- 28 children |

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--|-------------------------------|-------------------------------|-----------------------|----------------------|
| Percentage of FSM pupils | 26.08% | 17.58% | | 32.48% |
| Number of FSM pupils eligible for the Pupil Premium | 54 @£1320 = £71,280 | 35 @£1320 = £46,200 | 31@ £1320 =£40,920 | 28@£1320= £36,960 |
| Number of looked after pupils eligible for the Pupil Premium | 0 @£1900 = £0 | 0 @£1900 = £0 | 0 @£1900=£0 | 0@£1900=£0 |
| Number of service children eligible for the Pupil Premium | 0 @ £300 = £0 | 0 @ £300 = £0 | 0 @£300=£0 | 0 @£300=£0 |
| Total | £71,280 | £46,200 | £40,920 | £36,960 |

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| <p style="text-align: center;">SCHOOL PRIORITY 1</p> <p>Ensure high standards in RE are maintained and to continue to develop collective worship across the school.</p> | <p style="text-align: center;">Romero Priority 1</p> <p>Provide effective governance to secure, protect and enrich Catholic Education and to ensure financial viability and good management of the estate.</p> |
| <p style="text-align: center;">SCHOOL PRIORITY 2</p> <p>Further embed the effectiveness of phase and subject leaders across the school. Develop opportunities for leaders to experience different aspects of leadership</p> | <p style="text-align: center;">Romero Priority 2</p> <p>Develop effective and high-quality leadership at all levels to create a culture that enables pupils and staff to thrive.</p> |
| <p style="text-align: center;">SCHOOL PRIORITY 3</p> <p>To provide challenge for all pupils with a focus on the more able. Ensure Greater depth standards are in line with national at the end of key stages To diminish the gap for disadvantage pupils</p> | <p style="text-align: center;">Romero Priority 3</p> <p>Provide all pupils with high quality education to enable them to reach their full God-given potential with a particular focus on context groups of more able and disadvantaged.</p> |
| <p style="text-align: center;">SCHOOL PRIORITY 4</p> <p>Continue to develop the provision for Maths and English ensuring standards are in line with national at the end of key stages.</p> | <p style="text-align: center;">Romero Priority 4</p> <p>Establish a vision to secure consistency and progression in teaching and learning in core and wider curriculum.</p> |

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.

Pupil Premium spend Strategy Impact 2016-2017

| Presenting issue Main Barriers | Amount allocated to intervention/ Action (£) | Monitoring | Brief summary of the intervention or action: | Projected impact including how this will be measured | Actual Impact (Reviews) Autumn 2017 |
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| Increasing number of vulnerable families and children needing help with various issues. This affects support for learning, attendance, attitudes and punctuality. | £13,607.55 | Monitored by Inclusion Leader/SLT – weekly meetings | Learning Mentor - 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. Data analysis and pupil interviews. | Almost all of the targeted children have shown an increase in their confidence which has directly impacted their learning in class. |
| Some children do not access a variety of activities outside of their home. They are isolated and lacking in physical ability. They need to socialise and develop co-operation skills. | £10,000 | Monitored by science and eco lead/SLT – weekly meetings | Employing gardening and eco specialist - To support pupils' self-esteem, attitudes to learning, sense of well-being, enjoyment of school and provide an outdoor learning experience that promotes healthy eating. | Pupil's confidence and well-being grows, particularly in children who find learning in a classroom environment difficult, which will have a direct impact on their progress within school. Data analysis and pupil interviews. | Almost all of the pupil premium children's confidence has increased and they have enjoyed working as part of the team. (Pupil voice) |
| A system to analyse data is needed so gaps between groups of pupils can be identified quickly. Interventions can be planned for and put into place sooner. | £1,500 | Monitored by Assessment Leader and SLT – as needed | O-track to be purchased and all staff trained on how to analyse data, identify gaps and plan targeted intervention groups. | New staff are confident in using O-track to support the data tracking and analysis of pupil's progress to help identify areas of support. Data analysis. | All staff are confident using 'O track'. Data is used to identify vulnerable groups and pupils are identified in pupil progress meetings for targeted interventions. |
| To ensure all teaching is at least good. | £2,000 | Monitored by SLT. | Improvement of classroom practice: Increase engagement of all pupils; increase active learning in all classroom. CPD to develop the teaching and learning. Individual surgeries supported teachers to plan for pp children. | Staff are confident planning and delivering to all groups of learners. | Lesson observations and learning walks show that 95% of teaching over time is at least good. |
| All PP children are entitled to additional support that will close any learning gaps. | £15,189 | Monitored by lead for teaching assistants/S LT – meetings every four weeks | Most classes have a full time teaching assistant to ensure gaps are closed for pp children. | Children are supported; guided work/support in classrooms improved and consistent; targeted interventions demonstrate rapid progress of children. Data analysis and | The majority of pp children are at age related. |

