St Gregory's Catholic Primary School Pupil Premium Strategy Statement 2022/2025

School overview

Detail	Data
School name	St Gregory's Catholic Primary School
Number of pupils in school	200 (244 including Nursery)
Proportion (%) of pupil premium eligible pupils	44.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2023 2023-2024 2024-2025
Date this statement was published	13th November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Mrs M Roney
Governor / Trustee lead	Mrs M Russell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 145,085
Recovery premium funding allocation this academic year	£ 13,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 158,860

Part A: Pupil premium strategy plan

Statement of intent

St Gregory's Catholic Primary School is in an area of high deprivation and almost half of our school population are from disadvantaged backgrounds. Our school plays a key role within the community and is central to ensuring that our families and children facing those challenges are given the very best quality of education and support.

Our intention is that we nurture the aspirations and ambitions of all our pupils to achieve well and become successful in life, regardless of their starting points and irrespective of their background or the challenges they face. We aim for our children to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers as well as ensuring that they gain the social and emotional skills to access the knowledge curriculum and develop a love of learning.

To identify the challenges that our pupil premium children face and the ways that these will be addressed, using research on the most effective strategies provided by the Education Endowment Foundation (EEF).

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The Senior Leadership team and Headteacher have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly. We ensure class teachers and subject leaders know which children are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school. The Governing Body is ambitious for all pupils and closely monitors the school's effectiveness in closing the gap between different groups of pupils.

Our objectives are to:

- Remove barriers to learning created by social and economic background.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to nurture their social and emotional wellbeing and to develop resilience.
- Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted support to quickly address identified gaps in learning.
- Target funding to ensure that all pupils have access to trips, residential visits and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide nurture to support pupils in their emotional and social development.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Phonics/Reading – As a school we continue to prioritise the need to provide early intervention for reading and phonics. A high proportion of children enter EYFS lacking fundamental basic skills, this is reflected in their low baseline Literacy and Maths.
2	Low attainment on entry to the Early Years Foundation Stage in speech, language and communication
3	Writing – pupils have limited experiences beyond the home life and community in which they live. This means they lack imagination and stamina when writing at length.
4	Maths – we are prioritising the need to provide early intervention for key number skills.
5	To improve attendance and readiness for learning in order to prevent this being a barrier to learning and progress.
6	Significantly low levels of income a debt often does not allow quality enrichment opportunities to be offered at home. Funding often identifies as a barrier for providing additional experiences outside of the classroom for all our children, this has been heightened with the increase of the cost of living we have experienced since 2022.
7	Small groups of children still struggle with the impact of the COVID-10 pandemic.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve national average progress scores for PP in reading by the end of Key Stage 2. To accelerate reading progress for PP from very low starting point on entry in Reception class.	❖ Our aim is for every child to be a fluent reader and to develop a genuine love of reading. ❖ Full engagement in focused Read Write Inc and Steps to Read lessons. ❖ Regular CPD to ensure high quality teaching and learning is provided. ❖ Support groups of children who need additional support with Reading and Phonics in KS1 and EYFS to narrow the gaps and increase attainment from their very low starting points on entry. ❖ Ensure that progress for PP children is inline with others and in some cases accelerated. ❖ Children have opportunities to read a greater number of quality texts and have access to high quality reading friendly environments that engage and excite children. ❖ Parental engagements increase through Stay and Play activities. ❖ Monitoring shows children have extended vocabulary through the high-quality Steps to Read texts. ❖ Assessment are accurate and indicate maximum impact on progress. Assessments are used to plan next steps for individual groups of children.
To consistently achieve phonics pass rate inline with or above national averages for PP in Year 1.	❖ Most children to have successfully completed the Read Write Inc programme by the end of Year 1. Those who haven't, will start Year 2 on Blue RWI books. ❖ Most children in Year 2 to have successfully pass the phonics check by the end of Year 2. ❖ Most children to have completed the green RWI books by the end of Reception and achieve ELG in reading. ❖ Focused intervention with small group phonics, and 1:1 RWI speed sounds sessions.
To reduce attendance gap for PP children against others.	❖ Whole school attendance to be 96%+. ❖ Increase % in the number of children monitored showing an improvement in attendance figures. ❖ Pupils to be aware of expected attendance. ❖ To re-focus attendance following a difficult period due to the COVID-19 pandemic. ❖ Agreed actions that have a positive impact on attendance of the harder to reach families. Reducing the number of PAs.

