



Pupil Premium Strategy Statement

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 Head Teacher and Deputy Head Teacher 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

- The school received **£1,320** per annum for each child who is entitled.
- The school received **£300** per annum for each child in nursery.

1. Summary information				
Academic Year	2018/2019			
Total number of pupils	41	Total PP budget	£59,400	Pupil Premium Strategy review dates: • End of Autumn 2 • End of Spring 2 • End of Summer 2

Attainment & progress							
	Pupils eligible for PP (SGPS) Year 6 summer 2017	Pupils not eligible for PP (national average 2017)	Gap 2017	Pupils eligible for PP (SGPS) Year 6 summer 2018	Pupils not eligible for PP (national average 2018)	Gap 2018	Gap year on year difference
% achieving ARE in reading, writing and maths	33%	67%	-35%	56%	70%	-14%	% = narrowing
% achieving ARE in reading	50%	77%	-27%	67%	80%	-13%	% = narrowing
% achieving ARE in writing	44%	81%	-37%	56%	83%	-27%	% = narrowing
% achieving ARE in maths	40%	80%	-40%	78%	81%	-3%	% = narrowing
Making expected+ progress in reading	-2.2	0.3	2.5	-1.2	0.3	1.5	APS = narrowing
Making expected+ progress in writing	-1.5	0.1	1.6	-0.4	0.2	0.6	APS = narrowing
Making expected+ progress in maths	-0.9	0.2	1.1	-2.2	0.3	2.5	APS = widening

Year 6 End Of Key Stage Results 2018

This data does not include SSC pupils.

	READING		WRITING		MATHS		GPS	
	School 2018	Nat 2018	School 2018	Nat 2018	School 2018	Nat 2018	School 2018	Nat 2018
% at ARE	86%	75%	83%	78%	83%	76%	86%	78%
% above ARE	38%	28%	28%	20%	24%	24%	28%	34%
Average Scaled Score	107	105			104	104	106	106
% at ARE RWM	72%	64%						
% above ARE RWM	17%	10%						

2. Barriers to future attainment

In-school barriers

A.	The poor behaviour and lack of motivation of some pupils (namely boys) has a detrimental effect on pupil progress.
B.	Some pupils lack interest/motivation in reading for pleasure. Inference and deduction skills need to be improved across the school.
C.	Some pupils find it difficult to write in an organised, sustained way. The purpose can be unclear and the audience is not always considered.
D.	Pupil's spelling does not always meet national standards. This impacts on the overall effect of their writing and prevents them from achieving ARE.
E.	Boys attainment in maths is in line with national, whereas girls attainment is above national (B=75%, G =92%). Boys' attainment is therefore notably below the girls. Overall St Gregory pupils performed above national at ARE+ (SG=83%, N=76%). The need to improve the rapid recall of multiplication/division facts has been highlighted as a contributory factor to the gap between boys and girls attainment.
F.	AFL must show triangulation and consistency across the school in its approach.

External barriers

G.	Attendance of PP pupils is currently above the previous year at 93.9% compared to NPP at 88%, but below the target of 97%. (Included in this data are x3 SSC pupils, all with below 80% attendance).
H.	Families don't always apply for the FSM funding to which they are entitled.
I.	Lack of family support which impacts on homework and wider life experiences.

3. Desired outcomes

	<i>Desired outcomes</i>	<i>How will it be measured?</i>	<i>Success criteria</i>
A.	The profile of Team Rewards and working together will continue to be raised improving behaviour. Weekly stickers will be awarded to pupils who stay green and the number of poor behaviour incidents will continue to reduce.	- This will be shown in the Thinking Forms reducing in number further over each consecutive half term. - Data will be collected showing the number of pupils staying on green weekly, termly and yearly.	Pupils will continue to have a greater sense of working as part of a team. The incidents of poor behaviour reported will drop further. There will be a reduction in the number of Thinking Forms completed. The number of pupils staying green will start to improve weekly, termly and yearly.
B.	The gap between PP and non PP pupils in reading in some year groups will close.	- Termly data analysis. - TP to identify and record gaps filled in pupils individual Learning Journey folders. - TP will assess pupils against objectives with BARE, ARE and AARE/	Data will show a continued closing of the gap between non PP and PP learners. Evidence of progress against individual starting points will be visible in all folders.