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| | | | | intervention observations. | |
| Some children lack creative opportunities outside of school, so need enrichment in school from a specialist. | 2 @ £126 = £252 | Monitored by Admin Officer/SLT | Music tuition - 50% discount on music tuition offered to all those in receipt of pupil premium. | To give them the opportunity to learn an instrument and provide an additional skill. Pupil interviews. | 100% of the children learnt how to play a musical instrument. They have participated in a number of musical performances at school. |
| Some families cannot afford the full cost of the residential trips. We would like all children to attend in order to be fully involved with their class mates. | £1,000 | Monitored by Admin Officer/SLT – each time residential trip happens | Subsidise residential trips – Alton Castle + Plas Dol-y-Moch - 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. | Social interaction with others. Develop greater independence and life skills. Pupil interviews. | 100% of children attended residential trips. |
| A number of children would struggle to have a wholesome breakfast every day before school. Parents are also trying to get back to work and need support with this. | £500 | Monitored by school admin team/SLT – as necessary | Before & After School Club – ad hoc basis - Support for vulnerable pupils in need of before/after school care, due to parental commitments at work. | Vulnerable pupils feel safe and secure in their environment. Pupil interviews. | Children are ready for learning, feeling well-nourished and content. |
| Increasing number of vulnerable families and children needing help with various issues. This affects support for learning, attendance, attitudes and punctuality. Attendance officer. | £4,500 | Monitored by Principals in Romero Network – every half term | Employment of: Attendance Officer (AO) Through The Romero Partnership Network - To monitor attendance, punctuality and work with families to ensure that their child is in school and on time each day. | Improved attendance percentages across the school; children arrive to school on time and families are well supported in our community. Data analysis. | Most pp children will were in line with National average. |
| Children to have the opportunity of a theatre experience | £580 | SLT | PP children experience a live production – Rise Theatre group | Almost all children to enjoy an enriched experience. | Almost all children enjoyed and expressed positive comments on the theatre experience. (pupil voice) |

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| Children to have the opportunity of a theatre experience | £700 | SLT | PP children to participate and develop confidence through dance. | Almost all children to enjoy an enriched experience. | Almost all children enjoyed and expressed positive comments participating in the dance workshop.(pupil voice) |
| Extra teacher support for two days in year 6 to meet the needs of pp children. | £3,024 | SLT | Children to be split into smaller groups and pp children to be targeted for reading, writing and maths. | Almost all children to be age related in standard tests. | Almost all the pp children achieved National Expectations in reading, writing or maths. |

Strategy Impact 2017-2018

Pupil Premium spend

| Presenting issue Main Barriers | Amount allocated to intervention/ Action (£) | Monitoring | Brief summary of the intervention or action: | Projected impact including how this will be measured | Actual Impact (Reviews) Autumn 2018 |
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| Increasing number of vulnerable families and children needing help with various issues. This affects support for learning, attendance, attitudes and punctuality. | £13,607.55 | Monitored by Inclusion Leader/SLT – weekly meetings | Learning Mentor - 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. Data analysis and pupil interviews. | Almost all of the targeted children have shown an increase in their confidence which has directly impacted their learning in class. |