	❖ Liaise with EWO to form part of whole school strategic approach to improving attendance for all groups of pupils.
Improved speech, language and communication	❖ Children in the Early Years will have access to Wellcomm intervention programme. ❖ SALT intervention.
Improved reading and writing outcomes for PP children because of increased stamina to access longer pieces of text.	❖ Children will be narrowing the gap with their peers, and they will be more in line with National Standards. ❖ Staff to follow the Literacy Counts Ready, Steady, Write Programme for English. ❖ Children given more writing opportunities. ❖ Regular CPD to ensure teachers are experts and high-quality teaching and learning takes place. ❖ Children will be able to complete longer pieces of writing.
To accelerate progress in key number skills by the end of EYFS and KS1. To complete the Maths Hub Mastery Readiness programme.	❖ To develop fluency in all year groups in Reception, Y1 and Y2 through the Maths Hub Mastering Number in KS1 programme. ❖ Assessments are accurate and indicate maximum impact on progress. ❖ Monitoring is used as an effective tool to highlight strengths and areas for development. ❖ Mastering Number to be successfully implemented in Reception, Y1 and Y2. ❖ Maths Lead to access additional training when and where necessary to enhance mastery approach. ❖ All year groups to have clear and precise pans for weekly teaching of key number skills.
Children to have access to wider opportunities	❖ Children will take part in enrichment experiences. ❖ Children will have music lessons. ❖ Children will experience school trips/residential experiences. ❖ Children will have accessed extracurricular activities.
To provide additional support for emotional well-being and improve mental health for identified groups of children.	❖ To increase resilience of pupils and sustain high levels of well-being. ❖ Increase pupil engagement in learning. ❖ To remove barriers t learning for more vulnerable groups. ❖ To use the Commando Joe programme to support children's well-being. ❖ Learning Mentors to support children using Lego Therapy, the sensory room, the ROAR programme and MHST support. ❖ Year 5 children are trained to be Rocket Resilience Champions, they will support groups of children as and when needed.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for all teaching staff (teachers and teaching assistants) ❖ SIL Subject Leader Briefings ❖ Access to CPD from a range of providers including Maths Hub ❖ To update and refresh staff training for Read Write Inc Programme. ❖ RWI Reader Leader training ❖ Reader Leader Coaching Sessions ❖ G10 Network Writing Moderation ❖ G10 Network Subject Leader CPD ❖ ECT Programme ❖ Music teacher to deliver high quality music lessons to enhance and enrich learning experiences. ❖ Live marking / feedback ❖ Safeguarding ❖ Subject Leadership ❖ Precision Teaching ❖ Sensory Needs	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes compares to the impact of having a teacher with ten years' experience rather than a new graduate. CPD also has similar attainment effects to those generated by large, structural reforms to the school system. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. Teacher CPD may be a cost-effective intervention for improving pupil outcomes: while there are other interventions with a larger impact on pupil attainment, such as one-to-one tutoring, these programmes are typically far more expensive. **(EEF – Teaching and Learning Toolkit – Teaching Assistant Interventions)** High-quality CPD for all staff has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupils' attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. **(Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students).** Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	4, 5, 6 and 7