		- Pupils will self-assess their learning against objectives with RAG approach. - Accelerated Reader will show months/years progress for individuals and groups.	Pupils' gains will show them to be in line with ARE/ARE+.
C.	The gap between PP and non PP pupils in writing in some year groups will continue to close.	- Termly data analysis. - TP to identify and record gaps filled in pupils individual Learning Journey folders. - TP will assess pupils against objectives with BARE, ARE and AARE/ - Pupils will self-assess their learning against objectives with RAG approach. - Hot and Cold writing tasks (T4W) - KS moderation meetings.	Data will show a continued closing of the gap between non PP and PP learners. Evidence of progress will be visible in all folders. Pupils will show gains in their writing to make them in line with ARE/ARE+.
D.	More pupils will reach national standards in spelling by the end of each year.	Teachers will use the schools' spelling program to carry out weekly spelling exercises and record successes.	Data will show that pupils in each year group will have a greater number reaching ARE/ARE + by the end of the year. Data will show a closing of the gap between non PP and PP learners. Next strategy 2019/2020 to use 68% as a bench mark for improvement.
E.	More pupils will reach the ARE by the end of KS2. Standards will improve across the school for mental recall of times tables and division facts. Rock Star Times Tables will be used at home with families to promote the learning of multiplication facts in a fun way.	- Tests carried out x4 weekly will show improvement. Data will be entered onto a spreadsheet. - Rock Star Times Tables will record each pupils' online progress.	Data will show that all pupils have made progress. Data will show a closing of the gap between non PP and PP learners. Families will support the initiative and engage with TTRS at home.
F.	Pupil 1:1 interviews will continue to help to triangulate the information about individual pupils. Families will be kept informed how their child is performing against the set criteria. AFL will take place more effectively/accurately. The pupil voice will be heard and opportunities for child led target setting will take place.	- Pupil Learning Objective grids will be updated every half term, informed by the work done by TP. - RAG assessments will provide an easily understood visual representation for families about their child's performance.	There will be an obvious correlation between TP and teacher assessments. Data will show that gaps have been filled and next steps identified. Attitude Trackers will be received by families every half term.
G.	Increased attendance rates for pupils eligible for PP.	- Half termly data analysis. - Regular meetings with the EWO. - MK will monitor closely at risk families and arrange 1:1 meetings. EWO targets will be reviewed/discussed.	Attendance for all PP children will be in line with school targets of 97%.

			EWO targets are mutually agreed and set. Families will stick to these clear expectations. DHT to complete DSL training to become Alternate DSL.
H.	All families who are entitled to FSM will apply. The number of families applying for FSM will remain consistent/increase.	- Families will make contact with the school to receive support in their applications. - Accurate, up to date information will be compiled about which pupils are entitled to PP funding.	Termly letters will be sent out to all families. Newsletters will contain information for families on how to apply for FSM. Online application information will be present on the school website.
I.	PP pupils will have the opportunity to attend home learning club and other enrichment activities both inside and outside school. The gap between non PP pupils and PP pupils will close.	Half termly data analysis. PP Working Party to review needs v provision.	Half termly data analysis will show how equal opportunities and well-being impacts positively on academic progress and achievement. The PP Working Party will continually review what works well and what can be improved.

4. Planned expenditure

Academic year: 2018-2019

The three headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

1. Quality teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review & cost
B	To continue implementing the Accelerated Reader programme across KS2.	KS2 data shows that there is a gap between boys and girls reading attainment: B=81%, G=92% ARE+ Experience has proved that AR encourages boys to become more intrinsically motivated when targets and rewards are put in place.	- X3 assessment dates will be set for all KS2 teachers to test their pupils. - The English coordinator will monitor the testing periods and have an overview of the data.	TW/MK	Termly NA (English budget)

C	To continue developing the Talk 4 Writing initiative across the whole school	Data in recent years has shown a number of pupils BARE. Girls have been traditionally outperforming the boys. SATS 2018: B=56% ARE+ G=100% ARE+	- To continue with T4W approach across all year groups. - Book scrutiny's will be carried out. - KS meetings will continue to carry out moderation every half term.	TW	NA
D	To implement the St Gregory spelling program	Book scrutiny's show that spelling continues to be an issue when pupils are writing across the curriculum.	- Spelling session will be carried out x3 per week. - Lesson dips into all spelling sessions in KS1 and KS2. - Teachers will follow the agreed approach set by TW. - Spellings will be taught contextually not just by rope.	TW	NA
E	To implement the Rock Star times tables program	KS2 data shows boys are outperformed by girls, even though boys are in line with national data: B=75%, G=92% ARE+. It has been identified that a lack of quick multiplication/division facts is a contributory factor to why progress and attainment are lower than expected. Overall the school is above national data for ARE+ in maths: SG=83% ARE+ PP=88% ARE+	- Rock Star times tables will be carried out x4 per week. - Data will be compiled and used for future target setting. - DF to monitor across the school.	DF	NA (Maths budget)
Total budgeted cost					NIL

2. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review & cost
A	To continue using the behaviour Thinking Forms as part of our policy in tackling poor behaviour	Pupils have responded positively to a more reflective approach when incidents occur. The number of pupils sent to the HT and DHT has dropped. The DHT teacher receives weekly updates on lunch time behaviour from the MDSA. Pupils are aware that they will be asked to account for any incidents of poor behaviour.	- Thinking Forms will be kept as records of poor behaviour. - Weekly written feedback from the MDSA means a picture of poor behaviour from individuals is kept and acted on.	HT & DHT	Ongoing £NA
A	Weekly stickers will be awarded to pupils who stay green. Half termly rewards will be introduced, along with a presentation evening at the end of the year for families.	A trial period where pupils were rewarded in this way showed positive improvements in behaviour. Pupils aspired to, 'Stay Green All Week!' Pupils who always do the right thing are recognised for their continued effort.	- Class teachers will keep accurate records of the pupils who stay green. - Data will be collated on a half termly basis so that improvements can be tracked.	HT&DHT	Cost of blank stickers (£50 pa).
A	To continue building on our new approach to rewarding positive behaviour and making good choices with team point tokens.	Last year showed positive responses from all pupil and a greater sense of team. Pupils responded positively when working towards their end of year reward (film afternoon).	- Pupils will be trained in the collection and recording of Team Points. - Celebrations will take place in weekly held assemblies.	DHT	No new costs to be incurred.
A	To continue implementing team building days	Recent team building days for MFL and a games day, have resulted in pupils having a greater sense of pride in their team. Pupils have worked together to achieve team points.	- UPR teachers will lead their teams in organising the themed days. - Staff meeting time will be dedicated to planning quality provision. - HT & DHT will have an overview of the implementation.	HT, DHT, UPR teachers.	End of Summer 2 £ As needed at the time.

G	To work with the EWO to meet with families and put action plans into place.	Ofsted April 2017 'Fully embed the recent improvements in provision for disadvantaged pupils and seek ways to further improve the attendance of those who are regularly absent.'	- To continue to use school attendance data to monitor PP absences, identifying trends and concerns. - To work closely with the SEO to ensure targets set for families are adhered to.	DHT, HT & CS	End of each half term £ NA
H	To raise the profile of Pupil Premium in our school with termly letters to families. (Start of the Spring term for EYFS).	The application process for FSM has changed. Families need to be well informed so that the optimum number of applications are made. From 7th December 2017, the Citizens Portal began accepting online applications for FSM. The system will generate an immediate automatic email informing the applicant whether they are eligible. Paper applications were no longer accepted from 1st January 2018.	- Termly newsletters will be sent home to parents/carers providing families with current information on how to apply for free school meals. - The school website will have a visible, live link to the application form.	DHT & VG	Ongoing: £NA

I	To provide Individual pupil subsidies as part of continued enrichment for Pupil Premium children. Breakfast club Pupils will start the day well-nourished, helping to aid concentration. Home learning club Pupils will get support from staff members with home learning. Relationships at home will improve. Ex-curricular enrichment Pupils will have opportunities to learn new skills, build resilience and improve self-confidence. These skills will be transferable into the classroom/learning environments. Counselling (Kernos centre) Targeted pastoral support and mentoring will be provided to ensure pupils are supported emotionally and socially where needed. School trips To subsidise/part subsidise school trips (including the Year 5 residential to Thorpe Woodlands).	The Ofsted Inspection Framework focuses on: How well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities. In in 2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.' This research was funded by the Department for Education and Skills (PSHE/Citizenship Team) and managed by The Scout Association and The Duke of Edinburgh's Award. 'Cost was cited as the predominant reason why pupils do not take up the opportunity when offered by the school – cost is seen as a barrier to 61% of this group of pupils not attending a residential.'	• Data analysis • Pupil questionnaires • Data analysis • Consultations with families	DHT	End Autumn, Spring and Summer terms. £1800 £3000 £4000 (£2000 in school & £2000 outside school). £2000 £2000 (£80 per head towards Thorpe Woodlands. £40 per head towards other trips).
Total budgeted cost					£10,800 pa

3. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review & cost
B, C, D, E Pupils will have been taught the gaps in R, W & M, resulting in the attainment gap closing. 65% of pupils will have made progress from Autumn 2018 to Spring 2019 85% of pupils will have made progress by July 2019. Data will show continued progress from pupils' individual starting points, helping to close the attainment gap.	To continue to employ a Pupil Premium specialist LSA to work with pupils on a 1:1 ratio to improve reading, writing and maths.	The EEF (Education Endowment Foundation)identifies 1:1 tuition as a high impact intervention: 'Evidence indicates that one to one tuition can be effective on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.'	- Sessions take place every week. - All pupils to receive intervention (BARE, ARE and AARE). - Class teachers will work closely to help provide data and other background information on individual learners. - DHT to observe intervention sessions half termly - DHT to review Learning Journey folders half termly looking for evidence of impact. - Pupil perceptions	DHT with TP	End of Spring 2 Review impact for next financial year. £14292 pa
B, C, D, E As above	To continue to employ a Pupil Premium specialist teacher to work with pupils on a 1:1 ratio to improve reading, writing and maths.	As above	As above	DHT with TP	End of Spring 2 Review impact for next financial year. £16037 pa

