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 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 (2023/24)	£ 59,655
Recovery premium funding allocation this academic year	£2,530
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	£62,185

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
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 (see in-school data for specific individual targets). Each child to make increased rates of progress each year; 4 steps instead of the expected 3 steps.
Families appropriately supported to enable good rates of attendance and punctuality	All children to be at least above target (96%) at the end of each academic year.

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: *£30,000*

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		2
Deputy Head reduced teaching responsibilities in order to enact broader school improvement plan ensuring positive impact on PP chn and their families		2

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

Budgeted cost: *£15,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small-group interventions for children who have 'fallen behind' in R, W and M	Enabling targeted academic support Using pupil premium | EEF (educationendowmentfoundation.org.uk)	2
Further-develop SEND intervention, e.g. utilisation of PIVATS training in order to identify and address gaps across a wide range of areas for identified children who are significantly behind their peers; IDL for targeted children		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: *£17,185*

Activity	Evidence that supports this approach	Challenge number(s) addressed (RAG-rated)
Employing School Counsellor for 4 days per week to work with identified children and their families 1:1 and in school groups	Use of 'wider strategies' Using pupil premium | EEF (educationendowmentfoundation.org.uk)	1
Employing a Mental Health First Aider to run 'drop-in' triage sessions for children who are struggling with their emotional wellbeing		1
Ensuring Early Help process is in good effect		1
Employing a new Business Manager (with increased hours) to oversee attendance issues		3
Improved policy and strategies for targeting and supporting low rates of attendance		3
Further-improved extra-curricular activities offer (clubs, trips, experiences) to broaden life experiences that will enrich academic performance		2
Member of SLT as Pupil Premium Champion		2

Total budgeted cost: £62,185

Loving all, like Jesus, we flourish together

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:

Overall objective:

To ensure an increasing majority of PP chn are in line or above National Averages at the end of each stage of their schooling, and are thus 'flourishing' in line with our Mission Slogan due to effective academic, pastoral and attendance provision

Early Help

Start of 2021/22: 7 families support

End of 2021/22: 3 families supported (work done by local agencies etc – targets completed)

Current (start of 2023/24):

- 1 family (CIN)
- wide-spread sign-posting and external agency contact generally to support families (e.g. medical; mental health; parenting etc)

Children accessing counselling provision (many of whom are in receipt of PP funding)

End of 2020/21: 17 children accessing 1:1 counselling; 11 accessing small-group provision

End of 2021/22: 4 children accessing 1:1 counselling; 14 accessing small-group provision

Current (start of 2023/24):

- 6 accessing 1:1 counselling; none accessing small-group
- wide-spread sign-posting and external agency contact generally to support families (e.g. MHFA drop-ins; extra-curricular provision; Zones of Regulation initiative etc)

Attendance

Average attendance for children in receipt of Pupil Premium funding in 2021/22 was 91.5%.

Current picture (start of 2023/24):

- 93% - affected a great deal by small number of families in isolated cases – outside agency involvement in effect from LA as well as wider support for families through Early Help to help family get to a place where regular good attendance is in effect

End of 2022/23 Data

KS1

Key stage 1 reading attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	30	23	19	77	68	23	22	0	9
Male	17	24	17	76	65	24	23	0	11
Female	13	23	21	77	72	23	21	0	7
Disadvantaged	7	14	22	57	73	43	19	0	7

Key stage 1 writing attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	30	17	8	70	60	30	28	0	10
Male	17	18	6	71	54	29	31	0	13
Female	13	15	10	69	66	31	26	0	7
Disadvantaged	7	0	10	43	65	57	26	0	8

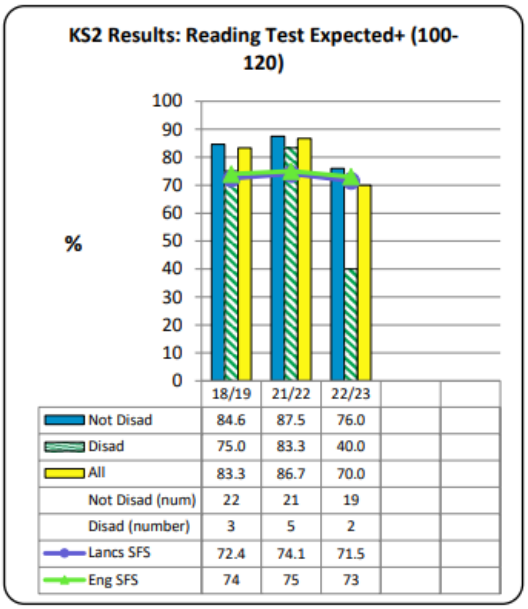
Key stage 1 maths attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	30	23	16	77	70	23	21	0	7
Male	17	35	19	76	71	24	20	0	8
Female	13	8	13	77	70	23	23	0	6
Disadvantaged	7	14	19	57	75	43	18	0	5

As a result of the above:

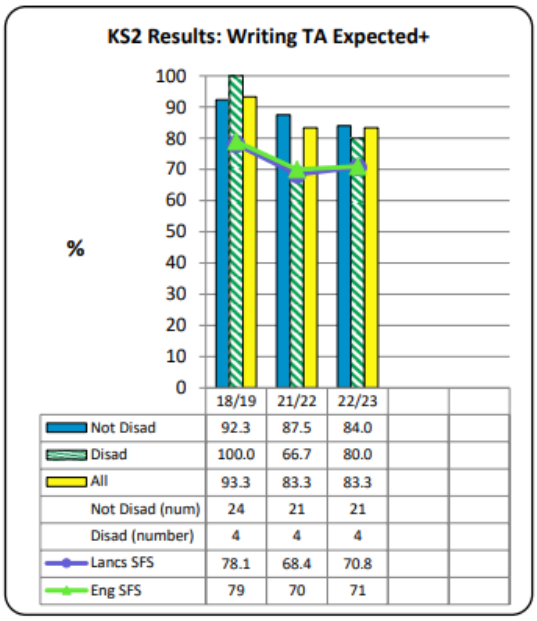
Writing remains a whole-school area of focus, with PP chn at centre of our monitoring cycle (e.g. when looking through books, lesson observations, pupil progress meetings, pupil voice, performance management objectives etc).

