

St Gregory C.E.V.C Primary School

Pupil Premium 2017/2018

Introduction

At **St Gregory C.E.V.C Primary School**, we believe passionately that all pupils should have the opportunity to succeed, no matter what their starting point might be. We strive to ensure that our young people develop the 'tools' to be life-long learners, and that they are intrinsically motivated to do the best they can.

The Pupil Premium was introduced by the Government in April 2011, and is paid into schools by means of a specific grant based on the number of pupils:

- registered as eligible for Free School Meals (FSM) during the preceding 6 years.
- who are "looked after" by the local Authority (Children in Care).
- whose parents are currently serving in the armed forces.

The Pupil Premium is additional to the main school funding and the intention of the grant is to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Objectives for Pupil Premium Children at St Gregory CEVC Primary School.

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and other children
- As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Accountability

The Headteacher and Deputy Headteacher will regularly monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the Governing Body on its progress and impact. This will be part of the regular monitoring during half termly pupil premium meetings. There is a link governor for pupil premium funding and achievement and she holds the school to account for its progress every term.

Pupil Premium Funding

- For the financial year **2017/18**:
- **44 pupils** (including 3 nursery pupils) are entitled to benefit from the additional funding at the time funding was agreed. This allocation will be revised following the January census.
- The school received **£1,320** per annum for each child who is entitled.
- The school received **£300** per annum for each child in nursery.
- In the current financial year **(2017/18)** the school received a total of **£54,120** pupil premium funding.

Barriers to future attainment

In-school barriers	External barriers
SEN/SSC	Poor attendance
Engaging boys interest	Family circumstances
Lack of self confidence	Lack of opportunity to attend ex-curricular activities
Lack of independent working	Supporting pupils in completion of homework
Pupil mobility	

Strategy for using the funding

The school has identified the needs of those pupils receiving Pupil Premium funding and will be focused on accelerating progress of pupils entitled to Pupil Premium funding to at least age related expectations. This will be achieved in several ways:

Action	Owner	Target Group	Item	Cost	Desired Impact	Review date	Completed
1. To raise the profile of Pupil Premium at our school. Termly newsletters will be sent home to parents/careers providing families with current information on how to apply for free school meals. (Link on school website to be established).	MK CS	All Pupils (Whole school).	Letter drop x3 per year.	£ NA	All pupils have received their first of three yearly mail drops. All pupils have had the opportunity to apply for the additional Pupil Premium entitlement.	End of Summer 2	Ongoing
Impact All families at the school are in receipt of the Pupil Premium funding enabling the maximum amount of money to be claimed. This has allowed the school to provide the best provision for disadvantaged pupils.							
Lessons Learned: There have been a greater number of families who qualify for FSM during the year 2017/2018 than in previous years. Increasing the number of letters home where parents will be directed clearly to the online application will be a focus during 2018/2019. (Link on school website to be made clear). To be continued during 2018/2019.							
2. To write to individual families providing information about funding initiatives, Attitude Trackers and intervention strategies.	MK	All PP families.	Letters tailored to the different needs of EYFS, KS1 and KS2.	£ NA	All families will be provided with up to date information on how PP children are supported in the school. Communication with families will continue to build.	End of Summer 2	2 nd /3 rd week Autumn 1 for KS1 and KS2. Start of the Spring term for EYFS.
Impact All families have received the relevant information regarding interventions. Families have been encouraged to contact the school to request financial support for school trips, Breakfast Club, Home Learning Club and ex-curricular activities. In some cases Breakfast Club has helped families to improve pupil attendance this year.							
Lessons learned: A continued close working relationship between the PP lead and SENCO is vital, ensuring PP mobility is always accurately recorded and pupils can benefit from support as soon as possible.							

To be continued during 2018/2019.

