

**ST. GREGORY'S SCHOOL PUPIL PREMIUM STRATEGY 2017/2018**

<b>TOTAL NUMBER OF PUPILS ON ROLE 606 (JAN. 2018 CENSUS)</b>		<b>NUMBER OF PUPILS ELIGIBLE FOR PPG : 67 = 11% % OF ALL</b>		
<b>TOTAL AMOUNT OF PPG FUNDING RECEIVED</b>	<b>£69,960</b>			
<b>Barriers to attainment/ progress</b>				
<ol style="list-style-type: none"> <li>1. Poor communication/comprehension skills</li> <li>2. English is not first language (EAL overlap)</li> <li>3. Lack of parental engagement/support</li> <li>4. Lack of wider enrichment opportunities</li> <li>5. Additional learning needs (SEN overlap)</li> </ol>				
<b>Desired outcomes :</b>				
<ol style="list-style-type: none"> <li>1. Individual tracking + bespoke provision to narrow gap between disadvantaged + non-dis. group</li> <li>2. Dis. pupils to make accelerated progress from starting points (KS1→KS2 outcomes)</li> <li>3. Pastoral provision supports social/emotional development enabling positive behaviour for learning</li> </ol>				
<b>Whole School Strategy :</b>				
<b>Target Group</b>	<b>Success Criteria</b>	<b>Actions</b>	<b>Staff</b>	<b>Review</b>
<b>All PPG pupils</b>	To make progress at least in line with non-dis. group, closing attainment gap in R/W/M	PPG pupil books 'prioritised' in teacher marking and focus of SLT + Phase leader book monitoring (books easy to identify)  PPG pupils are focus group at PP + class handover meetings Class Venn diagram – overview of multiple needs for all PPG pupils to enable accurate intervention  PPG group prioritized for NLP4kids provision (Sept. 2018)	Head of Inclusion Phase Leaders Assessment Leader	September 2018
	Pupils to know targets in R/W/M + understand next learning steps.	Regular high quality written + verbal feedback enables continuing progress.  Targeted teacher questioning in R/W/M lessons (at least 1 question per lesson)	Class teachers Phase leaders	

	Senior Leaders + Governors to maintain comprehensive awareness of PPG progress/attainment + impact of provision	Half termly item on C+S and PPC agendas.  PPG group regular focus of gov. monitoring visits	Ann-Marie McLoughlin (C+S chair) Abbott Martin (PPC chair)  HT	
	Pupils to attend school regularly and on time to maximise learning opportunities	Decline in attendance/punctuality rates is addressed promptly. Weekly attendance checks for this group with HT follow up as appropriate	Data Administrator HT LA Attendance Officer	
<b>PPG pupils + poor communication /comprehension skills</b>	Pupils to make good progress in developing skills of communication enabling fluency and confidence in speaking/listening skills	<b>EYFS –</b> Targeted small group S+L skills development  'Magic Bucket' turn- taking group Targeted phonics groups	Head of Inclusion Class Teachers	
		<b>KS1</b> Lego Club Phonics intervention group Writing support group Handwriting support group Trugs vocab. games group		
		<b>KS2</b> 1-1 Spelling boosters group Writing support group Handwriting support group		
<b>PPG pupils + EAL overlap</b>	Pupils to make good progress in acquiring secure level of English in S+L/ R/W thus enabling full access to curriculum	<b>EYFS/KS1/KS2</b> Assessment in home language. Bespoke EAL support (1-1, small group, in class) Parent workshop	EAL Teachers Head of Inclusion	
<b>PPG + SEN</b>	Pupils make good progress from own starting points through accurately targeted provision	Individual targeted provision to meet pupil need. Sharper focus on impact of provision. Head of Incl. monitors progress/outcomes and adapts provision accordingly.	Head of Inclusion Class teachers	
<b>PPG + VULNERABLE (emotional/social)</b>	Raise pupil self-esteem and	Pastoral support provision tailored to individual/group need	Pastoral Support Worker Head of Inclusion	

	confidence level to enable positive engagement with peers/adults and to manage adversity with increased level of resilience	NLP4kids programme delivered on 1-1 and small group basis	NLP4kids instructor DHT	
SPENDING PLAN				
Resource	Estimated cost	Objective		
Spelling Booster Group	<b>£2576</b>	Develop & consolidate spelling strategies to enable pupils to reach ARE		
Phonics Booster Group	<b>£7476</b>	Targeted interventions to ensure that phonic knowledge is secure to facilitate reading fluency and to meet national expectation of phonic ability		
Reading/Writing/Maths Booster Groups	<b>£12399</b>	Targeted small-group interventions to consolidate class learning and boost pupil confidence levels in core subject skills		
1-1 targeted support in R/W/M	<b>£7085</b>	Time-bound, individual support for targeted pupils (in and outside of classroom) with specific barriers (as identified by CTs)		
EAL support	<b>£25,419</b>	Assessments+ regular learning sessions to enable pupils to access the curriculum at appropriate levels		
Lego/Magic-Bucket/Trugs	<b>£2898</b>	Play-based activities to develop turn-taking, flexible working, good listening to promote skillful behaviour management		
Homework Club	<b>£2023</b>	Provides support for pupils who lack parental/family support in completing home learning. HLTAs advise/guide pupils to successfully complete tasks		
SALT provision	<b>£6825</b>	Professional Speech + Language assessments to enable accurate targeting of barriers to learning and enable development of pupils' speech, language + communication skills through tailored support programmes		
PSW support 1-1 & Small group & drop-in facilities	<b>£20702</b>	Targeted, tailored provision to enable pupils to overcome emotional challenge, increase confidence/self-esteem and enable to reach greater learning potential.		
<u>Financial subsidy:</u> Trips incl. residential Author-led Writing Group Uniform incl. P.E. kit Learning resources (revision books) Extended School Club provision (B-fast + ASC) Holiday Club provision	<b>£5000</b>	Enables financially dis. group to access extra-curricular learning to enrich individual social/cultural experience Enables inclusion across curriculum ensuring PP group have equal access to all aspects of learning incl. extended schools facility. Support for working parents.		
Staff training support staff + teachers	<b>£2000</b>	Training sessions to enable staff to have the necessary skills to provide the necessary support as appropriate. This includes in house and external specialists in areas such as Phonics Support, Pastoral Support, speech and language		