



Covid-Catch Up

September 2020

The Changes

The strategy for closing the gap will change for this academic year. This is due to the restriction of movement by staff and pupils around the school and the need for bubbles in each year group. Many of the whole school initiatives will remain in place as part of quality first teaching, but some of the 1:1 interventions will temporarily cease.

The Strategy

The Pupil Premium Strategy below is written reflecting best practice had there not been the Covid-19 pandemic. Currently, this is formulated to cover a three year period with annual reviews to enable the school to respond to changing priorities. The priority areas for development outlined are in response to the last set of credible whole school data in 2019 and will remain in place for the short to medium term. The actions set linked to these areas will look different in the shorter term. An outline of these broader changes can be found below:

- No data has been formally collated for the end of the academic year 2019 due to the Covid-19 pandemic.
- Our 1:1 Pupil Premium teacher will be working in groups of up to six pupils. She will be working with one year group at a time, rotating on a weekly basis. Pupils will be removed from their class base and work in an intervention room. This will allow the teacher to sanitise this space at the end of each week in preparation for the next year group. Pupils chosen will be those where significant gaps have been identified in their age appropriate learning. A percentage of all groups will be made up with Pupil Premium pupils.
- i-Achieve will no longer be coming into school to work with higher attaining pupils. These pupils will have their learning extended through differentiation as part of quality first teaching.
- Music therapy will not be provided for SSC pupils until it is deemed safe.

- Teachers will not be meeting half termly with Pupil Premium children for 1:1 consultations. All teachers will know who their disadvantaged pupils are and monitor their wellbeing as part of their daily contact.
- No supply teachers will be employed to provide cover the half termly meetings.
- No pupils will be referred to the Kernos Centre until they are up and running again.

The Spend

The Pupil Premium budget has been used to subsidise the following:

- Home learning books have been purchased for each year group for maths and English. These will be sent home and remain there. Teachers will then identify learning that is linked to school coverage and ask pupils to complete tasks with parental support.
- All year groups in the school now have a full time LSA. This has given continuity to the class support and allowed the class bubble to remain intact. Interventions can now take place throughout the day to help fill gaps in learning due to Covid-19.
- Pupils will continue to receive financial assistance for attending breakfast club and after school club.
- Ex-curricular clubs are not currently running, however when they resume pupils will receive financial assistance should they wish to attend.
- The nurture mentor will not work directly across the school with individual pupils. Instead the HT, DHT and SEND coordinator will work to provide direct support to families.
- There will not be any school trips in the short term. When these resume pupils will continue to receive subsidies.



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.
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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.

School overview

Context	Information
School name	St Gregory CEVC Primary School
Pupils in school	205
Proportion of disadvantaged pupils	23%
Attendance of disadvantaged pupils 2019	95%
Pupil premium allocation this academic year	£66,000
Academic year or years covered by statement	2019 - 2022
Publish date	September 2019
Review date	July 2020
Statement authorised by	Mr Daniel Woodrow
Pupil premium lead	Mr Matthew Kittle
Governor lead	Rev'd Cannon Cheryl Collins

Key Stage 2 Outcomes 2017 - 2019

Disadvantaged pupil progress scores 2017 to 2019

Making expected+ progress	2017	2018	Gap year on year difference	2019	Gap year on year difference
Reading	-2.2 (0.3)	-1.2 (0.3)	ASP=narrowing	-0.1 (0.4)	ASP=narrowing
Writing	-1.5 (0.2)	-0.4 (0.2)	ASP=narrowing	3.5 (0.3)	ASP=exceeding
Maths	-0.9 (0.3)	-2.2 (0.3)	ASP=widening	0.1 (0.5)	ASP=narrowing

NB: figures in brackets denote the national average for non-disadvantaged pupils.

Disadvantaged pupil attainment overview 2017 to 2019

% achieving ARE	2017	2018	Gap year on year difference	2019	Gap year on year difference
Reading	50 (77)	67 (80)	%=narrowing	44 (78)	%=widening
Writing	44 (81)	56 (83)	%=narrowing	56 (83)	%=maintaining
Maths	40 (80)	78 (81)	%=narrowing	44 (84)	%=widening
Combined	33 (67)	56 (71)	%=narrowing	33 (71)	%=widening
Achieving high standard at KS2	0 (11)	11 (12)	%=narrowing	11 (13)	%=widening

NB: figures in brackets denote the national average for non-disadvantaged pupils.