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| Some children do not access a variety of activities outside of their home. They are isolated and lacking in physical ability. They need to socialise and develop co-operation skills. | £10,000 | Monitored by science and eco lead/SLT – weekly meetings | Employing gardening and eco specialist - To support pupils' self-esteem, attitudes to learning, sense of well-being, enjoyment of school and provide an outdoor learning experience that promotes healthy eating. | Pupil's confidence and well-being grows, particularly in children who find learning in a classroom environment difficult, which will have a direct impact on their progress within school. Data analysis and pupil interviews. | Almost all of the pupil premium children's confidence has increased and they have enjoyed working as part of the team. (Pupil voice) |
| A system to analyse data is needed so gaps between groups of pupils can be identified quickly. Interventions can be planned for and put into place sooner. | £1,500 | Monitored by Assessment Leader and SLT – as needed | Updated version of O-track purchased and all staff trained on how to analyse data, identify gaps and plan targeted intervention groups. | New staff are confident in using O-track to support the data tracking and analysis of pupil's progress to help identify areas of support. Data analysis. | All staff are confident using 'O track'. Data is used to identify vulnerable groups and pupils are identified in pupil progress meetings for targeted interventions. Data is shared with governors termly. |
| To ensure all teaching is at least good. | £2,000 | Monitored by SLT. | Improvement of classroom practice: Increase engagement of all pupils; increase active learning in all classroom. CPD to develop the teaching and learning. Individual surgeries supported teachers to plan for pp children. | Staff are confident planning and delivering to all groups of learners. | Lesson observations and learning walks show that 95% of teaching over time is at least good. |
| All PP children are entitled to additional support that will close any learning gaps. | £15,189 | Monitored by lead for teaching assistants/S LT – meetings every four weeks | Most classes have a full time teaching assistant to ensure gaps are closed for pp children. | Children are supported; guided work/support in classrooms improved and consistent; targeted interventions demonstrate rapid progress of children. Data analysis and intervention observations. | The majority of pp children are at age related. |

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| Some children lack creative opportunities outside of school, so need enrichment in school from a specialist. | 2 @ £126 = £252 | Monitored by Admin Officer/SLT | Music tuition - 50% discount on music tuition offered to all those in receipt of pupil premium. | To give them the opportunity to learn an instrument and provide an additional skill. Pupil interviews. | 100% of the children learnt how to play a musical instrument. They have participated in a number of musical performances at school. |
| Some families cannot afford the full cost of the residential trips. We would like all children to attend in order to be fully involved with their class mates. | £700 | Monitored by Admin Officer/SLT – each time residential trip happens | Subsidise residential trips – Alton Castle + Plas Dol-y-Moch - 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. | Social interaction with others. Develop greater independence and life skills. Pupil interviews. | 100% of children attended residential trips. |
| A number of children would struggle to have a wholesome breakfast every day before school. Parents are also trying to get back to work and need support with this. | £500 | Monitored by school admin team/SLT – as necessary | Before & After School Club – ad hoc basis - Support for vulnerable pupils in need of before/after school care, due to parental commitments at work. | Vulnerable pupils feel safe and secure in their environment. Pupil interviews. | Children are ready for learning, feeling well-nourished and content. |
| Increasing number of vulnerable families and children needing help with various issues. This affects support for learning, attendance, attitudes and punctuality. Attendance officer. | £4,500 | Monitored by Principals in Romero Network – every half term | Employment of: Attendance Officer (AO) Through The Romero Partnership Network - To monitor attendance, punctuality and work with families to ensure that their child is in school and on time each day. | Improved attendance percentages across the school; children arrive to school on time and families are well supported in our community. Data analysis. | Most pp children will were in line with National average. |
| Children to have the opportunity of a theatre experience | £150 | SLT | PP children experience a live production – Belgrade Theatre | Almost all children to enjoy an enriched experience. | Almost all children enjoyed and expressed positive comments on the theatre experience. (pupil voice) |
| Children to have the opportunity of a theatre experience | £700 | SLT | PP children to participate and develop confidence through dance. | Almost all children to enjoy an enriched experience. | Almost all children enjoyed and expressed positive comments participating in the |

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| | | | | | dance workshop.(pupil voice) |
| Extra teacher support for two days in year 6 to meet the needs of pp children. | £3,024 | SLT | Children to be split into smaller groups and pp children to be targeted for reading, writing and maths. | Almost all children to be age related in standard tests. | Almost all the pp children achieved National Expectations in reading, writing or maths through teaching assessment. |
| Dance day | £400 | Professional dancer | Professional dancer gave the children the opportunity to develop their creative skills. | All children engaged in the dance activity. | Children allowed to express themselves in a creative way through dance. Some pp children were given the opportunity of a lead role. |

