Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2022 academic year) 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	20%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2 – 2024/5
Date this statement was first published	2/11/21
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)	£71,340
Recovery premium funding allocation this academic year	£2,900
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	£74,240

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
- 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!

With this in mind, our current plan is based around the three specified points above: academic progress; social and emotional well-being; wider curriculum opportunities

Challenges

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

Challenge number	Detail of challenge
1	Children and families in need of support with a wide range of issues (e.g. social and emotional wellbeing, mental health, parenting support, medical issues, financial difficulties, substance misuse, other domestic challenges)
2	Reduced rates of academic progress (especially in Reading and Writing)
3	Attendance rates

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
Families' wider needs met through Early Help process and sign-posting to other relevant services and agencies	Reduced rates of families under current Early Help process (2021/22: 7 families). Target by 2024/5: 2 families
Families appropriately supported to enable good rates of attendance and punctuality	All children to be at least at our general whole-school target (96%) by the end of each academic year.
Improved rates of academic progress, especially in relation to Reading and Writing	By end of Key Stage assessments, all children to have reduced the gap between themselves and their non-FSM peers, to be in line with National Averages for Non-FSM – particularly in relation to Reading and Writing Each child to make increased rates of progress each year; 4 steps instead of the expected 3 steps (i.e. accelerated progress)

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: *£24,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff over a wide range of areas (e.g. Phonics provision; SEND provision; whole-school LA English Advisor support; courses for those new to year-group or looking to further-develop their skills (including subject leaders); release time for development opportunities)	Supporting high-standard Quality-First Teaching (and leadership) Using pupil premium | EEF (educationendowmentfoundation.org.uk)	2
TLR point allocation and UPS awarded to teachers demonstrating high standards of teaching and leading capability		2
Time out of class for relevant subject and school leaders to enact school improvement plan and ensure our Intent statement is in effect		1/2
Deputy Head reduced teaching responsibilities in order to enact broader school improvement plan ensuring positive impact on PP chn and their families		1/2

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

Budgeted cost: *£30,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular targeted interventions by experienced teacher across KS2 in R,W&M	Enabling targeted academic support Using pupil premium | EEF (educationendowmentfoundation.org.uk)	2
Further-develop SEND provision, e.g. use of PIVATS and ILPs; IDL for targeted children; increasing TA hours; SEND pupil progress reviews termly		2
Using PP children as targeted group for regular monitoring across the curriculum		2

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

Budgeted cost: *£20,240*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing School Counsellor for 4 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)	1
Ensuring Early Help offer is in good effect		1
Further-improved extra-curricular activities offer (clubs, trips, experiences) to broaden life experiences that will enrich academic performance		2/3
Member of SLT as Pupil Premium Champion and Attendance Lead		2/3
New Business Manager (with increased hours) to oversee attendance; further-developing Business Support Officer's role with relevant attendance CPD		3
Improved policy and strategies for targeting and supporting low rates of attendance – termly LA support		3

Total budgeted cost: £74,240

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity is having on our pupils.

<table>
<tr><th>Intended outcome</th><th>Success criteria (RAG-rated)</th><th>Evidence</th></tr>
<tr><td>Families' wider needs met through Early Help process and sign-posting to other relevant services and agencies</td><td>Reduced rates of families under current Early Help process (2021/22: 7 families).

Target by 2024/5: 2 families</td><td>By the end of 2024&25, there were no families open to Children and family Wellbeing Service, as work had been done, cases closed and support put into good effect.</td></tr>
<tr><td>Families appropriately supported to enable good rates of attendance and punctuality</td><td>All children to be at least at our general whole-school target (96%) by the end of each academic year.</td><td>Over the past 3 years that this plan has been in effect, disadvantaged children's attendance in relation to the whole-school average has improved year-on-year thus:

22/23: -6.1%
23/24: -1.6%
24/25: -1.5%

By the end of 2024&25, disadvantaged children's attendance was at 94.2%</td></tr>
<tr><td rowspan="2">Improved rates of academic progress, especially in relation to Reading and Writing</td><td>By end of Key Stage assessments, all children to have reduced the gap between themselves and their non-FSM peers, to be in line with National Averages for Non-FSM – particularly in relation to Reading and Writing</td><td rowspan="2">
<table>
<tr><th colspan="6">% of children achieving at least the Expected Standard</th></tr>
<tr><th></th><th>FSM</th><th>Non-FSM Internal</th><th>Non-FSM Local</th><th>Non-FSM National</th><th>RAG</th></tr>
<tr><td>Reading</td><td>67</td><td>88</td><td>73</td><td>75</td><td></td></tr>
<tr><td>Writing</td><td>67</td><td>83</td><td>70</td><td>72</td><td></td></tr>
<tr><td>GPS</td><td>67</td><td>92</td><td>72</td><td>73</td><td></td></tr>
<tr><td>Maths</td><td>83</td><td>88</td><td>73</td><td>74</td><td></td></tr>
</table>
Reading attainment (EXP) was up on the previous 2 years:
22/23: 40% 23/24: 40% 24/25: 67%

Writing attainment (EXP) dipped last year, with previous 2 years being above local and national averages
22/23: 80% 23/24: 80% 24/25: 67%

At the end of last academic year 2024&25, disadvantaged children on average made the following % progress based on internal data:

Reading:78 expected, with 39% above expected
Writing: 78 expected, with 27% above expected
Maths: 86 expected, with 47% above expected</td></tr>
<tr><td>Each child to make increased rates of progress each year; 4 steps instead of the expected 3 steps (i.e. accelerated progress)</td></tr>
</table>

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?	