

Pupil Premium 2015 / 2016

“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 each of the other nearby schools.

Funding for previous years was:

- 2011/12: £5,990;
- 2012/13: £15,600;
- 2013/14: £19,060;
- 2014/15: £34,806

Funding for the most recent financial year and the current academic year to date (2015/16) was calculated at £26,400 initially and plans were based around this total, a considerable drop from the previous year and this despite all other data indicators suggesting that the school's demographic continues to change, with more pupils requiring additional support to assist them on their learning journeys. A further grant instalment late in the Financial Year took the total to £31,460, a welcome, if slight improvement and a bonus in terms of covering some of the shortfall between the grant and actual spend, which is comfortably more than this total.

By school calculations we have seventeen pupils (Y1-Y6) who qualify for support across all of the categories and applying the Ever 6 rule (This means that any child who has qualified for support across their primary school years can retain this support throughout this phase of their education even if circumstances change). Numbers will remain constant, barring transfers, across the 2016/17 financial and academic years meaning that funding for our Disadvantaged Pupils should be maintained at the current rate.

Of our current DP cohort of seventeen children (Y1-Y6), eight (47%) have additional Special Educational Needs, some severe, that require support well above and beyond that funded by Pupil Premium monies. Governors have shown full commitment to these children by prioritising additional resources to enable our most challenged pupils to make accelerated progress wherever possible but given their significant needs, their progress when measured against that of Other Pupils in their cohort and nationally, is less secure, though to expectations. Three of the eight pupils are currently on target to achieve to the national standard.

Nine of our Disadvantaged Pupils, (53%) are not currently on the SEN register. All of these children are on track to achieve national standards.

Therefore 71% of our Disadvantaged Pupils are currently on track to achieve, with 29% (all SEN) currently below average and requiring further support across the primary phase to enable them to make further progress towards their targets. ***(A comprehensive pupil progress and tracking document accompanies this report and the two documents are both available on the school website).***

Work to consolidate and accelerate progress, thus narrowing the gaps between Disadvantaged Pupils attainment against that of Other Pupils continues apace as the children continue their primary education.

Ofsted collectively refer to all Pupil Premium / Looked after Children (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 2015/16:

Basic Pay / Teacher Cover (additional support sessions across the year by delivered by teaching staff: £15,839.86

One to 1-1 and 1-2 tuition: (Additional post school support sessions by senior staff for DP / SEN): £1250.00

Additional CA Costs linked to specific support sessions, including pre-school provision, 08.20 – 08.55 each day, lunch and break times: £3105.94

Percentage of Overall CA Costs attributable to DP support (15%): £15,880

*(*Note that the total Classroom Assistant Support budget for 2015/16 increased to £105, 867 this year: DP benefit from this support as do other, particularly SEN pupils, across the year)*

Training / CPD for Support Staff linked to new resources / HLTA: £1350

Attendance at After School Clubs / Wrap around Care: £540

Educational Visits: £1100

School's Learning Equipment: DP / SEN Licences: £835

Total: £39,900.08.

St Gregory's continues to support ALL children, regardless of background and ability on entry, to achieve to their full potential through a consistent diet of good and outstanding teaching, targeted support and via a vibrant and creative curriculum, that enhances learning opportunities and pupil enjoyment across the primary years. The school can point to a very strong record of achievement at every key juncture, EYFS; Y1 Phonics Test; End KS1 and End KS2, and every subject area, with almost all cohorts scoring SA / A (Significantly Above / Above) the national average since national assessment was introduced. Across this period, the performance of SEN pupils in particular and latterly Disadvantaged Pupils has generally been good.

It should be noted that the very small numbers of DP in cohorts at End KS1 and 2 make year to year comparison and analysis very difficult. In 2015 for example all Y6 DP achieved well,

comfortably surpassing local and national performance with a 100% success rate and narrowing the gap between DP and Other Pupils. This looks very impressive and the two pupils who achieved so well deserve all the plaudits, but there were only two. Neither had SEN, if one had, our success rate could have been reduced to 50%, well below the national average for DP and further still below the figures recorded by Other Pupils. The forecast for one particular year pending, could see two of the three pupils achieving at or above the national standard, with one severely SEN Child falling below the threshold despite making laudable progress. This would see the school's headline figures drop to 66%, again below the national average for DP and well below for Other Pupils. It is vital therefore to look carefully at each cohort in turn and the makeup of the cohort rather than attempting to find any sort of patterns over time when we have so few pupils per cohort. The additional analysis in the separate document following this report clearly identifies the progress made by all DP across every year group in the school and helps us to identify priorities for further support and assess impact, as the children progress through the school.