3. To continue to employ a Pupil Premium teacher to work with pupils on a 1:1 or small group basis. Class teachers will work closely to help provide data and other background information on individual learners. Gaps in learning will be addressed on a weekly basis.	MK AQ	All Pupil Premium learners.	Employment of a Pupil Premium teacher.	£16037 pa	Pupils will have been taught the gaps. KS1 teacher data will show that at least 65% of pupils will be making progress each term. KS1 teacher data will show that 85% of pupils will be making progress in the Summer term 2018. Data will show continued progress from pupils' individual starting points, helping to close the attainment gap.	End of Spring 1 Review impact for next financial year.	End of Summer Review impact for next academic year.
--	----------	-----------------------------	--	-----------	--	--	---

Impact

KS1 PROGRESS DATA:

Group	Reading				Writing				Maths			
	Summer 2017	Autumn 2017	Spring 2018	Summer 2018	Summer 2017	Autumn 2017	Spring 2018	Summer 2018	Summer 2017	Autumn 2017	Spring 2018	Summer 2018
PP												
Expected/above	100	75	89	88	89	75	78	75	100	100	100	88
Above	11	0	0	13	0	0	22	25	0	0	11	25
Non-PP												
Expected/above			62	90			66	84			66	86
Above			17	29			7	16			10	22
Difference			+27	-2			+12	-9			+34	+2

BOYS AND GIRLS PROGRESS KS1&KS2

Group	Reading					Writing					Maths				
	Spring 2017	Summer 2017	Autumn 2017	Spring 2018	Summer 2018	Spring 2017	Summer 2017	Autumn 2017	Spring 2018	Summer 2018	Spring 2017	Summer 2017	Autumn 2017	Spring 2018	Summer 2018
Boys	86	88	76	76	83	76	83	76	76	96	86	100	76	80	96
Expected/above															
Above	19	9	9	8	0	0	0	0	4	4	0	0	9	8	13
Girls	63	83	81	100	92	75	83	100	92	85	81	83	91	92	92
Expected/above															
Above	0	0	0	0	38	0	13	0	8	31	6	13	0	17	31
Difference	+23 B	+ 5 B	+5 G	+24 G	+9 G	+ 1 B	B=G	+24 G	+16 G	+11 G	+5 B	+17 B	+15 G	+12 G	+4 B

EYFS ALL PROGRESS (RWM combined)

Measure=7	Reading			Writing			Maths		
	Autumn 17	Spring 18	Summer 18	Autumn 17	Spring 18	Summer 18	Autumn 17	Spring 18	Summer 18
Expected/above	71	100	100	57	100	100	86	100	100
Above	14	29	33	0	14	33	14	29	33

Lessons learned:

The continued close working relationship of the DHT and PP intervention teachers is imperative. DHT to monitor Learning Journey folders more closely looking for evidence of impact and to ensure continuity in approach. DHT to carry out pupil perceptions to help identify areas for improvement.

To be continued during 2018/2019.

3.1 To continue to employ a supply teacher to release the class teacher x1 every half term to conduct 1:1 learning talks with individual pupils.	MK VG	All Pupil Premium Learners.	Purchase supply teaching cover.	£3410 pa	To allow class teacher and pupil to review the gaps taught and set targets. Teacher assessments will be informed by work done during interventions.	End of Spring 2 Review impact for next financial year.	End of Summer 2 Review impact for next academic year.
---	----------	-----------------------------	---------------------------------	----------	---	--	---

Impact

Pupil Premium funding has been used to employ two supply teachers for three days in the last week of each half term. Teachers carried out 1:1 interviews with their pupils where the Attitude Tracker was filled out. Targets were identified and discussed, and a review of the learning that has taken place during intervention sessions was carried out.

The Attitude Trackers have been sent home to families half termly. This has helped in the sharing of information and strengthening links between home and school. Families are now able to talk to their children about each of the key areas identified on the Attitude Trackers: 1. Classroom behaviour, 2. Wider School Behaviour, 3. Effort, 4. Home Learning, 5. Uniform, 6. Attendance, 7. Punctuality and 7. Relationships.

