

## **Pupil Premium Plan**

### **Financial Year / Academic Year 2017/18**

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 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, the replacement for RAISE. This will be in addition to our termly progress reports which will be retained and published termly on the website.

#### **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 additional information across the year in the form of Pupil Premium updates (see 2016/17 information) which should enable the management of funds and range and impact of support traceable.

**For 2017/18 the school has received to date £34,100 from April 1<sup>st</sup> broken down as follows:**

- **FSM: £26,400 for 20 pupils**
- **Post LAC: £5,700 for 3 pupils**
- **LAC: £1,700 for 1 pupil**
- **Service Child: £300**

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 recent

transfers and the new Reception intake, we anticipate further funding as the year progresses and a percentage of this has already been factored in to the plan.

### **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. 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. These are also published on the website.

Of the DP across the school in 2017/18 from Y1 to Y6, 45% have additional Special Educational Needs, some severe, that require support well above and beyond that funded by Pupil Premium monies. 15% have been identified as capable of achieving better than expected progress and require a more challenging teaching programme over time. The remaining 40% of DP are on track to achieve national standards.

In the Reception class the DP cohort comprises 16.66% of the September 2017 intake, Baseline Assessment identifies that 80% are bracketed as Emerging with 20% Developing and 0% Secure. One child has already been identified as SEN and requiring additional support, but this is early days with additional pupils likely to be added to the SEN register following ongoing assessment by early 2018 or at the end of the academic year.



Pre and Post school Booster Sessions	DHT / HT / TLR- Maths Lead specific booster support for <b>All</b> pupils with emphasis on Maths	<ul style="list-style-type: none"> <li>• Differentiation to both support and challenge</li> <li>• Higher level skills</li> <li>• Focused marking and feedback</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 attainment</li> </ul>	
Y2: 1-1 and 1-2 specific lunchtime intervention support for Maths	KS1 staff and HT	Supported pupils achieve Expected Standard at End KS1	£877
			<b>Total: £15,329</b>
Y5: Acceleration Afternoons	0.10 Teacher Support x 30 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>	£2259
			<b>Total: £2259</b>

Pre -school / Lunchtime support Y3-Y6  Identified individuals / pairs	ICT Trained CA  3 hours per week including preparation, assessment and	1-1 on line support  <ul style="list-style-type: none"> <li>• RM Maths / Maths Whizz</li> <li>• Spellathon</li> </ul>	£1116
--	---	---	-------

08.20 – 08.50 and 12-12.30	feedback		£1116  <b>Total £2232</b>
Staff Training and Development	Ongoing professional development for staff linked to narrowing the gap especially in maths  Continue drive to increase CA attendance at wider range of courses both during and after school, especially in practical maths	Supply / Cover costs	£1200  <b>Total: £1200</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 pilot in Y1  SEN ICT Licences	£1400  <b>Total: £1400</b>
Educational Visits including Residentials / After School Clubs	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>	£1585  <b>Total: £1585</b>  <b>Total: £37862</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 does exceed the initial allocation of Pupil Premium funds from the April 1<sup>st</sup> figures but anticipates funding that should be factored in across the year given that necessary support needs to be provided now (September 2017) given the needs of newly arrived LAC pupils and FSM children in Reception and Y1. Any additional monies up to a possible £11,040 will be earmarked in updated plans across 17/18.***

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 2017. These can be found in the same area of the website.

**KJS (25/09/17)**