F Class teachers and pupils will have the opportunity to review the gaps taught and set targets. Teacher assessments will be informed by work done during interventions. Progress will be clear.	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.	The 1:1 meeting helps in the triangulation of information shared between pupil, specialist intervention teacher and class teacher. The EEF (Education Endowment Foundation) identifies feedback as a high impact intervention: 'Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation...'	DHT will observe a selection of 1:1 interviews every half term.	DHT	End of Spring 2 Review impact for next financial year. £3410 pa
A , F, G & I All families will be provided with up to date information on how PP children are supported in the school. Pupils will share their half termly targets and discuss their Attitude Tracker. Communication with families will continue to build.	To send home pupil Attitude Trackers.	Feedback from all stakeholders in the years 2016-2018 was positive. The Attitude Tracker shows the whole child is taken into consideration when trying to close gaps. The EEF (Education Endowment Foundation) identifies Parental involvement as a moderate intervention: 'Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.'	- Attitude Trackers will be sent home every half term. - Electronic copies will be kept at school for future reference. - Families will be consulted with at parents evening - DHT to check all Attitude Trackers half termly.	DHT	End of each half term. £NA

B, C, & E Pupils will have been taught the gaps in R, W & M, resulting in the attainment gap closing. 65% of pupils will have made progress from Autumn 2018 to Spring 2019 85% of pupils will have made progress by July 2019.	To provide an i-Achieve extra tuition programme for some learners. Sessions take place every Tuesday afternoon. Incentives and rewards are used to encourage learners.	i-Achieve provides an alternative learning style. Previous pupil perceptions confirm that learners experience a fun, engaging learning experience and that they look forward to the sessions taking place.	- 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. - DHT to observe sessions - Pupil perceptions - Termly reports will provide progress data to assess impact.	DHT	End of Spring 2 End of Summer 2 £2400 term1 £2400 term2 £2400 term3 £7200 pa (Ongoing)
A SSC pupils will have had the opportunity to work with a specialist music therapist. This will help them to develop improved communication skills and build stronger relationships with peers.	To provide specialist music therapy sessions for PP SSC pupils.	Recent studies (Pavlicevic & Trevarthen 1989; Bhatara et al 2009; Raglio et al 2011) have shown that music can address some of the difficulties encountered by children with autism, such as social interaction, communication, emotional responsiveness, and even imagination and rigidity of thought.	- A music therapy report will be provided by the music therapist every term for every pupil, focusing on each child's responses and developments in the sessions. - DHT to work closely with DN (SENCO) to monitor the sessions and their impact.	DHT & DN	(Ongoing) £1500 per term £4500 pa
Total budgeted cost					£45,439 pa

Future Actions - To ensure that a contingency is provided in the budget so that we may react quickly and address any new needs of Pupil Premium learners. - To implement actions as quickly as possible and regularly review the effectiveness of pupil premium spend, feeding this information into next year choices.	Grand total	£56,239 pa
	Contingency	£3,161

