Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of the pupil premium had within our school.

School overview

Detail	Data
School name	St Gregory's Catholic Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	18% (2025/26)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/26 – 2028/29
Date this statement was first published	1/12/25
Date on which it will be reviewed	Dec/Mar/Jul annually
Statement authorised by	M. Quigley
Pupil premium lead	M. Quigley
Governor / Trustee lead	C. Wallace

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024/25)	£59,000
Recovery premium funding allocation this academic year	£0
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	£59,000

Part A: Pupil premium strategy plan

Statement of intent

The Curriculum Intent at St Gregory's

At St Gregory's, the curriculum our children experience enables us to live out our Mission Slogan: ***Loving all, like Jesus, we flourish together***.

We aim to enable ***all*** our children to ***flourish***, regardless of background or disposition by offering a rich and informed curriculum packed with opportunities for all our children to experience 'life to the full' (John 10:10).

Taking the National Curriculum as our basis, with the fundamental life skills of Reading, Writing and Maths at the heart, woven throughout our curriculum are opportunities for our children to develop ***The Seven Skills of the Steward*** – attributes and attitudes which we believe are essential so as to enable our children to thrive in the world of the future:

Team-working † Problem-solving † Creativity † Peace-making

Empathy † Resilience † Gratitude

We believe that this powerful combination will enable our children to perform well at end points in their relevant stages of education (for example at the end of EYFS, Key Stage 1 and Key Stage 2), as well as allowing them to enjoy successfully playing their part in helping to make our wonderful world an even better place and make 'Thy Kingdom come'.

Careful mapping of the National Curriculum, monitored closely by our curriculum and subject area leaders, has ensured our curriculum is sequenced so as to enable current learning to be founded upon prior development of relevant knowledge, skills and understanding. We have also built into our curriculum a multitude of ways to help make our children's experiences ***meaningful, motivating and memorable***, not least in the way we aim to apply our English and Maths skills across the curriculum to provide relevant opportunities to demonstrate thorough understanding in a variety of contexts.

Informed by the voices of those across our school community, our curriculum has been designed to reflect the needs of the children at our particular school. We also aim to utilise our links within the community to provide the very best 'linked-up', relevant learning experiences for all our children. Currently, we are especially focusing on developing the core skills of Literacy (especially for our children for whom English is an additional language and those in receipt of the Pupil Premium Funding), as well as striving to provide a wider variety of life experiences – key factors to help our children further ***flourish*** (for example, through increased Extra-Curricular Activities such as clubs and trips, as well as further-developing the Cultural Capital Provision embedded across our school). In the same way, our Reading Policy is firmly focused on enabling all our children to develop their reading ability in age-appropriate ways – an essential factor in ensuring success across the curriculum.

Any gaps in our children's understanding of the curriculum which may present themselves are addressed in a wide variety of ways. Amongst other things, these include: obtaining and enabling any necessary Educational Health Care Plans or access to Special Education Need Support; ensuring an effective strategy is in place for use of Pupil Premium funding; making sure quality first teaching is in place consistently across the school, with lessons differentiated and resources utilised accordingly and a wide range of experiences and approaches in effect; systematic targeting of specific children who may

have ‘fallen behind’ with relevant interventions put in place; in-depth analysis of all pupil performance at termly pupil progress meetings; ensuring an open-minded culture amongst all staff is in evidence across the school so we are always willing to continuously improve our practice to get the very best for the children in our care.

Our curriculum is reviewed frequently by a range of stakeholders, the results of which are then fed back into the educational experiences our children partake in – all the while mindful of how we can best ensure *all* the children at St Gregory’s *flourish* continuously.

Particularly with regards to children in receipt of Pupil Premium funding …

As with all children in our school, stated above, we aim to ensure that every single one of our children in receipt of Pupil Premium funding experiences ‘life to the full’. This can cover a wide range of areas for each individual child, but ultimately, we want them to:

- make strong relevant academic progress (particularly in the core suiubjects)
- be in a ‘good place’ with regards to their social and emotional well-being (including support for their families as well)
- engage with a wide range of life experiences and opportunities so they can nurture their unique God-given talents for which the world is waiting … and … thoroughly enjoy their time with us!

