

## **Pupil Premium Plan**

### **Financial Year / Academic Year 2018/19**

The government amended the format that information pertaining to the way schools' utilise funding to support the needs of Disadvantage Pupils (DP) in 2016. No longer was there a need for a summary report as in previous years, as this was replaced by a plan or forecast, outlining funding and how it is to be spent across the current year to help mitigate or overcome the barriers that DP face as they progress their primary education at schools across the country.

The impact of the plan across the Academic Year, particularly for those pupils at End KS1 and 2 and at other measurable junctures, for example the Y1 Phonics test or the number of pupils achieving a Good Level of Development (GLD) in EYFS, will be subject to a further report to be prepared upon the release of relevant data from the government's Analyse School Performance (ASP) platform.

A detailed interim appraisal from our own analysis is already on the school website (School Development Plan Update and Target Review September 2018). This is in addition to our termly Progress Reports which enable the progress of all Disadvantaged Children to be tracked and therefore the impact of the most recent plan to be monitored across the year.

#### **Here at St Gregory's our aims for Disadvantaged Pupils remain constant:**

To reduce the attainment gap between advantaged and disadvantaged children in every class across the school and in doing so equipping our challenged pupils with the skills and abilities necessary to enable them to make good progress, both across this school and into the next phase of their education. As well as academically, they will be supported and nurtured to develop into happy, confident, caring and supportive children, fully able to contribute to the life of the school and work and play in harmony with their peers.

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.

The government would prefer the plan to focus on the current Academic Year, despite the fact that funding is distributed across the Financial Year, however, to support traceability, the school has factored in all of the monies scheduled to be allocated for the current year and any additional funding will be factored in and the report updated. Any shortfall will be covered from the wider school budget.

#### **For 2018/19 the school has and will receive funding totalling £44,840**

- **FSM and Ever 6 Children: £35,640**
- **Post LAC: £9,200 for 4 pupils**

Given that there is again some discrepancy between the LA's figures and our own calculations of Ever 6. Post LAC and LAC pupils, especially when considering that the

support we are providing for some of our children has to be accessed via another Local Authority and is reliant upon detailed PEP's (Personal Education Plans) being submitted to the required standard before funding will be released, meaning that we have to utilise our own funds and hope that spend is recouped via payment later in the year. We also have the new Reception intake to consider as they progress Baseline Assessment and needs are identified. It may well be that spend on support for our Disadvantaged Pupils once again, comfortably exceeds the funding provided by the government.

### **Barriers to Learning:**

The needs of our DP and the barriers to learning that they have to overcome vary enormously with some pupils requiring immediate intervention support to access the curriculum and to develop those essential social and personal development skills on entry. These pupils often require ongoing support across the primary phase.

Some pupils have more specialised learning difficulties that require specific and targeted intervention with Reading, Writing or Mathematics. We are also supporting some children with specific speech and language development and others require social and emotional help. Other pupils make swift and encouraging progress necessitating higher end support and intervention to enable accelerated progress.

We have pupils who have a variety of other needs often linked to poverty and deprivation and some that encapsulate any combination with other issues such as attendance and time keeping. There can be no definitive list.

### **Addressing Barriers to Learning:**

Happily the expertise available within the school combined with effective liaison and communication with parents, carers and other agencies, helps ensure that all of our children are welcomed and supported immediately on entry. Where support and intervention and indeed challenge are needed to continue to address any barriers to learning as the years progress, this is provided, making best use of the skills and experience across the staff team and utilising the school's excellent links with other support agencies. The school's robust system of tracking and assessing the progress our Disadvantaged Pupils make, enables an up to date assessment of how intervention and support impacts across the year on the sometimes manifold barriers to learning these children have to overcome. Termly reports are collated and used by staff to both reflect on the impact of support and to identify any additional support or strategies needed to address catch up as well as to build and extend upon progress made. As noted earlier, these are also published on the website.

Of the 27 identified DP across the school in 2018/19 from Y1 to Y6, 44% have additional Special Educational Needs, some severe, that require support well above and beyond that funded by Pupil Premium monies. With support, some of these children will achieve the Expected Standard but their level of challenge is higher than that of other pupils across the cohorts. 15% have been identified as capable of achieving better than expected progress and require a more challenging teaching programme over time. The remaining 31% of DP are on track to achieve national standards.

As an indication of what is achievable, across 2017/18 (26 pupils / 10 SEN)

- 73% of all pupils were working at Expected or Above in Reading
- 62% of all pupils were working at Expected or Above in Writing
- 58% of all pupils were working at Expected or Above in Mathematics
- 100% of Disadvantaged / Non SEN pupils were working at Expected or Above in Reading
- 94% of Disadvantaged / Non SEN were working at Expected or Above in Writing
- 81% of Disadvantaged / Non SEN were working at Expected or Above in Writing

The combined impact of Disadvantage and SEN is very clear and these children require extensive intervention and support across the Primary phase.

Analysis of the make-up of the September 2018 / 19 Reception class is ongoing with staff currently working through Baseline Assessment and liaising with parents / carers.

