# Pupil Premium Strategy Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | St. Gregory’s RC Primary School |
| Number of pupils in school | 206 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| 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 | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Alison Dunne  Headteacher |
| Pupil premium lead | Alison Dunne  Headteacher |
| Governor / Trustee lead | Michael Puech |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £31,855 |
| Recovery premium funding allocation this academic year | £4,495 |
| 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 | £36,350 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St. Gregory’s, we seek to promote the development of every child’s personal wholeness, integrity, gifts and creativity in a welcoming and loving school community. Our intention is that all pupils, irrespective of their background or the challenges they face, 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.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  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.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Gaps in phonic knowledge due to inconsistent teaching approaches during remote learning. Disadvantaged pupils do not perform as well as non-disadvantaged pupils. |
| 2 | Impact of school closures on disadvantaged pupils to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths. |
| 3 | Social, emotional and behavioural problems affecting wellbeing and progress, especially related to COVID 19. Increased number of children suffering from anxiety, low self-confidence and social contexts following the Covid-19 pandemic |
| 4 | Gaps in communication and an increased number of children requiring speech and language support. Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home during the pandemic. |
| 5 | Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows. |
| 6 | % of children eligible with absences, persistent absences and lates. |

## 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.

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| Intended outcome | Success criteria |
| Children receive a consistent approach to phonics teaching throughout school.  All children make rapid progress in their phonics development. | * All staff have access to CPD for Floppy’s Phonics * programme to enable a high quality, consistent approach throughout school. * Gaps in phonics knowledge to be identified and addressed immediately |
| Improved reading and writing attainment among disadvantaged pupils. | * Access to high quality teaching intervention programmes * Children’s attainment in reading, writing and maths for all pupils improves across the whole school compared to assessment in Summer term 2022 |
| Children receive or have access to mental health and wellbeing support following the pandemic.  Children to have positive experiences during unstructured times to the school day – playtimes and lunch break. | * Staff to support children appropriately with behavioural and emotional needs * Children to access Healthy Minds where needed * All staff to engage in CPD to gain a greater understanding of emotional and behavioural support for children with SEND as well as vulnerable children * Access to mindfulness sessions for all classes * Qualitative data from student voice, student and parent surveys and teacher observations |
| Improved oral language skills and vocabulary among disadvantaged pupils. | * Children to be identified early and receive speech and language support frequently * Blast speech programme to be delivered consistently by skilled members of staff * Reception and Year 1 staff to engage in CPD for language support to enable them to deliver high quality speech and language support |
| To provide rich, varied and enriching experiences for all children eligible for Pupil Premium. | * Staff plan visit/visitor aimed at eligible children to enable a broad range of enriching experiences across the curriculum * Opportunities discussed by SLT and whole staff and arranged throughout the school year |
| Increased attendance for children eligible for pupil premium funding. | * Attendance to be monitored by AD and SB * Families to be supported to increase attendance * Incentives for increased attendance |

## 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: £7,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of resources to support school’s SSP programme. | Validated phonics programme which better suits the needs of the children at St. Gregory’s. This programme addresses concepts that our previous programme did not cover which will lead to less gaps in phonic knowledge.  EEF – Extensive evidence showing +5 months impact when using SSP. | 1 |
| Allocated CPD for staff based on areas of need SLA hours used to upskill staff in specific areas | Senior leaders and subject leaders increasing their knowledge in their areas to upskill other members of staff and raise attainment across the school by ensuring a consistent approach in teaching and support for children.  SEND/vulnerable children to continue to be supported.  EEF – Teacher professional development – most schools benefit from targeted staff CPD and raise attainment of children. This is dependent on access and location. | 1, 2, 3, 4 |

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

Budgeted cost: £28,850

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Resources to support the teaching of phonics and to ensure consistent teaching of phonics across school.  Same day interventions - Phonics keep up sessions (group and 1:1)  Decodable reading books purchased to support new phonics scheme | Floppy’s Phonics guidance states that staff should not wait until children are falling behind. They should be identified immediately (during 6 weekly assessments) and should receive urgent keep up support in small groups or 1:1  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1 |
| School-led 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2 |
| Pupil Progress Meetings between teachers and HT/DHT | Time for ongoing professional dialogues to discuss additional support for identified children. Teacher’s to be able to have responsibility for their children eligible for PP funding. This will enable children to make accelerated progress as staff understand who these children are, what barriers (if any) they have to their learning as well as the strategies they need so that their needs are met. | 1, 2, 3, 4, 6 |
| Small group tutoring/ targeted intervention groups: Spelling, mental maths, 1:1 Reading, | EEF - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact. On average - +4 months.  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1, 2, 3, 4 |
| Online Platforms to support learning. Including Third Space Learning, Times table Rockstars, Purple Mash, Lexia | EEF – Using Digital Technology to Improve Learning - Typically, interventions targeting mathematics lead to three to four months’ additional progress whereas interventions targeting literacy lead to three months’ additional progress. There is good evidence that some mathematics and some literacy programmes can make an impact on pupils’ learning. | 1, 2, 3, 4 |
| Speech and Language support | EEF – Oral Language Intervention – On average, language approaches have high impact on pupil outcomes of our +6 months.  Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development. | 4 |