Key Stage 2 Outcomes 2019

Making expected+ progress	Reading	Suffolk	Writing	Suffolk	Maths	Suffolk
Progress Score	1.4	-0.7	2.0	-0.6	0.4	-0.9

% achieving ARE	Reading	Nat 19	Writing	Nat 19	Maths	Nat 19	GPS	Nat 19
% At + Above	68 (72)	73	77 (83)	78	84 (90)	79	84 (90)	78
% Above	29 (31)	27	26 (28)	20	19 (21)	27	39 (41)	36
Average Score	105	104			105	105	108	106

% Combined RWM	At + Above:	65 (69) Nat 19 - 65	Above:	19 (21) Nat 19 - 11
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NB: Attainment data shows without SSC pupils in brackets.

At St Gregory CEVC Primary School we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

1. Teaching and Learning

Working on continually improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision, and is therefore the top priority for our Pupil Premium spending.

2. Targeted academic support

Evidence consistently demonstrates the positive impact targeted academic support can have. We have a full time specialist Pupil Premium intervention teacher who provides bespoke 1:1 support for our learners. She works with pupils from their individual starting point so that gaps can be effectively filled and a solid foundation for further learning is put in place. Our whole school approach to non-written feedback means that all learners have access to immediate interventions to correct misconceptions and build confidence.

3. Wider strategies

The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support.

1. Teaching and Learning	2. Targeted academic support
○ Ongoing research based professional development led by all teachers linked to performance management targets ○ Metacognitive focused approach to teaching and learning (annual case studies led by individual teachers) ○ NPQ courses available for all middle and senior leaders ○ Regular pupil progress meetings with the HT to carry out gap analysis and next steps ○ A range of approaches adopted for the effective use of non-written feedback ○ Use of In The Moment Planning in the EYFS ○ St Gregory School Funky Phonics programme for KS1 pupils ○ Mastery approach to maths to develop fluency and problem solving ○ Talk 4 Writing to develop fluency across the written genres ○ Reading for Pleasure – daily modelling by teachers. Use of Accelerated Reader for pupils.	○ Booster sessions in English and maths for Year 6 pupils ○ Focused phonics teaching sessions for KS1 pupils ○ A fully integrated SSC/main stream, with individualised teaching programmes for pupils ○ Nurture Mentor provision for pupils with additional emotional needs ○ Focused 1:1/small group same day intervention sessions ○ Half termly 1:1 teacher/pupil learning interviews ○ Weekly Learning Academy sessions for higher attaining disadvantaged pupils
	<th data-bbox="817 652 2143 707">3. Wider strategies</th> ○ Free breakfast and after school club provision for disadvantaged pupils ○ Subsidised trips ○ Subsidised extra-curricular sports and activities ○ Subsidised access to the Kernos Centre (child therapy) ○ Weekly music therapy sessions for disadvantaged SSC pupils ○ Home visits made by the Head and Deputy Head Teachers to vulnerable pupils ○ Close working relationship with the school EWO to work with families improving attendance ○ Forest School

Strategy aims for disadvantaged pupils

Priority areas for development	Activity	Desired outcome
1. To improve outcomes for boys' reading.	To change boys' attitudes with daily, adult modelled reading. Whole books to be discussed to enrich language and improve comprehension. Accelerated Reader to be used to track pupil progress and provide an accurate book level for individuals.	The attainment gap in reading between boys and girls will close. Boys will achieve data at least in line with national figures (2019 = 69%).
2. To fill historic gaps in RWM for individual learners	- DHT to work with the PP teacher and class teachers to ensure objective led data is regularly updated. - DHT to help the PP teacher to identify key gaps in learning for individual pupils.	That clear progress is visible from each pupil's starting point. Pupils will be at least in line with national data for RWM (2019 = 65%).
Barriers to learning these priorities address	- Ensuring that boys' are exposed to wider reading and the enjoyment of whole books. - Ensuring staff use objective driven gap analysis to inform the teaching interventions and that information is shared efficiently.	
Projected spending	£3410	

Teaching priorities for current academic year

Areas for development	Target	Target date
Phonics Screening Check (PSC)	To raise the percentage of Year1 pupils achieving the PSC to that of the national average for 'All Pupils' (2019 STG=63%) (2019 National=82%)	July 2020
KS2 Attainment in Writing (EXS)	To raise the level of attainment for disadvantaged pupils.	July 2020
KS2 Attainment in Reading (EXS)	To raise the level of attainment for disadvantaged pupils.	July 2020
KS2 Attainment in Mathematics (EXS)	To raise the level of attainment for disadvantaged pupils.	July 2020
KS2 Attainment in Mathematics(GDS)	To raise the level of attainment for 'All Pupils' (2019 STG=19%) (2019 National =27%)	July 2020