Challenges

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

Challenge number	Detail of challenge
1	The English monitoring cycle has flagged up that children in receipt of PP funding are less likely to be **supported at home with their reading** which can have negative impact on their outcomes in this area. Internal data suggests our disadvantaged children **enter school typically lower than average in relation to Literacy**. At the end of Reception this group of children has achieved **below their Non-PP peers** in 2/3 years in relation to GLD. However, these children have been above local PP averages in all 3 of these years. At the end of KS1 disadvantaged children have still been **below local and national Non-PP averages** for the last 3 years in Reading. These children have, however, still achieved good outcomes in Phonics over this time. KS2 SATs data for 2024&25 evidences that children in receipt of PP funding achieved lower than their non-PP peers internally (67(33)% at EXP+ compared with 83(33)% at EXP+). This is lower than local (74%) and national averages (75%) of Non-PP chn. This is an improvement on the previous 2 years' data (both 40% EXP) and the gap has lessened. However, as there is still a gap when compared with local and national trends, our focus will remain on **reading outcomes** for chn in receipt of PP funding due to the importance of this area in relation to access to the curriculum and school life generally.
2	Pastoral reviews have flagged up that children in receipt of PP funding are often effected by issues relating to their **social and emotional development** which negatively impact upon their overall well-being as well as their ability to engage successfully in school life as a whole.
3	Internal data analysis has highlighted that – out of the core subjects - **Maths** is generally their lowest-attaining area for disadvantaged children. At the end of 2024/25, whole-school reading outcomes for children in receipt of PP funding were broadly in line with non-PP children (-2%), writing outcomes were slightly lower (-5%) whereas there was the widest gap in Maths (-12%) when compared with their non-PP peers. For the KS2 SATs disadvantaged children have been above local and national averages for the last 3 years in relation to EXP, however they have been below local and national for HS. As a school, we appear to be good at getting this group of children to the expected standard but they are not **achieving higher** than this typically in relation to their non-PP peers.
4	Internal monitoring suggests that children in receipt of PP funding typically access less **extra-curricular activities** inside and outside of school. Analysis of writing also suggests that sometimes limited **life experiences** for this group can often hamper imagination and ideas when it comes to writing as well as outcomes in reading comprehension also.

	Often, as a result, this group of children struggle with **resilience issues** which can negatively impact their ability or willingness to engage successfully with their lessons or school life in general.
5	Attendance monitoring systems have flagged up that children in receipt of PP funding typically **struggle more with maintaining good levels of attendance.** They have been the lowest-attending group over the last 3 years across school. The gap has lessened year-on-year between these children and the whole-school average (22/23: -6.1%; 23/24: -1.6%; 24/25: -1.5%). However, the gaps remains therefore so does our focus. A disproportionate percentage of this group of children are also classed as being an attendance concern - below 95% attendance (41% in Aut '25), with 11% being classed as persistently absent (less than 90% attendance).
6	Analysis of the end of KS2 assessment data has flagged up that disadvantaged children achieved lower than their Non-PP peers for the Expected Standard in Writing last year, with no children achieving the Higher Standard. Similar to Maths, as a school, we appear to be good at getting these children to the expected standard generally – previous 2 years' data shows disadvantaged children above local and national averages for Writing - but not the Higher Standard (there have been no disadvantaged Higher Standard writers for the last 3 years.

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
Improved rates of attainment in Reading	When averaged across the next 3 years (2025&26 – 2028&29), KS2 Reading outcomes for children in receipt of PP funding will be at least in line with local and national averages (approximately 75% EXP) for Non-PP children.
Improved rates of social/emotional development	When averaged across the next 3 years, for children in receipt of PP funding, there will be: • An increase in pro-active early targeting for relevant children (and families), including further-developing the use of EYFS data to target children sooner in relation to their PSED outcomes • An overall reduction in the number of children accessing re-active pastoral support (individual or group support) generally • A high-quality HRSE curriculum in good effect • Generally positive feedback regarding well-being evidenced through pupil voice
Improved rates of higher attainment in Maths	By 2028&29, KS2 Maths Higher Standard outcomes for children in receipt of PP funding will be at least in line with local and national averages for Non-PP children (approximately 25%).

Improved access to extra-curricular activities and 'broadened life experiences'	At the end of each year, the following will be in good effect: • A further-improved range of extra-curricular activities on offer (based on pupil voice and need) • Internal records will evidence increasing numbers of children in receipt of PP funding attending extra-curricular activities • A further-developed curriculum which includes an emphasis on broadening life experiences so as to have positive impact on outcomes back in the classroom
Improved rates of attendance	By the end of 2028&29, the following will be in evidence: • the gap between children in receipt of PP funding and their Non-PP peers will be no more than -1%. • the number of these children who are below 95% attendance will be no more than 20% • the number of these children classed as persistently absent will be no more than 5%
Improved rates of higher attainment in Writing	By 2028&29, KS2 Writing Higher Standard outcomes for children in receipt of PP funding will be at least in line with local and national averages %) for Non-PP children (approximately 25%).