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

Budgeted cost: £2350

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance is monitored -children and families are supported to increase attendance. | Increased support enables families to share needs and issues they may be facing. Wellbeing role enables support for specific challenges.  EEF – Parental Engagement | 3, 6 |
| Cultural Capital – Experiences provided within curriculum | Increased opportunities leads to increased knowledge of the world around us.  Learning is contextualised in concrete experiences and language rich environments.  Ofsted 2019 – emphasis on improving cultural capital, particularly for disadvantaged pupils.  Raised attainment as children have concrete experiences to reflect on and these experiences will promote a love of learning. | 1, 2, 3, 4, 5, |
| Reduction in cost of trips, clubs and residentials | Children who are able to access opportunities without families having to worry about finance being a barrier will be able to find new passions and will learn a significant amount more about the world around them.  With this barrier being removed, parents almost always want their children to access these experiences. | 6 |
| Subject Leaders to provide targeted opportunities | Children who are able to follow their interests and access additional experiences in their favourite subjects or subjects they find more difficult will help to raise attainment and will promote a love of learning. | 6, 7 |
| Lunchtime supervisor to lead play initiatives | Children will be guided and feel supported during lunchtime breaks. | 3 |
| All staff to complete ‘zones of regulation’ training.  Mindfulness sessions with tranquil Treehouse and counselling sessions with Healthy Minds team. | Emotional Literacy and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. These strategies are usually more effective when taught in groups so that learners can support each other and make their thinking explicit through discussion.  EEF – Targeted approaches to supporting social and emotional wellbeing have an impact of +4 months. | 3 |

**Total budgeted cost: £36,350**

# 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 2021 to 2022 academic year.

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

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| 1. Children receive a consistent approach to phonics teaching throughout school.  All children make rapid progress in their phonics development.  Year 1 - 84% of children met the expected standard at the end of Year 1.  71% of children entitled to Pupil Premium met the expected standard at the end of Year 1.  Year 2 – 93% of children met the expected standard at the end of Year 2.  100% of children entitled to Pupil Premium met the expected standard at the end of Year 2.  Year 1 - 92% of children met the expected standard at the end of Year 1.  100% of children entitled to Pupil Premium met the expected standard at the end of Year 1.  Year 2 – 76% of children met the expected standard for reading at the end of Year 2.  50% of children entitled to Pupil Premium met the expected standard for reading at the end of Year 2. |
| 2. Improved reading and writing attainment among disadvantaged pupils.  Targeted intervention programmes to support the needs of children.  An additional Teaching Assistant was placed in Year 6 to help close gaps and raise attainment in this year group. The TA was able to support pupils 1:1 or in small groups enabling pupils to access a broad and balanced curriculum.  Teaching assistants continue to provide additional support to disadvantaged pupils those who require it and the lowest 20% of readers read each day with an adult in addition to this. |
| 3. Children receive or have access to mental health and wellbeing support following the pandemic.  Children to have positive experiences during unstructured times to the school day – playtimes and lunch break.  Ongoing support from Healthy Minds Team  Provision of ELSA resources have increased pupil resilience – impacting attendance and positive, purposeful engagement in lessons.  Referrals continue to be made to the Healthy Minds Team and receive ELSA support in school. Classes receive the ‘We Eat Elephants’ programme led by our Healthy Minds worker. |
| 4. Improved oral language skills and vocabulary among disadvantaged pupils.  Blast intervention has helped to develop speech and language in the Early Years.  Blast programme is used to help pupils requiring intervention in order to improve these outcomes. |
| 5. To provide rich, varied and enriching experiences for all children eligible for Pupil Premium.  All pupils have access to a range of extra-curricular clubs. Educational visits including Thurston residential are subsidised or paid for in full.  All pupils continue to have access to a wide range of extra-curricular activities including support to attend school visits. |
| 6. Increased attendance for children eligible for pupil premium funding.  Attendance data for this year has been impacted by ongoing Covid pandemic and advice from LA was followed in order to keep school and classes open for the majority.  Overall year attendance for all pupils was: 95.5% and 95.5% for PP |

**Externally provided programmes**

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| Programme | Provider |
| Purple Mash | 2simple |
| Spelling Shed & Literacy Shed + | Ed Shed |
| TT Rockstars | Maths Circle |
| Lexia | Lexia |
| Reading Plus | Reading Plus |
| IXL | IXL |

## Service pupil premium funding (optional)

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| How our service pupil premium allocation was spent last academic year |
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| The impact of that spending on service pupil premium eligible pupils |
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