### Pupil Premium Spend Plan FY/ AY 2017/18

Focus Area	Staff Deployment / Resources	Targeted Impact	Spend
Reception Class: Early intervention and support: <ul style="list-style-type: none"> <li>• PSED / Pastoral</li> <li>• Attendance</li> <li>• Communication and Language</li> <li>• Initial Phonics Programme</li> <li>• Early Reading, Writing and Mathematics</li> </ul>	0.5 HLTA  0.5 Specific EY CA	Pupils settle well into school routine <ul style="list-style-type: none"> <li>• Effective communication with parents / carers</li> <li>• Improved communication and language skills</li> <li>• Early identification of support needs leading to effective intervention</li> <li>• Aim for all pupils to achieve a Good Level of Development</li> <li>• 85%+ Pupils to achieve standard in Y1 Phonics test</li> </ul>	£5,742.  £5,307
1-1 / Small Group Phonics Support Y1	Including specific programmes for individual pupils (Blast / Fuzz Buzz)		Y1: 15mx5x39 x6 pupils £2820  Additional HLTA support:0.5 £6,625

<p>1-1 / Small Group work with 2 LAC (Y1 and Y2) to develop social and communication skills, Expressive Art and Number work</p> <p>1-1 / Small Group Work – Emotional Support and Well Being Y3 (Post LAC)</p>	<p>Daily 30 min 1/1 30m 1/3 CA support 15 min daily SA designated play support each lunchtime</p> <p>Three times weekly 1-1 support for LAC pupil. Special Time / Support</p>	<p>Support communication and interactivity to enable successful integration. Focused intervention to better enable catch up</p> <p>Support self -esteem and anxiety issues</p>	<p>CA / SA Time 39x5x0.5x2 £1706 39x5x0.25 x2 £853.</p> <p>CA 39x3x0.25 £256</p> <p><b>Total: £23,309</b></p>
<p>Y6:</p> <p>Small group focused intervention and acceleration support.</p> <p>Pre and Post school Booster Sessions</p>	<p>0.5 HLTA 0.25 M6 Teacher Support</p> <p>DHT / HT / TLR- Maths Lead specific booster support for <b>All</b> pupils with emphasis on Maths</p>	<ul style="list-style-type: none"> <li>• Consolidation and catch up off previous learning</li> <li>• Differentiation to both support and challenge</li> <li>• Higher level skills</li> <li>• Focused marking and feedback</li> <li>• Supporting fluency and faster progression to Greater Depth challenges</li> <li>• Accelerated progress across all Core subjects with emphasis on Maths</li> <li>• Increased percentage of pupils achieving Expected / Better than Expected progress and</li> </ul>	<p>£7,305 £4228</p> <p>Leadership initiative</p>

		attainment	
Y2: 1-1 and 1-2 specific lunchtime intervention support for Maths/ Reading across the year	KS1 staff and HT	Supported pupils achieve Expected Standard at End KS1	Leadership initiative  <b>Total: £11,533</b>
Y5: Acceleration Afternoons	0.10 Teacher Support x 39 weeks	<ul style="list-style-type: none"> <li>• Ability Grouping to support and challenge</li> <li>• Consolidation of previous learning</li> <li>• Accelerated progress across Core Areas with emphasis on Maths</li> </ul>	£1691  <b>Total: £1691</b>

Pre -school / Lunchtime support Y3-Y6  Identified individuals / pairs  08.20 – 08.50 and 12-12.30	ICT Trained CA  5 hours per week including preparation, assessment and feedback	1-1 on line support <ul style="list-style-type: none"> <li>• RM Maths / Maths Whizz</li> <li>• Spellathon</li> </ul>	£1706  £1706  <b>Total £3412</b>
Staff Training and Development	Ongoing professional development for staff linked to narrowing the gap especially in maths  Continue drive to increase CA	Supply / Cover costs	£1800

	attendance at wider range of courses both during and after school, especially in practical maths and SEND		<b>Total: £1800</b>
Teaching and Learning Resources	Numeracy and Problem Solving focus	Practical materials and equipment for Early Maths across KS1 and Problem Solving across KS2. Aspire Maths embed in Y1 and pilot in Y2  SEN ICT Licences	£1560  <b>Total: £1560</b>
Educational Visits including Residentials / After School Clubs and Brass Instrument Tuition	To enable pupil attendance at Residential and curriculum enhancing trips and visits.  Enable participation in After School Clubs	<ul style="list-style-type: none"> <li>• PSED;</li> <li>• Self Esteem / Excellence and Enjoyment</li> <li>• Transition Readiness</li> <li>• Health and Fitness</li> <li>• Fun and Enjoyment</li> </ul>	£2050  <b>Total: £2050</b>  <b>Grand Total: £45,355*</b>

The school spends significantly more than this total in providing day to day intervention, consolidation and acceleration support for all disadvantaged and challenged pupils across the school.

***\*This total is allocated and targeted to support the needs of our Disadvantaged Pupils across the school. Any additional funding will be similarly signposted and put to good use as we progress the 2018/19 Academic Year.***

Impact and progress reports on all DP are completed termly across the Academic Year, with an initial review at the end of the Financial Year and a full review scheduled for the end of the Summer Term 2019 when progress against all key targets is reviewed and analysed to assess impact and value for money. These can be found in the same area of the website.

**KJS (28/09/18)**