CPD meeting will involve quality pedagogical discussions about learning. SLT will design a schedule and plan delivery throughout the year. Leaders at all levels will contribute to these sessions with additional INSET days involving experts from outside agencies and specialists.	The average impact or oral language interventions is approximately and additional six months progress over the course of a year. **(EEF Teaching and Learning Toolkit – Oral Language Interventions).**	
Feedback to pupils Teachers and teaching assistants will spend lessons prioritising feedback to pupils through live marking to celebrate success and to respond to misconceptions.	Providing feedback is well-evidenced and has high impact on learning outcomes. It tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback shows slightly higher impacts overall (+7 months). **(EEF – Teaching and Learning Toolkit – Feedback)**	4, 5, 6, and 7
SENDCo and PP lead to work together to identify any support staff who would benefit from further CPD e.g. in SALT or behavioural needs.	Staff who feel skilled and confident leading an intervention will see better progress from the children.	2, 6 and 7
Review approach to teaching reading comprehension skills in KS2. Developing a whole school approach, ensuring the opportunity to build a love of reading and lifelong readers is as strong as teaching the mechanics of reading.	A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts, and subjects. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5, and 7
Develop maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD	The DfE non-statutory guidance has been produced in con-junction with the National Centre for Excellence in the Teach-ing of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	4

(including Teaching for Mastery training).		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
We are continuing to embed our reading and phonics strategy to ensure all children can learn to read and read to learn so that no child is left behind. Using support from our trained reading lead and through a robust approach to accessing and teaching in organised RWI groups we will raise achievement for all. Tas will receive training and coaching to follow a structured programme and precision teach to pupil gaps through EYFS-KS2 on a daily basis. Year 5 and Year 6 children will take part in RWI Fresh Start Programme. Parents will be involved, training and supported. Update Read Write Inc Resources and books for use in Reception and Key Stage	Phonics has a positive impact overall (5+ months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children for disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate. **(EEF Teaching and Learning Toolkit – Phonics)**	1, 2, 4, and 7
Focus on speech and language development from EYFS entry to Year 6 using the WellComm Programme.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	2

TAs to provide targeted support in class. 1:1 or small group intervention highlighted through assessments and pupil progress meetings. Beanstalk Reading Programme Targeted PP children to access programme.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has equally or even more effective. **(EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)**	1, 2, 4, 5, and 7.
Engaging with the School Led Tutoring Pro-gramme to provide tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	4, 5, and 7
Tackling Tables	Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupils. **(Hasselbring, Lott and Zydney, 2005)**	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional/Pastoral Support ❖ Two Pastoral Staff ❖ Lego Therapy ❖ MHST Team ❖ Whole School Approach to Mental Health ❖ EHATS ❖ Educational Psychology Service ❖ Purple Circle ❖ SENDCo Time	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. **(EEF Teaching and Learning Toolkit – Social and Emotional Learning)**	2, 4, 6, and 7

❖ Provide behaviour and pastoral support for small minority of PP children. ❖ Parent Support		
Two Learning Mentors to support attendance initiatives to achieve consistent attendance of 97%+ and reduce PAs	Pastoral care: a whole-school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners | BERA	1 and 3
Improvements in attendance and punctuality through: ❖ Magic Breakfast Club with 4 support staff ❖ Support from Attendance officer ❖ Rewards/Trips for improving attendance	Pupil's attainment cannot improve if they are not attending school. Attendance has been identified as a key issue for improving attainment and progress.	1, 7, and 8
Uniform Costs to support pupil and family well being	To promote the importance of self-belief and self-s-esteem throughout the school community and raise aspirations for all children. Children will feel valued and equal. Parents feel supported that the school can help them with these matters.	1, and 8
Enrichment/Extra Curricular provision ❖ After school clubs ❖ Breakfast clubs ❖ Sports events ❖ Class Trips (Curriculum enhancement) Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils.	Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. **(EEF Teaching and Learning Toolkit – physical activity/extending school time)**	1, 3, 6, 7, and 8
Edible Playground To boost concentration, health, and wellbeing. Make outdoor learning more fun. Help all pupils unlock their potential and collaborate with others.	Increasingly exposed to unhealthy food choices and with limited opportunities to grow and eat good food, one in three children leaving primary school are overweight or obese. Edible Playgrounds offer a lively, engaging, multi-sensory way to teach children about growing and eating healthy food. Aside from the physical health benefits that eating well	6, and 7

