

Pupil Premium 2013 / 2014
"Attainment and Aspiration"

The aim of Pupil Premium spending at St Gregory's school remains constant:

To reduce the attainment gap between advantaged and disadvantaged children in every class across the school and in doing so equipping them with the skills and abilities necessary to progress both across the school and into the next phase of their education. Longer term this will translate into better performance at GCSE and A level, enabling more of our children from disadvantaged backgrounds to gain places at the top universities or access further training opportunities leading to employment, increased social mobility and prosperity.

Additional resources have been allocated to schools to promote these aims. At the moment, monies are indelibly linked to Free School Meal and "Looked After" Provision" rather than allocated via a more comprehensive package of measures linked to local deprivation. As a result, St Gregory's, which serves a very mixed community, with the vast majority of our children residing in the Harton and Horsely Hill areas, receives significantly less funding than all of the other nearby schools.

Funding for the two previous years was:

- 2011/12: £5,990;
- 2012/13: £15,600

Funding for the most recent academic year was calculated at £22,500 in September 2013 but was later reduced by the Department for Education to £18,000, before being reassessed in January 2014, at £19,060.

This somewhat chaotic approach impacted negatively on careful budgeting procedures as well as being extremely disappointing longer term as the original total had already been allocated to support Pupil Progress. Rather than revising our plans the shortfall was made good from within the school budget.

Budget Areas Supported by PP Income:

Basic Pay Teacher's Cover: £13,279;

Basic Pay Class/ Pupil Asst': £6361;

Educational Visits: £2,060.

School's Learning Equipment: SEN Licences - £800.00;

Total: £22,500.

At St Gregory's ALL children, regardless of background, are encouraged and assisted to achieve to their full potential. The school can point to an enviable record of achievement in this area with cohort after cohort making SA (significantly above) national performance year after year, and at all key junctions (EYFS / End KS1 / End KS2).

The school allocated over £78,936 in 2013/14 via the Classroom Support Budget, to provide wide ranging classroom and specific targeted assistance for both vulnerable pupils and those requiring additional help, enabling them to access learning and to accelerate achievement. This is only one specific budget area, but easily identifiable, with other significant sums allocated to enable additional experienced teaching staff sessions and specific resource outlay to support the progress of our most disadvantaged and challenged pupils.

Governors have always prioritised support for the children who need it most and our current staffing quota can exhibit a range of skills and expertise to meet most needs. Where additional expertise is required they can access the services of a range of other professionals via an annual Service Level Agreement.

The allocation of Pupil Premium monies 13/14 has enabled the school to specifically target some youngsters individually and provide earmarked funding to support these children not only within the classroom but by enabling attendance at After School Clubs and supporting participation in school residential and day trips.

The original budget of £22,500 was allocated as follows:

Basic Pay Teacher's Cover: £13,279;

This enabled the acceleration afternoons successfully introduced in 2012 to continue across the full academic year 13/14 with the range extended to include two afternoons per week in Y4 across the year with Y5 and Y3 enjoying a term of two sessions per week with a guaranteed single session across the rest of the year. This has proved to be successful in terms of both pupil attainment and consolidation. Two teachers have additional sessions added to their weekly timetable to enable this initiative to take place.

Furthermore, given the particular needs of two of the children, an additional teacher was employed in a tutoring capacity one afternoon per week, to work 1-1 and 1-2 from mid Autumn Term to March 1st. (Both children achieved secure L4s in May)

Basic Pay Class/ Pupil Asst': £6361;

School's Learning Equipment: SEN Licences - £800.00;

This enabled and extended the pre school clubs for Mathematics and the specialised support for our dyslexic and dyscalculic children (Both groups have PP attendees). The classes run every day across the academic year and specially trained CA staff are very much in tune with the programmes they run and the children that they support. Funding was also used to part pay the annual licences for the programs.

Educational Visits/ After School Clubs £2,060.

Once again a number of children were supported to attend the Y5 school residential trips to Thurston in the Lake District (Outdoor Education) and the Y6 visit Belgium in July 2014. The remaining £1060 was used to subsidise the cost of after school clubs and local curriculum enhancing visits for both PP children and other disadvantaged pupils.

This total comfortably exceeds the actual grant, but is however, only a percentage of the total spent annually by the school on supporting all of our vulnerable and most challenged children.

Data Analysis: 2013/14 Academic Year: Performance of PP Children across the school in Reading, Writing and Mathematics:

Rationale:

Long term analysis of National Data clearly reflects the picture that FSM (Free School Meal) and CLA (Children who are Looked After) pupil performance across the core areas (Reading, Writing and Mathematics) lags considerably behind NFSM (Non Free School Meal) / All other pupil performance. The purpose of the Pupil Premium Grant is to enable schools to put in place additional support to see this gap narrowed.

Whilst arguments can exist as to the very blunt nature of the measure and the fact that many children whose parents income is low but not sufficiently low enough to qualify for FSM are not represented. Nor the fact that thousands of families across the country are eligible but do not apply for FSM, the figures are very alarming and every school will welcome the opportunity to put measures in place to see these statistics improve.

Schools such as St Gregory's with a low official figure for FSM pupils receive far less than other neighbouring schools where the percentage of FSM children is much higher, despite drawing our pupils from exactly the same neighbourhood. Despite the discrepancy and the arguments that wider account should be taken of those families on the borderline, particularly within our own intake, the initiative is most welcome and the impact across the country and locally has been very positive.

Looking back, the performance of FSM / CLA (Looked After Children) or Disadvantaged Children in our school over time almost always exceeds the national average for FSM / CLA / DC. However as our Non Disadvantaged Pupils, that is those who are not registered for FSM / CLA, historically almost always score far higher than the national average for all pupils, the gap can still remain.

We are working hard to narrow that gap.

The accompanying document to this written report is:

PUPIL PREMIUM CHILDREN - MONITORING AND TRACKING PROGRESS END SUMMER 2014 - SUMMARY

This gives a full account of the progress of the progress of all Disadvantaged Pupils across the school in Reading, Writing and Mathematics and is the next document in line.

Further analysis, comparing school data for All Pupils alongside Disadvantaged Pupils with Local and National performance will be include as soon as these figures and accompanying analysis are released by the DFE later in the Autumn Term.