Teachers have all continued to responded positively to this initiative, commenting on the impact that 1:1 sessions has had on their understanding of individual learners and their needs.

Lessons learned:

NB - EYFS only started their interventions at the start of the Spring term. This decision was taken so that the pupils had a chance to settle into their new class environment and build relationships within the class. Review this annually and make decisions based on the cohort.

All interventions are to begin after 10.45 from 5.9.18, avoiding pupils being removed from their maths and English sessions.

DHT to monitor 1:1 sessions and to use this information to improve the written guidance for the meetings.

To be continued during 2018/2019.

4. To continue to employ an LSA to work with Pupil Premium learners. Pupils work on a 1:1 ratio. Sessions take place every week. All pupils to receive intervention (BARE, ARE and AARE). Class teachers help to identify gaps and work closely with the HLTA in providing support.	MK TP	All Pupil Premium learners.	Employment of a Pupil Premium LSA.	£14292	Starting Summer 2016 Pupils will have been taught the gaps. KS2 teacher data will show that at least 65% of pupils will be making progress each term. KS2 teacher data will show that 85% of pupils will be making progress in the Summer term 2018. Data will show continued progress from pupils' individual starting points, helping to close the attainment gap.	End of Spring 2 Review impact for next financial year.	End of Summer 2 Review impact for next academic year.
--	----------	-----------------------------	------------------------------------	--------	---	--	---

Impact

KS2 PROGRESS DATA

Group	Reading					Writing					Maths				
	Spring 2017	Summer 2017	Autumn 2017	Spring 2018	Summer 2018	Spring 2017	Summer 2017	Autumn 2017	Spring 2018	Summer 2018	Spring 2017	Summer 2017	Autumn 2017	Spring 2018	Summer 2018
PP															
Expected/above	71	82	79	88	88	82	85	88	88	77	86	91	83	84	77
Above	14	7	7	8	8	0	7	0	0	12	0	7	7	12	12
Non-PP															
Expected/above				90	94				93	90				87	90
Above				5	6				8	10				15	14
Difference				-2	-6				-5	-13				-3	-13

ALL PROGRESS KS1&2

Measure=38/37	Reading					Writing					Maths				
	Spring 2017	Summer 2017	Autumn 2017	Spring 2018	Summer 2018	Spring 2017	Summer 2017	Autumn 2017	Spring 2018	Summer 2018	Spring 2017	Summer 2017	Autumn 2017	Spring 2018	Summer 2018
PP															
Expected/above	73	86	78	81	88	78	86	84	78	76	84	93	88	81	79
Above	11	8	5	5	9	3	5	0	5	15	0	5	5	11	18
Non-PP															
Expected/above				79	89				82	87				79	85
Above				10	13				8	11				13	17
Difference				+2	-1				-4	-11				+2	-6

Lessons learned:

As 3.1.

As data is built up over time continued trends in progress will be identified and assessed.

- Why have Non PP learners made more progress than PP learners between the Spring and Summer terms 2018?
- Current data suggests that there is a consistency in the amount of progress made when comparing like terms.

To be continued during 2018/2019.

5. To provide an i-Achieve Extra Tuition Programme for some learners. Pupil Premium learners will work in groups of no more than 6 with qualified teachers. Up to x2 groups working at any one time. Tutors will work closely with class teachers to identify gaps. Sessions take place every Tuesday afternoon. Incentives and rewards are used to encourage learners.	MK iAchieve tutors	Selected Premium learners (Until Summer 1 2018).	Learning Academies.	£2400 term1 £2400 term2 £2400 term3 £7200 pa (Ongoing)	Starting: Summer1 2016 Data for i-Achieve pupils will show that: 65% of pupils will have made progress from Autumn 2017 to Spring 2018 85% of pupils will have made progress by July 2018. Data will show the attainment gap closing.	End of Spring 2 Review impact for next financial year.	End of Summer 2 Review impact for next academic year.
--	--------------------	--	---------------------	---	---	--	---

Impact Summer 2017

Year Group	Mastered	Working at	Working towards	Total number of skills
Year 2 (3 pupils)	88	22	14	124
Year 3 (3 pupils)	75	48	13	136
Year 4 (2 pupils)	65	13	11	89
Year 5 (6 pupils)	121	80	27	228
All (14 pupils)	349	163	65	577
%	60	28	11	100

Table showing the number of skills either Mastered, Working At, or Working Towards across the school (Years 2-5). Skills are identified by the class teacher as gaps in learning.