Review: 2018-2019

i. Quality of teaching for all

Chosen action/approach	Desired outcome	Estimated impact	Lessons learned	Cost																											
(B) To continue implementing the Accelerated Reader programme across KS2	The gap between PP and non PP pupils in reading in some year groups will close.	Evidence of progress against individual starting points is clearly visible in all folders. Gap analysis has been carried out at half termly intervals with individual target setting taking place. Data shows that the attainment gap between Non PP and PP has not widened over the course of the year. Attainment has dropped overall. Girls still performed strongly. <table><tr><td>KS2</td><td>2018</td><td>2019</td></tr><tr><td>All with SSCs (31)</td><td>86%</td><td>68%</td></tr><tr><td>All (29)</td><td>81%</td><td>72%</td></tr><tr><td>PP (6)</td><td>75%</td><td>67%</td></tr><tr><td>Non PP (23)</td><td>90%</td><td>74%</td></tr><tr><td>Difference</td><td>-15%</td><td>-7%</td></tr></table> Despite attainment dropping progress has been good for Year 6 pupils. STGP All Yr6 reading progress score = 1.4 STGP PP Yr6 reading progress score = 0.5 (TBC) Suffolk reading progress score = -0.7	KS2	2018	2019	All with SSCs (31)	86%	68%	All (29)	81%	72%	PP (6)	75%	67%	Non PP (23)	90%	74%	Difference	-15%	-7%	PP allocation to pay for AR subscription as an ongoing cost. This will be budgeted for in September. Greater parental support with early KS2 readers is needed. Expectations will be highlighted during the Meet The Teacher sessions. Reading logs will be monitored closely. 2019 SATs results indicate boys reading will need to be a focus for 2019-2020 SDP. The gap between these groups has widened since last year. <table><tr><td>KS2</td><td>2018</td><td>2019</td></tr><tr><td>Boys (17)</td><td>81%</td><td>59%</td></tr><tr><td>Girls (12)</td><td>92%</td><td>92%</td></tr></table>	KS2	2018	2019	Boys (17)	81%	59%	Girls (12)	92%	92%	£1678 pa
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		STGP whole school progress was consistent over the course of the year, however, the gap between groups has widened. <table><tr><td></td><td>Summer 2018</td><td>Summer 2019</td></tr><tr><td>PP</td><td></td><td></td></tr><tr><td>Expected/above</td><td>88</td><td>82</td></tr><tr><td>Above</td><td>9</td><td>5</td></tr><tr><td>Non-PP</td><td></td><td></td></tr><tr><td>Expected/above</td><td>89</td><td>93</td></tr><tr><td>Above</td><td>13</td><td>15</td></tr><tr><td>Difference</td><td>-1</td><td>-11</td></tr></table>		Summer 2018	Summer 2019	PP			Expected/above	88	82	Above	9	5	Non-PP			Expected/above	89	93	Above	13	15	Difference	-1	-11																																																																					
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(C) To continue developing the Talk 4 Writing initiative across the whole school	The gap between PP and non PP pupils in writing in some year groups will continue to close.	Data shows a continued closing of the gap between non PP and PP learners. Above expected learners had a higher attainment than non PP pupils. <table><tr><td></td><td colspan="6">WRITING</td></tr><tr><td></td><td colspan="3">Expected +</td><td colspan="3">Above Expected</td></tr><tr><td></td><td>Nat 2019</td><td>End 18</td><td>End 19</td><td>Nat 2019</td><td>End Y18</td><td>End 19</td></tr><tr><td>All with SSCs (31)</td><td></td><td>68%</td><td>77%</td><td></td><td>29%</td><td>26%</td></tr><tr><td>All (29)</td><td></td><td>72%</td><td>83%</td><td></td><td>31%</td><td>28%</td></tr><tr><td>PP (6)</td><td></td><td>50%</td><td>67%</td><td></td><td>33%</td><td>33%</td></tr><tr><td>Non PP(23)</td><td></td><td>78%</td><td>87%</td><td></td><td>30%</td><td>26%</td></tr><tr><td>Difference</td><td></td><td>-28</td><td>-20</td><td></td><td>+3</td><td>+7</td></tr></table> Evidence of progress from individual starting points is visible in all folders.		WRITING							Expected +			Above Expected				Nat 2019	End 18	End 19	Nat 2019	End Y18	End 19	All with SSCs (31)		68%	77%		29%	26%	All (29)		72%	83%		31%	28%	PP (6)		50%	67%		33%	33%	Non PP(23)		78%	87%		30%	26%	Difference		-28	-20		+3	+7	Talk 4 Writing has been instrumental in improving the progress and outcomes for all learners and in particular boys. As a result, it will remain as the main approach for the whole school. <table><tr><td></td><td colspan="6">WRITING</td></tr><tr><td></td><td colspan="3">Expected +</td><td colspan="3">Above Expected</td></tr><tr><td></td><td>Nat 2019</td><td>2018</td><td>2019</td><td>Nat 2019</td><td>2018</td><td>2019</td></tr><tr><td>Boys (17)</td><td></td><td>56%</td><td>76%</td><td></td><td>6%</td><td>29%</td></tr><tr><td>Girls (12)</td><td></td><td>100%</td><td>92%</td><td></td><td>54%</td><td>25%</td></tr></table> Book scrutiny – SEO visit highlighted this as a termly target. This will be carried out with DHT, English coordinator and PP teacher. Focus will be looking for evidence of progress linking directly to the gaps taught during intervention sessions.		WRITING							Expected +			Above Expected				Nat 2019	2018	2019	Nat 2019	2018	2019	Boys (17)		56%	76%		6%	29%	Girls (12)		100%	92%		54%	25%	NA
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Girls (12)		100%	92%		54%	25%																																																																																									

