

## Pupil Premium 2014 / 2015 "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" (LAC) 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 three previous years was:

- 2011/12: £5,990;
- 2012/13: £15,600;
- 2013/14: £19,060;

Funding for the most recent financial year and the current academic year to date was initially calculated at £26,000 and plans were based around this total as a minimum. The final total was actually £34,806, a considerable increase on previous awards and perhaps beginning to reflect in real terms at last, what has been apparent for several years now in "soft data" patterns, that the school's demographic intake has changed. (The final sum included funding for three Looked After Children, two previously not identified).

Ofsted now collectively refer to all Pupil Premium / LAC, as **Disadvantaged Pupils** (DP) in their data analysis and communications and for the sake of consistency, the school will follow suit.

### **Budget Areas Supported by PP Income:**

Basic Pay Teacher's Cover: £8346.75 (BT) - £5429.60 (CG): Total: £13,776.35;

One to One Tuition: £1324.96 (PM): £959.31 (CG): Total: £2284.27

Basic Pay Class/ Pupil Assistants: £9839.59;  
Additional CA Costs (Sept 14 / April 15: HLTA x2: £3647.00.

Attendance at After School Clubs / Wrap Around Care: £453

Educational Visits: £2,040: (Plus Subsidised Karate Trip for Competition): £180

School's Learning Equipment: DP /SEN Licences - £1200.00;

**Total: £33,420.21.**

**At St Gregory's ALL children, regardless of background, are encouraged and assisted to achieve to their full potential. The school can point to a strong record of achievement in this area with cohorts making SA (Significantly Above / Above) national performance over time and at all key junctions (EYFS / End KS1 / End KS2).**

**The total budget of £34,806 14/15 was allocated and supported:**

**Basic Pay Class / Pupil Support: £13,486.59:**

The school allocated over £104,367 (including on-costs) across 2014/15 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 an increase on the previous year's budget with a portion of the extra allocation sourced from PP funding. Spending was highest in those classes with clusters of pupils and to support three pupils, one of whom had English as a 2<sup>nd</sup> Language, with the others supported as both SEN and PP.

Governors remain committed to supporting all of our pupils to give them the best chance of achieving their true potential. Our current staffing quota can exhibit a range of skills and expertise to meet most needs. Two experienced CA staff have progressed to HLTA status, with one instrumental in supporting pupils in Y6, whilst the other had a wider DP remit at Upper KS2. Where additional expertise is required we can access the services of a range of other professionals via an annual Service Level Agreement.

Increased CA support increased in 12/13 was maintained 13/13 and extended 14/15 to retain and increase the range of pre - school clubs for Mathematics, the specialised support for our dyslexic and dyscalculic children (Both groups have DP attendees) and the new Spelling focus introduced from September 14. 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 programmes.

**Basic Pay Teacher's Salaries / Cover: £13,776.35;**

Acceleration afternoons, introduced in 2012 and expanded year on year, have proved very successful in enabling staff to target catch up and acceleration opportunities for both DP and DP / SEN children, with both categories benefiting from the half class approach across the year. Funding from the PE and Sport grant was used creatively to further increase the frequency of these sessions across the year in Y5 and Y6, with half classes benefiting from expert coaching whilst the remainder worked with the class teacher on Core knowledge. (This initiative is not costed here, nor is it a drain on DP revenue, but is covered within the PE and Sport report as coaches worked much more effectively with half classes for intensive skill development) The increased focus this year was more on Y5 and Y6, given the number of pupils, though Y3 and Y4 did maintain an afternoon per week across the academic year.

This initiative has proved to be successful in terms of both pupil attainment and consolidation (see DP Progress report). To facilitate support, two teachers have additional sessions added to their weekly timetable across the year.

**One to One Tuition: Y6 DP Y6: Spring 2015: £2284.27**

Furthermore, given the particular needs of eight of the children, an additional teacher was employed in a tutoring capacity one afternoon per week, to work 1-1 and 1-3/4 across part of the Spring and Early Summer terms.

**School's Learning Equipment: SEN Licences - £1200;**

This enabled and extended the pre-school clubs for Mathematics, Spelling and the specialised support for our dyslexic and dyscalculic children (Both groups have DP attendees). Funding was used to part pay the annual licences for the programs.

**Educational Visits and After School Clubs: £2,673.**

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 2015. The remaining £1587 was used to subsidise the cost of after school clubs and local curriculum enhancing visits for both PP children and other disadvantaged pupils.

**Total: £33420.21.**

This total closely matches the actual grant, but given that the school was originally working on an allocation of £26,000, (with £8,806 of further funding not officially transferred by the LA until March 2015), is a clear indication of how the school plans to use over and above our DP allocation. Furthermore, this is only a percentage of the total spent annually by the school in supporting all of our vulnerable and most challenged children.

### **Data Analysis: 2014/15 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 Disadvantaged Pupils' performance across the core areas (Reading, Writing and Mathematics) lags considerably behind Other Pupils (OP) performance. The purpose of the Pupil Premium / DP 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. A further masking of this data may well have resulted from the decision to allow all KS1 pupils a free school meal from September 2014.

Schools such as St Gregory's with a low official figure for DP pupils receive far less than other neighbouring schools where the percentage of DP 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 Disadvantaged Children in our school over time almost always exceeds the national average for DP pupils both locally and nationally, though cohorts do fluctuate and low numbers can skew data. However as our Non Disadvantaged Pupils, that is Other Pupils, 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 2015 - 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. It looks at pupils across the school in every class, not just at key junctures such as End KS1 or KS2.

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 2015.

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May / June 2015.