This year's total budget of £31,460 was fully allocated across 2015/16 and supported the following interventions / support:

Basic Pay Class / Pupil Support: £15,880 / Additional CA support for specific session's pre / post school / break time each day: £3105.94:

The school allocated £105,867 across 2015/16 via the Classroom Support Budget, to provide both wide ranging classroom and specific support for both vulnerable pupils and those requiring additional help. This enabled pupils to access wider learning opportunities and to consolidate and accelerate progress across the year. This total again marks an increase on previous years as pupil needs, particularly those pupils identified as needing 1-1 support, have grown in total. Spending was spread fairly evenly across the school, though Y4 with five pupils had the biggest cluster of DP and Y6 and Y2 are always priorities given the national tests.

Across the year a further CA team member has been funded to train as an HLTA, hopefully taking the school total to three with this enhanced status and better signposted training opportunities for all CA staff has resulted in more staff attending a wider range of courses. The school continues to run pre, post and break time sessions for DP and SEN pupils across the school. Attendance at the morning sessions for dyslexic and dyscalculic children has been excellent. Similarly so are the Y6 booster sessions, with pre-school attendance across the entire year and specific small group tuition intensifying in the build-up to SATs. Pre and break time sessions are led by trained CA's using ICT based programmes paid for on licence and renewed annually.

Staff training / HLTA: £1350:

CA staff have had to follow a new, more dynamic and collegiate approach to supporting pupils this year, one that has seen the development of much closer and effective partnerships with the class teacher. Autumn Term CPD set out the new daily programme which is much more focused on quick and effective in class support to reinforce learning and quickly deal with any misconceptions that will hinder next step learning. Staff have a new teaching notebook to log activities, progress and concerns and these are shared with the teacher to decide then prioritise support, consolidation or extension work across every week. This is working well.

Basic Pay Teacher's Salaries / Cover: £15,839.86

The two additional acceleration sessions introduced last year alongside the one specific PP afternoon have been retained across 2015/16 and are seen by staff as the most effective solution to support provision from highly skilled teaching staff. These sessions, some running

in tandem with PE and Sport provision, see class sizes reduced to half cohort, creating better opportunities for more intensive consolidation or acceleration and extension support to take place across each week. Alongside this there is an opportunity for PE and Sports staff to really work on skill development with smaller groups leading to more intensive sessions, so the programme has multiple benefits in many ways and is a creative use of funds to benefit both academic progress and fitness and well-being. (This cross initiative is not costed here nor is it a drain on DP pupil funds as PE and Sport funding is subject to a separate report, but the opportunities afforded by this approach are manifold).

The DHT and Y6 teacher has run a pre-school class, three mornings per week for DP, mostly Y6 but switching to Y5 post SATs across the entire year. Pupils and their families are to be applauded for ensuring that attendance across the year has been so good. This has given additional and expert support to pupils who have had to face a very challenging year given the changes to the new curriculum and the limited time span in which to prepare. Additional 1-1 sessions for DP and SEN pupils in Y2 have taken place across the year with all KS1 staff and the HT working in daily 15m slots at lunchtime with specific pupils on reading, writing and mathematical tasks.

These initiatives have proved successful both in terms of pupil attainment acceleration and consolidation (See DP Progress Report) and it is hoped that this can be retained as far as possible across 16/17, though the budget is stretched).

One to One Tuition: £1250: DP / SEN Y6: From September with additional evening sessions in the build up to the SATs:

Senior staff worked additional hours with pupils to support progress in Reading, Writing and Mathematics.

School's Learning Equipment: SEN licences - £835:

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 programmes.

Educational Visits and After School Clubs: £1100 / £540:

Numbers for the residential trip to Belgium were reduced in 2015 due to worries about safety and no DP chose to go despite it being made clear that no child would miss out on the opportunity should they want to go as support would be guaranteed. DP were supported to attend the Y5 residential at Thurston (£452). A further £ was spent to enable attendance at after school clubs and the remaining £ was used to subsidise the cost of local curriculum enhancing trips for both PP and other disadvantaged pupils.

Total: £39,900.08:

The accompanying document to this written report gives a full analysis of the progress made by Disadvantaged Pupils in each class across the school during the current academic year. This will be updated at the end of the summer term alongside further analysis including a report on school performance as measured against local and national performance once this information becomes available.

**K J Smithson:
Head Teacher:
May 5 2016.**