(D) To implement the St Gregory spelling program	More pupils will reach national standards in spelling by the end of each year.	Spelling checks were carried out in all KS2 year groups over the course of the year. Of these 68% of the pupils scored 8+ out of 10. <table><tr><td>GPS</td><td>STGS</td><td>Nat 18</td></tr><tr><td>% At + Above</td><td>84% (90%)</td><td>78%</td></tr><tr><td>% Above</td><td>39% (41%)</td><td>34%</td></tr><tr><td>Average Score</td><td>108</td><td>106</td></tr><tr><td>Progress Score</td><td colspan="2"></td></tr></table> Data suggests that positive gains have been made across the school, culminating in a higher ARE+ and Above ARE result in SATs when compared to National data.	GPS	STGS	Nat 18	% At + Above	84% (90%)	78%	% Above	39% (41%)	34%	Average Score	108	106	Progress Score			To continue to ensure consistency in the delivery of spelling sessions across the school. To improve on the 68% bench mark next year. To review the teaching of spelling in Year 6 where data was stronger than in Years 3, 4 and 5. What can we learn from their approaches to strengthen learning across the school? This will be a focus area when completing Book Looks with the English coordinator.	NA																				
GPS	STGS	Nat 18																																					
% At + Above	84% (90%)	78%																																					
% Above	39% (41%)	34%																																					
Average Score	108	106																																					
Progress Score																																							
(E) To implement the Rock Star times tables program	More pupils will reach the ARE by the end of KS2. Standards will improve across the school for mental recall of times tables and division facts. Rock Star Times Tables will be used at home with families to promote the learning of multiplication facts in a fun way.	The profile of times tables has been raised throughout the course of the year. Weekly Times Tables Champions are celebrated on the school TTRS board. Fluency has improved across the school and had a positive impact on reasoning and problem solving skills in maths. Pupil perceptions indicate that children like the challenges and learning style offered by TTRS. Data shows that ALL pupils have made progress. The gap between non PP and PP children has widened for ARE+ pupils, but narrowed for those working above ARE. <table><tr><td>2 SSC (6%)</td><td>2019</td><td>2018</td><td>2019</td><td>2018</td></tr><tr><td>All with SSCs (31)</td><td>84%</td><td>77%</td><td>19%</td><td>23%</td></tr><tr><td>All (29)</td><td>90%</td><td>83%</td><td>21%</td><td>24%</td></tr><tr><td>Boys (16)</td><td>94%</td><td>75%</td><td>24%</td><td>13%</td></tr><tr><td>Girls (13)</td><td>83%</td><td>92%</td><td>25%</td><td>38%</td></tr><tr><td>PP (8)</td><td>50%</td><td>88%</td><td>17%</td><td>13%</td></tr><tr><td>Non PP(21)</td><td>100%</td><td>81%</td><td>22%</td><td>29%</td></tr></table>	2 SSC (6%)	2019	2018	2019	2018	All with SSCs (31)	84%	77%	19%	23%	All (29)	90%	83%	21%	24%	Boys (16)	94%	75%	24%	13%	Girls (13)	83%	92%	25%	38%	PP (8)	50%	88%	17%	13%	Non PP(21)	100%	81%	22%	29%	TTRS will be continued next academic year in preparation for the Year 4 screening in 2020. Work will be done to remind families about home access to the platform. The TTRS display board has helped to maintain the profile and momentum of the resource. This will be continued in September. DHT and PP LSA will continue to analyse current KS progress and attainment data.	£150 pa
2 SSC (6%)	2019	2018	2019	2018																																			
All with SSCs (31)	84%	77%	19%	23%																																			
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Boys (16)	94%	75%	24%	13%																																			
Girls (13)	83%	92%	25%	38%																																			
PP (8)	50%	88%	17%	13%																																			
Non PP(21)	100%	81%	22%	29%																																			

ii. Other approaches

Chosen action/approach	Desired outcome	Estimated impact	Lessons learned	Cost
(A) To continue using the behaviour Thinking Forms as part of our policy in tackling poor behaviour	The number of poor behaviour incidents will continue to reduce.	The number of thinking forms has reduced in number. There has been an 11% drop over the course of the year in the number of lunch time incidents reported to the DHT. Behaviour in the playground has improved.	DHT to continue using the Thinking Forms. Thinking forms will become part of the whole school policy - SDP 2019/2020. Consideration will be given in September to how general behaviour in and around the school can be improved.	NA
(A) Weekly stickers will be awarded to pupils who stay green. Half termly rewards will be introduced, along with a presentation evening at the end of the year for families.	Pupils will continue to have a greater sense of working as part of a team. Positive behaviour will be celebrated and reinforced.	The incidents of poor behaviour reported has dropped further. There has been a reduction in the number of Thinking Forms completed. The number of pupils staying Green all week has started to go up. 68% of pupils remained Green All Year.	Termly raffles took place for those green all term. Pupils green all year were invited to a magic show and disco as a reward for their good behaviour instead of an end of year celebration evening. School Council will be consulted as to whether Green All Week stickers will be collected on cards or put onto uniforms. Consistency in applying the school behaviour policy needs to be reinforced for September so that only pupils who have remained green all week/term/year are rewarded.	£100 per term towards prizes (£300 pa).
(A) To continue building on our new approach to rewarding positive behaviour and making good choices with team point tokens.	Pupils will continue to have a greater sense of working as part of a team. Positive behaviour will be celebrated and reinforced.	Pupils will continue to have a greater sense of what it means to be working as part of a team. Sapphire team gained the most tokens and were rewarded with a film afternoon.	Sapphire team won the prize for most team points. Pupils were rewarded with a film and popcorn. To be continued in September.	£50 pa

(A) To continue implementing team building days.	Pupils will continue to have a greater sense of working as part of a team. Positive behaviour will be celebrated and reinforced.	Pupils worked positively to achieve team points for their team. This strengthened relationships across the school. Pupils spoke positively about the opportunity to be involved in an enrichment day.	Team/curriculum days included: board game day, map day and music day. Pupils worked within their classes. Consideration will be given to whether pupils could work across year groups in their teams when planning for the future.	NA
(G) To work with the EWO to meet with families and put action plans into place.	Increased attendance rates for pupils eligible for PP.	Attendance data for this year has improved on last year: PP: 2018=93.9% 2019=94.69% PP pupils continue to have a better rate of attendance when compared to non PP: PP=94.69% NPP=89.14% DHT has completed DSL training to become Alternate DSL.	EWO and DHT worked successfully to build a strong relationship with one family who was persistently late. Targets were mutually agreed and worked towards. The attendance of this pupil continues to improve. Persistent late arrival and collection of two pupils has had a negative impact on PP data. This family will be attending a school more local to them in September. The HT and DHT have made a number of home visits to families who failed to notify the school of pupil absence. This has resulted in families communicating more effectively and attendance rates improving. This initiative will continue in next year.	NA