Priority areas for development	Activity	Desired outcome
1. In The Moment planning (EYFS)	Ensure all relevant staff have received training to support in its delivery.	All adults will successfully support ITMP with quality observations being made (Observation, Teaching, Outcome) using Tapestry. Challenge through interactions will be part of daily practice.
2. Phonics screening Year 1	- To ensure all relevant staff have received up to date phonics training. - To closely monitor pupils progress. - To use interventions to plug gaps.	PSC results will rise to at least that of the national average.
3. Boys' reading	To change boys' attitudes with daily, adult modelled reading. Whole books to	The attainment gap in reading between boys and girls will close. Boys will achieve data at least in line with national figures (2019 = 69%).

	be discussed to enrich language and improve comprehension. ○ Accelerated Reader to be used to track pupil progress and provide an accurate book level for individuals.	
4. Automaticity in maths	○ To train teachers in what automaticity in maths looks like (scheduled PDMs). ○ To develop whole school key learning objectives for each year group.	All staff will understand what is meant by automaticity in maths. Key facts will be used consistently across the school. Themes will change half termly. Pupils automaticity in number will improve.
5.Punctuation in writing	○ To further develop the assessment tool for teaching GPS.	Teacher assessments will be more accurate. Starting points for teaching punctuation will be higher in each year group than in previous years.
Barriers to learning these priorities address	○ Ensuring all relevant staff are up to date with training and initiatives. ○ Ensuring that boys' are exposed to wider reading and the enjoyment of whole books at home. ○ Ensuring that the expectations in teaching punctuation are clear and progressive across the school .	
Projected spending	£2000	

Targeted academic support for current academic year

Priority areas for development	Activity	Desired outcome
1. To fill historic gaps in RWM for individual learners	○ DHT to work with the PP teacher and class teachers to ensure objective led data is regularly updated. ○ DHT to help the PP teacher to identify key gaps in learning for individual pupils.	That clear progress is visible from each pupil's starting point. Pupils will be at least in line with national data for RWM (2019 = 65%).

2. To refine use of non-written feedback to effectively identify gaps for learners.	○ A range of feedback styles will be offered to learners.	Effective communication between adults will mean targeted interventions take place the same day. Gaps will be filled for learners and progress made.
3. KS2 Mathematics (GDS)	○ Learning Academies sessions will run x1 per week for more able disadvantaged learners.	Termly data will show accelerated progress has been made by all learners from individual starting points.
Barriers to learning these priorities address	○ Pupils are not allowed to fall behind in RWM. ○ Different feedback styles can be tailored to pupils needs ○ GDS learners will be able to make progress at their own pace.	
Projected spending	£32,004	

Wider strategies for current academic year

Priority areas for development	Activity	Desired outcome
EWO partnership	○ To work closely with the EWO to identify vulnerable families with low attendance.	Families with low attendance will be identified, supported and attendance will improve. Disadvantaged pupils = (2019 LA=97%) (2019 STG=95%)
Wrap around care/ Ex-curricular enrichment	○ To identify families who would benefit from wrap around care/ ex-curricular enrichment. ○ To provide Individual pupil subsidies as part of continued enrichment for children.	Data will show how equal opportunities and well-being impacts positively on academic progress and achievement. The gap between non PP pupils and PP pupils will close.
Music therapy SSC	○ SSC pupils will work with a specialist music therapist.	Pupils will be helped to develop improved communication skills and build stronger relationships with peers.

Behaviour management	○ To develop greater consistency in behaviour management across the school (no talking in corridors).	The policy will be reviewed and updated. Pupils will demonstrate an improvement in behaviour around the school. More children will achieve Green All Week/Term.
To improve mental health of pupils and staff	○ To identify children who might benefit from counselling at the Kernos centre. ○ School to participate in Active Suffolk programme. ○ To support pupils in developing a growth mind set through metacognitive approaches to learning.	Pupils and adults will be happy, confident, foster good relationships and be ready to learn.
Barriers to learning these priorities address	○ Persistent lateness/absence. ○ Impact of family circumstances on children's ability to focus on learning. ○ Disruptive behaviour impacting on children's wider learning. ○ Poor mental health and general wellbeing impacting negatively on people's confidence and self-perception.	
Projected spending	£23,850	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to PDM.	Subject release time covered by HT and DHT along with INSET days. Allocate adequate KS and PDM time for professional dialogue with colleagues.
Targeted support	Ensuring the PP teacher has adequate time to plan and assess individual learning needs. Ensuring that there is quality assurance for all interventions taking place.	DHT to work closely with the PP teacher to plan an effective timetable. DHT to meet PP teacher weekly.

		DHT to observe intervention sessions.
Wider strategies	Engaging with the most vulnerable families and identifying the most appropriate individual support.	To maintain working relationship with the Kernos centre. To work with the EWO to identify and meet regularly with vulnerable families. Identifying pupils' talents outside the academic. To provide a clear funding structure to support and nurture pupils in these areas.

Review: aims and outcomes 2019-2020

Aim	Outcome
	No outcomes were measured due to Covid19.