PP chn prioritised for catch up intervention sessions across all core areas as well as target group within class. Individual Learning Plans in effect for those PP chn who are also SEND.

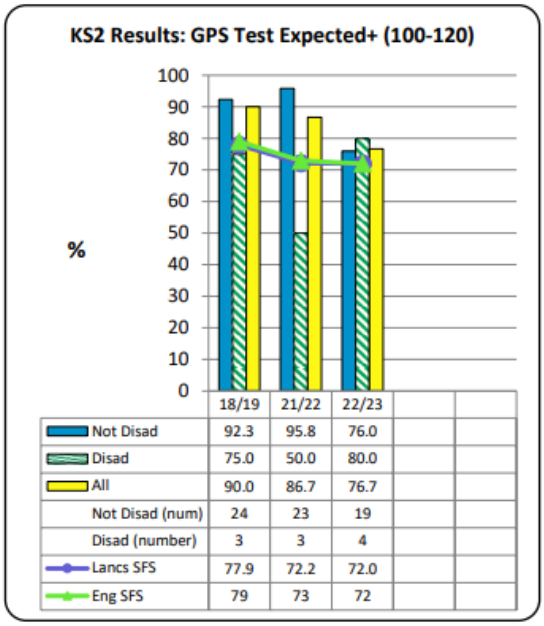
KS2



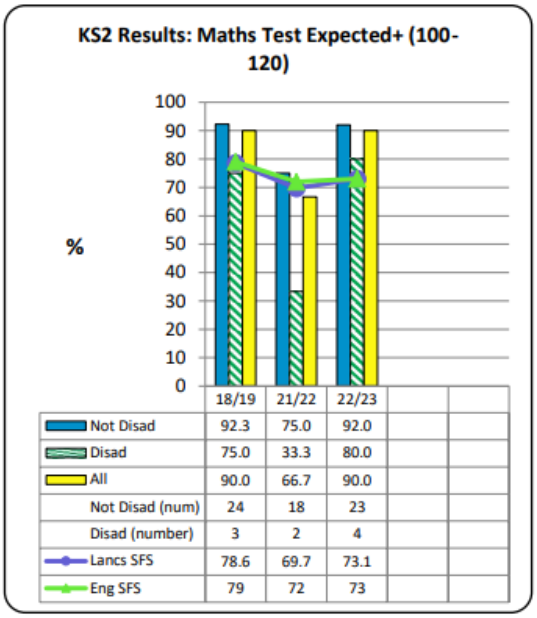
	18/19	21/22	22/23		
Not Disad	84.6	87.5	76.0		
Disad	75.0	83.3	40.0		
All	83.3	86.7	70.0		
Not Disad (num)	22	21	19		
Disad (number)	3	5	2		
Lancs SFS	72.4	74.1	71.5		
Eng SFS	74	75	73		



	18/19	21/22	22/23		
Not Disad	92.3	87.5	84.0		
Disad	100.0	66.7	80.0		
All	93.3	83.3	83.3		
Not Disad (num)	24	21	21		
Disad (number)	4	4	4		
Lancs SFS	78.1	68.4	70.8		
Eng SFS	79	70	71		



	18/19	21/22	22/23		
Not Disad	92.3	95.8	76.0		
Disad	75.0	50.0	80.0		
All	90.0	86.7	76.7		
Not Disad (num)	24	23	19		
Disad (number)	3	3	4		
Lancs SFS	77.9	72.2	72.0		
Eng SFS	79	73	72		



	18/19	21/22	22/23		
Not Disad	92.3	75.0	92.0		
Disad	75.0	33.3	80.0		
All	90.0	66.7	90.0		
Not Disad (num)	24	18	23		
Disad (number)	3	2	4		
Lancs SFS	78.6	69.7	73.1		
Eng SFS	79	72	73		

As a result of the above:

Reading has become a whole-school area of focus for monitoring (with resulting actions to address any areas that need attention) to ensure the Reading Policy is in good effect across the school in order to bring about improved outcomes at the end of KS2.

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?	

Further information (optional)

Other activities to support children from disadvantaged backgrounds achieve 'life to the full':

- Appointment of a wide range of new staff to the school (teachers, teaching assistants, EYFS/KS1 Leader, deputy head, SENDCo, office staff)
- Induction support for Early Career Teachers
- Further-development of the physical ethos of the school environment, e.g. decoration of the school and improvement of spaces within it
- Specific focus on children in receipt of PP funding during the monitoring cycle (book looks; lesson observations, pupil voice sessions etc)
- SEND provision further-developed across the school
- Updated Behaviour Policy to 'set children up to succeed'
- All children have a 'chosen adult' who they can talk to at any time and is their 'personal champion'
- PP children form one of the main focus during Pupil Progress meetings and on English and Maths weekly plans
- Personal Development and Behaviour and Attitudes focus (wider opportunities – trips, clubs, visitors and improved lunchtime offer in effect – Behaviour Policy review initiated)