% of pupils **Working at ARE + = 89%**

Impact Autumn 2018:

Year Group	Mastered	Working at	Working towards	Total number of skills
Year 3 (4 pupils)	48	22	6	76
Year 4 (1 pupil)	2	8	2	12
Year 5 (2 pupils)	34	11	1	46
Year 6 (5 pupils)	47	28	16	91
All (12 pupils)	131	69	25	225
%	58	31	11	100

Table showing the number of skills either Mastered, Working At, or Working Towards across the school (Years 3-6). Skills are identified by the class teacher as gaps in learning.

% of pupils **Working at + = 89%**

Impact Spring 2018:

Year Group	Mastered	Working at	Working towards	Total number of skills
Year 3 (4 pupils)	70	30	10	110
Year 4 (5 pupils)	53	28	15	96
Year 5 (2 pupils)	42	18	4	64
Year 6 (1 pupil)	22	9	4	35
All (12 pupils)	187	85	33	305
%	61	28	11	100

Table showing the number of skills either Mastered, Working At, or Working Towards across the school (Years 3-6). Skills are identified by the class teacher as gaps in learning.

% of pupils **Working at + = 89%**

Impact Summer 2018:

Year Group	Mastered	Working at	Working towards	Total number of skills
Year 3 (4 pupils)	102	33	15	150
Year 4 (5 pupils)	98	44	25	167
Year 5 (2 pupils)	52	19	5	76
Year 6 (1 pupil)	28	12	6	46
All (12 pupils)	280	108	51	439
%	64	25	13	100

Table showing the number of skills either Mastered, Working At, or Working Towards across the school (Years 3-6). Skills are identified by the class teacher as gaps in learning.

% of pupils **Working at + = 89%**

Data shows a consistent level of progress towards securing targets over the course of all four terms.

Pupils are selected carefully so that their preferred learning style complements the digital learning experienced in these sessions. Pupil perception interviews proved that there is a high level of enjoyment and improved self-confidence felt by these pupils. All the children have engaged enthusiastically in the sessions. Milestones are celebrated with the awarding of certificates and medals in the Thursday Celebration Assembly.

Pupils will be changed in September 2018. Focus groups will be: BOYS & HIGHER ABILITY learners.

To be continued during 2018/2019.

6. To provide Individual pupil subsidies as part of continued enrichment for Pupil Premium children.	MK VG	Individual Pupil Premium pupils.	Breakfast club.	£1800	Pupils will start the day well-nourished, helping to aid concentration.	April 2018 Set new budget for fixed and variable costs.	End of Spring 2 End of Summer 2 Review impact for next financial/academic year.
			Homework club.	£3000	Pupils will get support from staff members with home learning. Relationships at home will improve.		
			Ex-curricular activities in school.	£2000	Pupils will have opportunities to learn new skills, build resilience and improve self-		

			Ex-curricular activities out of school.	£2000	confidence. These skills will be transferable into the classroom/learning environments.		
			Travel	£900	Families facing unforeseen difficulties will be able to get to/from school improving attendance.		
			Counselling	£500	Pupils who have life changing experiences will have the emotional support and mentoring to help them deal with their feelings.		
Impact 2018:							
Breakfast Club The fourteen pupils who have attended the school Breakfast Club at least once this year have made the following expected progress+: Reading: 64% Writing: 64% Maths: 93% <							

Future Actions

To implement actions as quickly as possible and regularly review the effectiveness of pupil premium spend, feeding this information into next year choices.

