



# St Gregory's Catholic Primary School

Part of The Romero Catholic Academy

## The Romero Pupil Premium Strategy Statement (2018 – 2020)

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.

<b>Financial year</b>	<b>Amount of Pupil Premium funding</b>			
<b>2016-17</b>	<b>£46,200 – 35 children</b>			
<b>2017-18</b>	<b>£40,920 -31 children</b>			
<b>2018-19</b>	<b>£36,960- 28 children</b>			
<b>2019-20</b>	<b>£36,960- 28 children</b>			

  

	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-2020</b>
<b>Percentage of FSM pupils</b>	17.58%		32.48%	13.9%
Number of FSM pupils eligible for the Pupil Premium	35 @£1320 = <b>£46,200</b>	31@ £1320= <b>£40,920</b>	28@£1320= <b>£36,960</b>	28@£1320= <b>£36,960</b>
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
<b>Total</b>	<b>£46,200</b>	<b>£40,920</b>	<b>£36,960</b>	<b>£36,960</b>

<p style="text-align: center;"><b>SCHOOL PRIORITY 1</b> To enhance the provision of catholic life</p>	<p style="text-align: center;"><b>Romero Priority 1</b> Provide effective financial management and governance at all levels to secure, protect and enrich Catholic education</p>
<p style="text-align: center;"><b>SCHOOL PRIORITY 2</b> Develop leadership and staffing at all levels to create a culture that enables pupils and staff to thrive</p>	<p style="text-align: center;"><b>Romero Priority 2</b> Establish the Romero MAC as an employer of choice that lives out Catholic ethos, values and virtues</p>
<p style="text-align: center;"><b>SCHOOL PRIORITY 3</b> To continue to improve the teaching and learning in both core subjects and the wider curriculum</p>	<p style="text-align: center;"><b>Romero Priority 3</b> Provide all pupils with high quality, inclusive education to enable them to reach their full God-given potential</p>
<p style="text-align: center;"><b>SCHOOL PRIORITY 4</b> To provide high quality provision for all learners with a focus on more able, send and disadvantaged</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.

## 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
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	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	Staff are confident planning and delivering to all groups of	Lesson observations and learning walks show that 95% of

			in all classroom. CPD to develop the teaching and learning. Individual surgeries supported teachers to plan for pp children.	learners.	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.
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 classmates.	£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	£4,500	Monitored by Principals in Romero	Employment of: Attendance Officer (AO) Through The Romero Partnership	Improved attendance percentages across the school; children arrive	Most pp children will be in line with National average.

affects support for learning, attendance, attitudes and punctuality. Attendance officer.		Network – every half term	Network - To monitor attendance, punctuality and work with families to ensure that their child is in school and on time each day.	to school on time and families are well supported in our community. Data analysis.	
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 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.	£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.	£10,000	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.	Almost all of the pupil premium children's confidence has increased, and they have enjoyed working as part of the team. (Pupil voice and PP MAC review Summer 2019)
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.	£2,600	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.	All staff are becoming more confident using PIXL. The Lead practitioners have delivered several training sessions to support CPD for staff across the MAC. Data is used to identify vulnerable groups and pupils are identified in pupil progress meetings for



					targeted interventions. Data is shared with governors termly. Staff have been allocated where the need in the school is required.
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 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.	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	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.	The majority of pp children are at age related.
Some children lack creative opportunities outside of school, so need enrichment in school from a specialist.	2 @ £36 x 3 = £219	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.	£450	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.
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 be in line with National average.
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.	Almost all children enjoyed and expressed positive comments on the theatre experience. (pupil voice and PP MAC review Summer 2019)
Extra teacher support for one day in year 6 to meet the needs of pp children.	£7,182	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.	The majority of pp children are at age related.
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 2019-2020

### 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 2020
Increasing number of vulnerable families and children needing help with various issues. This affects support for learning, attendance, attitudes and punctuality.	Two days of learning mentor salary £7,345	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.	Children have the opportunity to discuss personal issues and are supported with these, preventing them from impacting on their learning.
Some children do not access a variety of activities outside of their home.	50% of Blooms and Grow £608	Monitored by eco lead/SLT – weekly meetings	Weekly gardening sessions led by eco specialist - To support pupils' self-esteem and well-being, as well as allow children to participate in a group activity and build social bonds with their peers. To 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.	PP children and those with additional needs have enjoyed participating in weekly gardening and learning new skills. They have taken home seeds and vegetables to promote healthy eating.  Chn given the opportunity to lead on fundraising for the new courtyard eco area which has helped them to grow in confidence.
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	50% of PIXL annual cost £2,675.  £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	Termly PIXL assessments are taking place and teachers and SLT have had training in how to use this data

tracker to take place termly.				support. Termly data analysis.	to identify gaps and target appropriate intervention.
To ensure all teaching is at least good.  Improvement of classroom practice.	L. Mynott Teaching for learning. 2 days coaching. £1,000	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.	Staff felt inspired by the coaching in Autumn term and are more confident in their practise. They are aware of their strengths and the specific areas they need to improve on and know how to do so. (staff feedback)  The second observation in Spring revealed an increase in active learning in all classes observed so pupils were more focussed and gaining more from the lesson.
All PP children are entitled to additional support that will close any learning gaps.	Dedicated TA time (17.5 hrs) dedicated to PIXL therapy (focus pp children)  £9,932	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.	All teachers and TA's have had specific training in using PIXL interventions and targeting specific groups to ensure they make expected progress.  Specific interventions have shown progress among target groups in maths and spelling

Some children lack creative opportunities outside of school, so need enrichment in school from a specialist.	1 pp children – 50% of cost (£38.50/half term)  £115.50	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% have learnt to play a musical instrument. They have participated in a number of school performances.
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 peers.	50% subsidy for pp residential trip to Alton (4 in year 5) £240  50% subsidy for pp residential trip to Dol-y-moch (7 in year 6) £525	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.	84% of PP chn in Y6 and 50% of PP chn in Y5 participated in the residential increasing their social skills and problem-solving abilities and developing greater independence. All chn enjoyed their experience (pupil feedback)
Increasing number of vulnerable families and children needing help with various issues. This affects support for learning, attendance, attitudes and punctuality. Attendance officer.	£2,523	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 were in line with National average
Extra teacher support for one day in year 6 to meet the needs of pp children.	£2,672	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.	Majority of PP children at age related.
Dance day	£425	Professional dancer	Professional dancer gave the children the opportunity to develop their creative skills.	All children engaged in the dance activity.	N/A  This has been postponed and will be rearranged at a later date