(H) To raise the profile of Pupil Premium in our school with termly letters to families. (Start of the Spring term for EYFS).	All families who are entitled to FSM will apply. The number of families applying for FSM will remain consistent/increase.	Termly letters have been sent out to all families. Newsletters contain information for families on how to apply for FSM. Online application information is now present on the school website. The number of PP pupils has increased to 52. To the school's knowledge, all families who qualify for the PP funding have submitted an online application.	To be continued in September.	NA
(I) To provide Individual pupil subsidies as part of continued enrichment for Pupil Premium children.	PP pupils will have the opportunity to attend home learning club and other enrichment activities both inside and outside school. The gap between non PP pupils and PP pupils will close.	Breakfast club St Gregory School continues to offer to fund up to x2 sessions per week for PP families. Home Learning club Nine pupils regularly attended After School Club over the course of the year. ARE+ Attainment: Reading: 78% Writing: 78% Maths: 78% 100% of these pupils made expected progress from their starting point. Ex-curricular Enrichment Counselling School Trips	Increased demand for Breakfast Club. Budget to be increased to £3000 pa from September. Budget to be kept the same. Increased demand for extracurricular activities. Budget to be increased to £6000 pa from September. To be continued. Increased demand for subsidies towards school trips. Budget to be increased to £2500 pa from September.	£1800 £3000 £4000 (£2000 in school & £2000 outside school). £2000 £2000 (£80 per head towards Thorpe Woodlands. £40 per head towards other trips).

iii. Targeted support				
Chosen action/approach	Desired outcome	Estimated impact	Lessons learned	Cost
(B, C, D, E) To continue to employ a Pupil Premium specialist LSA to work with pupils on a 1:1 ratio to improve reading, writing and maths.	Pupils will have been taught the gaps in R, W &M, resulting in the attainment gap closing. 65% of pupils will have made progress from Autumn 2018 to Spring 2019 85% of pupils will have made progress by July 2019.	There is clear evidence of progress from individual starting points in all Learning Journey folders. Data indicated above expected progress was made across the school in the Autumn term (see table 0.1). Whole school attainment data suggests the gap between non PP and PP learners has not closed further this year. The gap for higher attainers in maths did close (see table 0.3). The gap for readers in Year 6 closed slightly. The gap for higher attainers in maths closed slightly (See table 0.4).	Learning Journeys will continue. The feedback format to class teachers changed this year to allow a more accurate and efficient sharing of information. The response from teachers was positive. DHT and PP teacher to analyse whole school progress across each term. There will be a focus on why there is accelerated progress made during the Autumn term. Gaps will continue to be identified for individual learners. Joint Book Looks will take place involving DHT, PP LSA and the English coordinator where gaps and progress will be recorded. Boys reading has shown to be an area in need of improvement. Interventions will respond to this immediately in September. Many of the safeguarding disclosures happen in these sessions. The school is reviewing its current reporting system for safe guarding to make it more efficient.	£20,304 pa
(B, C, D, E) To continue to employ a Pupil Premium specialist teacher to work with pupils on a 1:1 ratio to improve reading, writing and maths.	As above	As above	From September all PP pupils will be taught by the PP LSA. This will provide consistency across the school. No pupils will be taken out of class during maths or English sessions.	NA

(F) 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.	Class teachers and pupils reviewed the gaps taught and set targets. Teacher assessments were informed by work done during interventions. Progress is clear in Learning Journey folders.	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.	To be continued in September. All interventions began after 10.45 from 5.9.18, avoiding pupils being removed from their maths and English sessions. This meant pupils were not missing their core lessons. DHT to continue to monitor 1:1 sessions and to use this information to improve the written guidance for the meetings.	£3410 pa
A , F, G & I To send home pupil Attitude Trackers.	All families will be provided with up to date information on how PP children are supported in the school. Pupils will share their half termly targets and discuss their Attitude Tracker. Communication with families will continue to build.	Each half term families received updated Attitude Trackers. Child led conversations helped to derive targets that were shared with families. RAG rated objectives gave a clear overview of how individuals were getting on throughout the school year. Pupil perceptions confirmed pupils are keen to meet with their class teacher and share with them their successes. This has led to conversations within the home where positive reinforcement can take place.	From September all teachers will RAG rate the half term targets with pupils. This will enable families to see a clear over view of the progress being made across the year.	NA

(B, C, & E) To provide an i-Achieve extra tuition programme for some learners. Sessions take place every Tuesday afternoon. Incentives and rewards are used to encourage learners.	Pupils will have been taught the gaps in R, W &M, resulting in the attainment gap closing. 65% of pupils will have made progress from Autumn 2018 to Spring 2019 85% of pupils will have made progress by July 2019.	Termly data shows that pupils have consistently achieved 80%+ attainment each term. The summer data being the strongest set of results with 89% of pupils achieving ARE+.	From September all pupils working with i-Achieve will be higher attaining. Boys reading will be a focus for the Autumn term.	£7200 pa
(A) To provide specialist music therapy sessions for PP SSC pupils.	SSC pupils will have had the opportunity to work with a specialist music therapist. This will help them to develop improved communication skills and build stronger relationships with peers.	Music therapy reports illustrate the individual benefits to pupils. An overall summary states: <i>'The group learned how to respond in a more nuanced way to the signals of the 'Conductor' in their structured improvisation. Using non-verbal directions encouraged the group to discover different ways of communicating. Opportunities for reflective discussion followed on from musical activities and I believe the children became more open and trusting of each other at these times.'</i>	To be continued in September.	£4700 pa