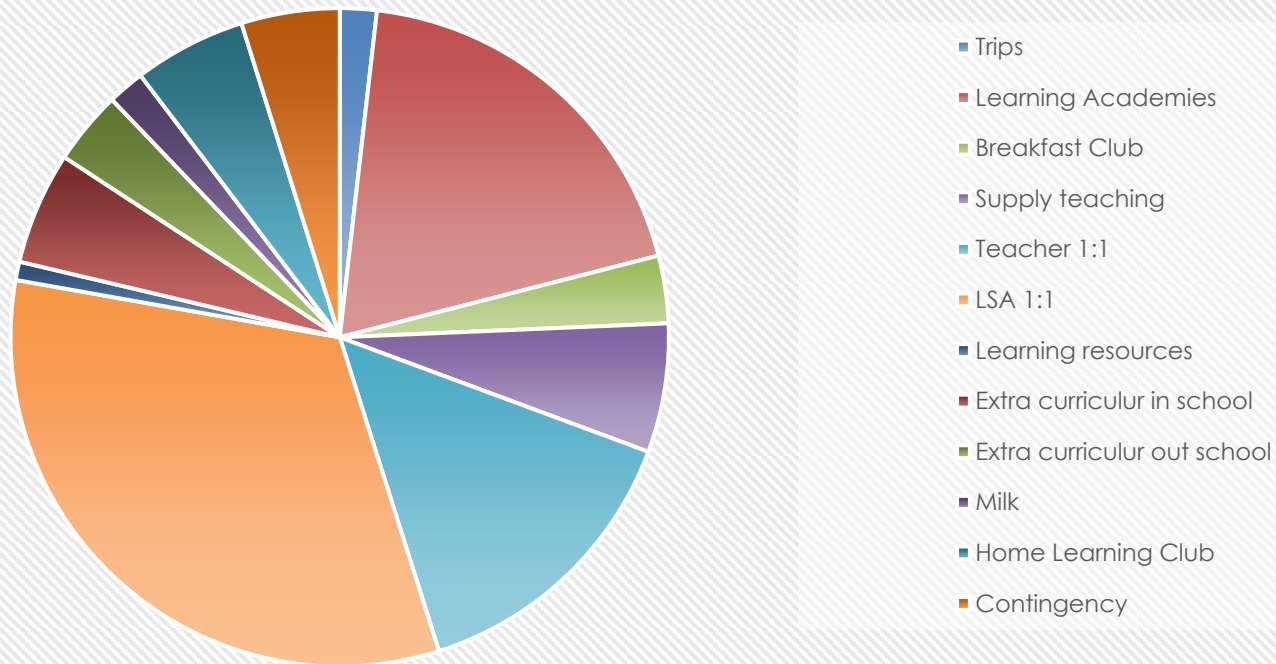
Pupil Premium Strategy review dates:

End of Autumn 2 (Support Plan, Working Party)

End of Spring 2 (New financial year, Support Plan PP & Working Party)

End of Summer 2 (Working Party & Support plan for September 2018)

Pie chart showing the allocation of spending for Pupil Premium 2017-2018



% - Attainment outcomes for KS1 Phonics – 2016v2017v2018

Groups	Year1				Year2 Cumulative			
	2015	2016	2017	2018	2015	2016	2017	2018
PP School	67	75	80	97	86	67	50	0 (X1 PUPIL)
PP National (non-disadvantaged)	66	70	84	83	84	86	NA	NA
Gap	+1	+5	-4	+14	+2	-19	NA	NA

% - Attainment outcomes for KS1 SATS – 2016v2017v2018

	ARE+									AARE								
Group	Reading			Writing			Maths			Reading			Writing			Maths		
PP 2016 = 6 pupils PP 2017 = 5 pupils PP 2018 = 6 pupils	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
PP School	50	75	83	50	75	67	50	75	83	17	25	17	0	25	17	0	25	33
PP National (non-disadvantaged)	78	79	75	70	72	70	77	79	76	27	28	26	15	18	16	20	23	22
Gap	-28	-4	+8	-20	+3	-3	-27	-4	+7	-10	-3	-9	-16	-7	+1	-20	+2	+10