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: *£25,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for subject leader in Phonics, disseminated back to staff	Supporting high-standard Quality-First Teaching (and leadership) Using pupil premium | EEF (educationendowmentfoundation.org.uk)	1
Time out of class for English and Maths subject leaders to ensure monitoring cycle is in good effect		1, 3, 6
Training for relevant staff on supporting outstanding outcomes in Maths – including supply/cover costs		3
Deputy Head reduced teaching responsibilities in order to fulfil overall curriculum leadership responsibilities		1, 3, 6
CPD for staff in relation to facilitating provision for higher attaining writers		6

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

Budgeted cost: *£10,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra Phonics sessions for targeted disadvantaged children in EYFS/KS1 where relevant	Enabling targeted academic support Using pupil premium | EEF (educationendowmentfoundation.org.uk)	1
Disadvantaged children targeted for extra 1:1 reading practice, particularly in EYFS/KS1 where relevant		1
Targeted interventions for any disadvantaged children leaving KS1 below age-related expectations in Maths, e.g. in relation to 'the basics'		3
Disadvantaged children a regular targeted group for monitoring across the curriculum, including pupil voice, book looks and in-lesson observations		1, 3, 6
Targeted interventions for any disadvantaged children leaving KS1 below age-related expectations in Writing, e.g. in relation to 'the basics'		6

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

Budgeted cost: *£24,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing School Counsellor for 3 days per week to work with identified children and their families, 1:1 and in groups	Use of 'wider strategies' Using pupil premium | EEF (educationendowmentfoundation.org.uk)	2
Ensuring Early Help offer is in good effect with increased number of Teaching Assistants employed and trained up across the school		2
CPD for all staff in relation to understanding the reasons behind reluctance to engage with school life – what barriers disadvantaged children may face - and how we can address this		2
Increased senior leader involvement with disadvantaged children who require a Behaviour Support Plan, with targeted actions in effect to boost self-esteem and resilience		2
Further-improved extra-curricular activities offer, with disadvantaged children tracked and targeted for attendance		4
Curriculum further-developed so as to offer even broader life experiences that will enrich academic performance		4
Member of SLT as Pupil Premium Champion and Attendance Lead		2, 5
New Business Manager (with increased hours) to oversee attendance; further-developing Business Support Officer's role with relevant attendance CPD		5
Further-improved policy and strategies for targeting and supporting low rates of attendance; SLA with Local Authority which includes termly monitoring visits and advice on targeted interventions		5

Total budgeted cost: £59,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupil during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

This data demonstrated the following:

- At the end of **Reception**, 50% of children achieved a Good Level of Development (although this was only based on 2 children) which is lower than the class average (68%) as well as local and national trends

- In The **Y1 Phonics** check disadvantaged children out-performed their peers, with 83% achieving the expected standard as opposed to the class average of 45%. This was also higher than local and national averages for non-disadvantaged

- In relation to **internal data across KS1 and KS2**, Reading outcomes for children in receipt of PP funding were broadly in line with non-PP children (-2%), writing outcomes were slightly lower (-5%) whereas there was the widest gap in Maths (-12%) when compared with their non-PP peers. Writing had the fewest disadvantaged children achieving a Higher Standard, although this was still broadly in line with their peers

- For the **KS2 SATs**, disadvantaged children achieved lower than their peers in Reading for the Expected Standard (67% vs 88%), although they were equal to their peers for the Higher Standard (33% for both). This was lower than local and national averages for the Expected Standard but broadly in line with the Higher Standard.
- For the end of KS2 assessments, disadvantaged children achieved lower than their peers in Writing for the Expected Standard (67% vs 83%), although they were equal to their peers for the Higher Standard (0% for both). This was just lower than local and national averages for the Expected Standard and also lower than the Higher Standard.
- For the KS2 SATs, disadvantaged children achieved just lower than their peers in Maths for the Expected Standard (83% vs 88%), and also lower for the Higher Standard (17% vs 29%). This was higher than local and national averages for the Expected Standard but lower than the Higher Standard.
- For the KS2 SATs, disadvantaged children achieved lower than their peers in GPS for the Expected Standard (67% vs 92%), and also the Higher Standard (0% vs 29%). This was lower than local and national averages for the Expected Standard and the Higher Standard.

As this academic year begins the next 3-year cycle, and a new set of challenges, intended outcomes and activities have now been set in the strategy outlined above, no evaluation of our performance against these activities etc can yet be seen.

The new intended outcomes are the result of a very thorough process of wide-ranging data analysis and we believe they are the key areas to target so as to enable our disadvantaged children to have 'life to the full' in relation to our overall Intent and Mission Statement, with funding being allocated accordingly.

Analysis of the previous strategy (2021/22 – 2024/25) can be seen underneath this document on our school website.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	