5. Additional detail

KS2 PROGRESS DATA

(Table 0.1)

Group	Reading						Writing						Maths					
	Autumn 2017	Spring 2018	Summer 2018	Autumn 2018	Spring 2019	Summer 2019	Autumn 2017	Spring 2018	Summer 2018	Autumn 2018	Spring 2019	Summer 2019	Autumn 2017	Spring 2018	Summer 2018	Autumn 2018	Spring 2019	Summer 2019
PP																		
Expected/above	79	88	88	87	73	77	88	88	77	87	58	62	83	84	77	87	85	73
Above	7	8	8	0	0	4	0	0	12	0	0	4	7	12	12	9	4	15
Non-PP																		
Expected/above		90	94	89	96	94		93	90	78	90	93		87	90	93	96	95
Above		5	6	2	1	6		8	10	1	0	4		15	14	0	2	12
Difference		-2	-6	-2	-23	-17		-5	-13	+9	-32	-31		-3	-13	-6	-11	-22

Analysis of attainment data by whole school

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

(Table 0.2)

Group	Measure			Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
PP	38	41	38	23 = 61%	27 = 66%	23=61%	22 = 58%	25 = 61%	22=58%	22 = 58%	29 = 71%	24=63%
Other	140	157	138	124=89%	130 =83%	113=82%	114=81%	124 = 79%	106=77%	116=83%	127 = 81%	109=79%
GAP				-28	-17	-21	-23	-18	-19	-25	-10	-16

Pupils shown are those assessed as working **above ARE** indicating accelerated progress has been made. SSC pupils are not included in the measure. (Table 0.3)

Group	Measure			Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
PP	38	41	38	8 = 21%	10 = 24%	7 = 18%	5 = 13%	9 = 22%	7 = 18%	5 = 13%	7 = 17%	9 = 24%
Other	140	157	138	59=42%	56 = 36%	51 = 37%	41=29%	44 = 28%	33 = 24%	48=31%	45 = 29%	37 = 27%
GAP				-21	-12	-19	-16	-6	-6	-18	-12	-3

	READING						WRITING						MATHS					
	Expected +			Above Expected			Expected +			Above Expected			Expected +			Above Expected		
	Nat 2019	2018	2019	Nat 2019	2018	2019	Nat 2019	2018	2019	Nat 2019	2018	2019	Nat 2019	2018	2019	Nat 2019	2018	2019
All with SSCs (31)		81%	68%		35%	29%		77%	77%		26%	26%		77%	84%		23%	19%
All (29)	73%	86%	72%	27	38%	31%	78	83%	83%	20	28%	28%	79	83%	90%	27	24%	21%
PP (6)		75%	67%		38%	17%		63%	67%		38%	33%		88%	50%		13%	17%
Non PP(23)		90%	74%		38%	35%		81%	87%		24%	26%		81%	100%		29%	22%
Difference		-15	-7		0	-17		-18	-20		+14	+7		+7	-50		-16	-5

Outcomes Autumn 2018:

Year Group	Mastered	Working at	Working towards	Total number of skills
Year 3 (1pupil)	12	5	1	18
Year 4 (4 pupils)	34	27	11	72
Year 5 (3 pupils)	34	10	8	52
Year 6 (2 pupils)	21	14	5	40
All (10 pupils)	101	56	25	182
%	55	31	14	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 Mastered+ = 86%

Outcomes Spring 2019:

Year Group	Mastered	Working at	Working towards	Total number of skills
Year 2 (1pupil)	8	4	0	12
Year 3 (3pupils)	43	11	8	62
Year 4 (4 pupils)	105	37	20	162
Year 5 (3 pupils)	65	21	15	101
Year 6 (2 pupils)	26	29	5	60
All (13 pupils)	247	102	48	397
%	62	26	12	100

Table showing the number of skills either Mastered, Working At, or Working Towards across the school (Years3-6). Skills are identified by the class teacher as gaps in learning.

% of pupils working Mastered+ = 88%

Outcomes Summer 2019:

(Tables 0.5)

Year Group	Mastered	Working at	Working towards	Total number of skills
Year 1 (3 pupils)	52	13	1	66
Year 3 (3pupil)	70	21	17	108
Year 4 (4 pupils)	137	58	23	218
Year 5 (3 pupils)	29	19	9	57
All (13 pupils)	288	111	50	449
%	64	25	11	100

Table showing the number of skills either Mastered, Working At, or Working Towards across the school (Years 1-5). Skills are identified by the class teacher as gaps in learning.

% of pupils working Mastered+ = 89%