% - Attainment outcomes for KS2 SATS – 2016v2017v2018

	ARE+									AARE								
Group	Reading			Writing			Maths			Reading			Writing			Maths		
PP 2016 = 11 pupils PP 2017 = 9 pupils PP 2018 = 8 pupils	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
PP School	36	50	67	18	44	56	27	40	78	9	0	33	0	0	33	0	20	11
PP National (non-disadvantaged)	72	77	80	79	81	83	76	80	81	23	29	33	18	21	24	20	27	28
Gap	-35	-27	-13	-61	-37	-27	-48	-40	-3	-14	-29	0	-18	-21	+9	-20	-7	-17

% - Attainment outcomes for KS2 SATS – 2016v2017v2018

Group	ARE+ RWM				AARE RWM		
	2016	2017	2018		2016	2017	2018
PP 2016 = 11 pupils PP 2017 = 9 pupils PP 2018 = 8 pupils	9	33	56		0	0	11
PP National (non-disadvantaged)	60	67	70		7	11	12
Gap	-51	-34	-14		-7	-11	-1

Analysis of attainment data by whole school (Pupil Premium v Other)
End of Summer 2016v2017v2018

Pupils shown are those assessed as working **at ARE or above ARE**. SSC pupils are not included in the measure

Group	Measure			Reading			Writing			Maths		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
PP	40	38	41	27 = 68%	23 = 61%	27 = 66%	14 = 35%	22 = 58%	25 = 61%	22 = 55%	22 = 58%	29 = 71%
Other	153	140	157	116 = 76%	124=89%	130 =83%	104 = 68%	114=81%	124 = 79%	121 = 79%	116=83%	127 = 81%
GAP				-8%	-28%	-17%	-33%	-23%	-18%	-24%	-25%	-10%

Pupils shown are those assessed as working **above ARE** indicating accelerated progress has been made. SSC pupils are not included in the measure.

Group	Measure			Reading			Writing			Maths		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
PP	40	38	41	8 = 20%	8 = 21%	10 = 24%	3 = 8%	5 = 13%	9 = 22%	4 = 10%	5 = 13%	7 = 17%
Other	153	140	157	58 = 38 %	59=42%	56 = 36%	34 = 22%	41=29%	44 = 28%	42 = 27%	48=31%	45 = 29%
GAP				-18%	-21%	-12%	-14%	-16%	-6%	-17%	-18%	-12%

Out of the Pupil Premium pupils who attended the **Home Learning Club** the following either met or exceeded their age related expectations in:

Reading			Writing			Maths		
2016 (9 pupils)	2017 (8 pupils)	2018 (11 pupils)	2016	2017	2018	2016	2017	2018
44%	63%	67%	33%	50%	75%	56%	38%	58%

(Average number of session attended =6.1)

Table showing the percentages of Pupil Premium pupils' v Other in **EYFS** who obtained GLD:

Pupil Premium		Other	
2017	2018	2017	2018
100%	67%	79%	68%

Key stage 2 disadvantaged

This is validated data for 2015/2016.

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	-3.07	-5.81	-2.41
Confidence interval	-6.78 to +0.63	-9.53 to -2.09	-5.56 to +0.75
National average for non-disadvantaged pupils	+0.33	+0.12	+0.24
Number of disadvantaged pupils	11	11	11

Key stage 2 disadvantaged

This is provisional data for 2016/2017.

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	-2.26	-1.54	-0.96
Confidence interval	-6.33 to +1.81	-5.50 to +2.41	-4.63 to +2.71
National average for non-disadvantaged pupils	+0.33	+0.17	+0.28
Number of disadvantaged pupils	9	9	9