	brings, learning in an outdoor environment combats Nature Deficit Disorder and has been shown to increase mental health by boosting mood, confidence, and self-esteem. Furthermore, allowing the children to connect with nature develops attentiveness and self-reliance in the pupils, leading to more sustainable behaviours in the long term. Edible Playgrounds | Trees for Cities	
Parental Engagement ❖ Phonics and reading CPD ❖ Class Dojo Stories ❖ Stay and Play ❖ Coffee Mornings ❖ Parent Courses ❖ PTA Effectively promote parental engagement in learning via regular workshops in school, and develop further through Class Dojo, Twitter, newsletters and school website.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. **(EEF Teaching and Learning Toolkit – Parental**	3

Total budgeted cost: £40,000 + £70,000 + £50,000 = £160,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	Review
Improved % attendance	Overall % attendance is in line with previous year at 93.5%; however, this is due to the recording of COVID-19 absences in the previous year. PA was us by 1.6% due to holidays being taken during term time. Again, this was a result of holidays being cancelled during the COVID-19 pandemic. PA for this academic year is 20.9%, which is above national. Attendance targets were set and monitored although impact was hampered due to a chicken pox outbreak in Autumn term. An attendance team was created and rigorous collaborated with neighbouring schools and the EWO will show impact over the coming terms. Target setting is in place for children whose attendance is a cause for concern for 2023/2024 academic year.
Improved outcomes for children in progress and attainment in Reading, Writing and Maths	GLD is in line with national, it has increased by 2 children since 2022 and is now in line with pre-pandemic levels. Phonics is above national, and we have maintained pre-pandemic levels. KS1 the school is in line with national in all areas, pre-pandemic levels have been maintained in maths and have increased by 9.3% in reading and 5% in writing. KS2 Reading is below national by 19.2% (6 children) in writing they are below by 4.7% (1 child) maths is in line with national. Reading and writing have decreased since 2019 reading down by 13.4% and maths by 6.7%. RWM combined is down 10% from 2019 and is below national by 12.7%. Progress in writing and maths have improved since 2019 and in reading progress measures have slightly dipped.
Improved speech, language and communication	

Improve engagement in reading of PP children to ensure PP children achievement narrows the gap with non-PP children.	Lesson observations show children are thoroughly engaged in reading lessons. Children are enthusiastic about reading at home. PP children in years 4 and 5 have received additional reading support from the Beanstalk reading programme. **KS1 Data:** PP children achieving Expected Standard in Reading – 7/11 = 63.6% Non-PP children achieving Expected Standard in Reading – 7/9 = 77.7% **KS2 Data:** PP children achieving Expected Standard in Reading – 7/16 = 43.7% Non-PP children achieving Expected Standard in Reading – 9/14 = 64.2%
Improved reading and writing outcomes for PP children because of increased stamina to access longer pieces of text.	Steps to read is embedded, staff have received high quality CPD from Literacy counts experts, this in now evident in books through monitoring. **KS1 Data:** PP children achieving Expected Standard in Writing – 5/11 = 45% Non-PP children achieving Expected Standard in Writing – 6/9 = 66.6% **KS2 Data:** PP children achieving Expected Standard in Writing – 10/16 = 62.5% Non-PP children achieving Expected Standard in Writing – 10/14 = 71%
Children to have access to wider opportunities	All PP children have attended at least one class trip this academic year. Year 5 and Year 6 have attended residential visits and are supported financially to ensure that the cost of the trip is not a barrier to attendance.
The small group of children who are suffering with behaviour and anxiety difficulties will feel more at ease coming into school.	Learning mentors have worked with children throughout the year to support these children and make sure that their anxieties are not a barrier to attending school. Individual children have also received support from the MHST team and Seedlings to support their anxiety needs. Attendance for these children has improved.

Externally provided programmes

Programme	Provider
Beanstalk Reading	Coram Beanstalk
White Rose Maths	White Rose Maths
Purple Mash	2 Simple
Wellcom	GL Assessment