Strategy Impact 2018-2019

Pupil Premium spend

| Presenting issue Main Barriers | Amount allocated to intervention/ Action (£) | Monitoring | Brief summary of the intervention or action: | Projected impact including how this will be measured | Actual Impact (Reviews) Autumn 2019 |
|---|---|---|--|--|-------------------------------------|
| Increasing number of vulnerable families and children needing help with various issues. This affects support for learning, attendance, attitudes and punctuality. | £7.141 (2 days of learning mentor salary) | Monitored by Inclusion Leader/SLT – weekly meetings | Learning Mentor - 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. Data analysis and pupil interviews. | |

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| Some children do not access a variety of activities outside of their home. | £1,789 (Teacher 3 hrs per week) £1,500 (Bloom and Grow-maintenance of the gardening area) | Monitored by eco lead/SLT – weekly meetings | Weekly gardening sessions led by eco specialist - To support pupils' self-esteem, attitudes to learning, sense of well-being, enjoyment of school and provide an outdoor learning experience that promotes healthy eating. | Pupil's confidence and well-being grows, particularly in children who find learning in a classroom environment difficult, which will have a direct impact on their progress within school. Data analysis and pupil interviews. | |
| A system to analyse data is needed so gaps between groups of pupils can be identified quickly. Interventions can be planned for and put into place sooner. Assessment using PIXL tracker to take place termly. | £1,300 | Monitored by Assessment Leader and SLT – as needed | PIXL purchased and all staff trained on how to analyse data, identify gaps and plan targeted therapy groups. | All staff are confident in using PIXL to support the data tracking and analysis of pupil's progress to help identify areas for support. Termly data analysis. | |
| To ensure all teaching is at least good. | £1,000 (2 days coaching/training in active learning) | Monitored by SLT. | Improvement of classroom practice: Increase engagement of all pupils; increase active learning in all classrooms. Coaching and mentoring strategies to develop the teaching and learning. Individual surgeries support teachers to plan for pp children. | Staff are confident planning and delivering to all groups of learners. | |
| All PP children are entitled to additional support that will close any learning gaps. | £14,189 | Monitored by lead for teaching assistants/S LT – meetings every four weeks | Identified member of staff to ensure gaps are closed for pp children using PIXL therapies. | Children are supported; guided work/support in classrooms improved and consistent; targeted therapies demonstrate rapid progress of children. Data analysis and intervention observations. | |

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| Some children lack creative opportunities outside of school, so need enrichment in school from a specialist. | £216 | Monitored by Admin Officer/SLT | Music tuition - 50% discount on music tuition offered to all those in receipt of pupil premium. Two pupils. | To give them the opportunity to learn an instrument and provide an additional skill. Pupil interviews. | |
| Some families cannot afford the full cost of the residential trips. We would like all children to attend in order to be fully involved with their class mates. | £420 (Alton Castle) £375 (Dol-y-Moch) | Monitored by Admin Officer/SLT – each time residential trip happens | Subsidise residential trips – Alton Castle + Plas Dol-y-Moch - 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. | Social interaction with others. Develop greater independence and life skills. Pupil interviews. | |
| Increasing number of vulnerable families and children needing help with various issues. This affects support for learning, attendance, attitudes and punctuality. Attendance officer. | £2,250 | Monitored by Principals in Romero Network – every half term | Employment of: Attendance Officer (AO) Through The Romero Partnership Network - To monitor attendance, punctuality and work with families to ensure that their child is in school and on time each day. | Improved attendance percentages across the school; children arrive to school on time and families are well supported in our community. Data analysis. | |
| Children to have the opportunity of a theatre experience | £200 | SLT | PP children experience a live production – Belgrade Theatre | Almost all children to enjoy an enriched experience. | |
| Extra teacher support for one day in year 6 to meet the needs of pp children. | £7,220 | SLT | Children to be split into smaller groups and pp children to be targeted for reading, writing and maths. | Almost all children to be age related in standard tests. | |
| Dance day | £425 | Professional dancer | Professional dancer gave the children the opportunity to develop their creative skills. | All children engaged in the dance activity. | |
| Heathy eating – parent/child workshop. | £500 | Cook | Cook to train children and parents how to prepare a healthy meal. | Parents/children would have ideas for healthy meals. | |

