



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 2025-26 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	202
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026-2027 2025-2026 2024-2025
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emma Shaughnessy Headteacher
Pupil premium lead	Emma Shaughnessy Headteacher
Governor / Trustee lead	Michael Puech

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34, 230
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	£34, 230



Pupil premium strategy plan

Statement of intent

At St Gregory's, we are committed to promoting 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 challenges, **make excellent progress and achieve high attainment across all subject areas**. As part of our strategic commitment to early childhood development, we have aligned our approach with the Government's *Giving Every Child the Best Start in Life* strategy (2025). This national policy highlights the importance of early language development, high-quality early years provision and strong family support from birth to five. Our school's early years priorities—particularly in oracy, phonics, early communication, drawing and story-rich teaching—reflect this national direction and ensure that disadvantage is addressed as early as possible.

Sir Kevan Collins, former CEO of the Education Endowment Foundation, states that, 'Put simply, evidence shows that more good teaching for all pupils will especially benefit the most disadvantaged.'

Although the proportion of disadvantaged pupils at St Gregory's is **well below the national average**, we are resolute in ensuring that these pupils fulfil their potential. Their smaller number means that their individual progress and attainment are especially visible and must be supported with precision and high expectation. We operate a carefully crafted programme of careers education, which changes its foci year on year, to ensure that our pupils, but particularly those from disadvantaged backgrounds, are continually exposed to a wide range of professionals and career opportunities – 'to plant the seeds than may one day grow'.

Our strategy is grounded in the latest school data (2025) and our contextual analysis (IDSR). We recognise the following contextual factors:

- Strong KS1 outcomes but lower rates of greater depth.
- KS2 combined attainment for all pupils indicates scope for further improvement in depth as well as breadth.
- Phonics outcomes in Y2 require targeted action.
- Attendance and persistent absence remain key bottlenecks for access to learning.
- SEND levels are above national average, and inclusion of vulnerable pupils (disadvantaged, children with a social worker, young carers) must be secured.

At St. Gregory's we embed three key principles:

1. **Achievement** — pupils' attainment and progress across the curriculum from their starting points, so they know more, remember more and are able to do more.
2. **Inclusion and belonging** — high expectations for all pupils, including disadvantaged pupils, those with SEND, and those known to or previously known to social care.
3. **Behaviour, attendance, attitudes & wider development** — pupils access the full curriculum because behaviour, attitudes and attendance support learning.

Therefore, our strategy emphasises:

- High-quality teaching for all, with emphasis on challenge, vocabulary, and coherence in the curriculum.
- Targeted academic support from diagnostic assessment onward (not simply reactive).
- Wider strategies to remove barriers to learning (attendance, behaviour, pastoral support).



- Clear leadership, monitoring and accountability for disadvantaged pupil outcomes — in line with expectations regarding governance and strategic resource allocation.

Our teaching and CPD priorities in EYFS and KS1 directly support the Government's 'Giving Every Child the Best Start in Life' strategy (2025) by focusing on high-quality early language, phonics, oracy, handwriting and early writing foundations.

Challenges

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

Challenge number	Detail of challenge
1	Variability in attainment for disadvantaged pupils at KS2, particularly in combined R/W/M and higher attainment (Greater Depth)
2	Lower proportions of pupils (including disadvantaged) achieving Greater Depth in KS1 & KS2, especially in Writing and Maths
3	Phonics outcomes in Year 2 remain significantly below expectations
4	Attendance and persistent absence rates for vulnerable pupils (disadvantaged/SEND) remain below national benchmarks, limiting access to curriculum
5	SEND levels are above national average; inclusion and scaffolded support for SEND and disadvantaged must be strengthened
6	Gaps in vocabulary, language, retrieval and reasoning impede progress in writing and maths, particularly for disadvantaged pupils

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 attainment for disadvantaged pupils in Reading, Writing and Maths (KS2)	<ul style="list-style-type: none"> • PP pupils meet or exceed national disadvantaged outcomes for Expected Standard in R/W/M. • In-school PP vs non-PP gap narrows. • Clear evidence of secure progress in books and assessments.
Increased proportion of pupils achieving Greater Depth (KS1 & KS2)	<ul style="list-style-type: none"> • KS1 GDS up by +5 percentage points from 2025 baseline. • KS2 R/W/M High Standard up by +5 percentage points.



	<ul style="list-style-type: none"> • PP pupils proportionately represented at GDS/HS.
Improved reading fluency, comprehension and stamina for disadvantaged pupils	<ul style="list-style-type: none"> • Reading Plus shows ≥ 1.5 years progress for PP pupils. • PP pupils improve on fluency benchmarks. • KS2 Reading expected standard rises from 77% to $\geq 85\%$.
Strengthened phonics outcomes in Year 1 and Year 2	<p>Y1 phonics $\geq 90\%$.</p> <ul style="list-style-type: none"> • Y2 phonics catch-up rises from 50% to $\geq 80\%$. • PP pupils make strong progress from baseline phonics assessments.
Improved attendance and reduced persistent absence for disadvantaged pupils	<ul style="list-style-type: none"> • Attendance gap for PP narrows. • PP persistent absence decreases by ≥ 5 percentage points. • Attendance improves term-by-term.
Strong progress and inclusion for pupils with SEND who are also disadvantaged	<ul style="list-style-type: none"> • PP+SEND pupils meet individual progress targets. • Clear evidence of effective scaffolding and adaptations. • Outcomes in core subjects improve for PP+SEND pupil
Increased curriculum access, participation and cultural capital for disadvantaged pupils	<p>PP pupils access trips, clubs and enrichment at comparable rates to peers.</p> <ul style="list-style-type: none"> • Noticeable increase in extracurricular participation and leadership.
Ensuring all children, particularly disadvantaged pupils, develop strong early foundations in language, communication, oracy and self-regulation in line with the national 'Best Start in Life' strategy	<p>National ambition for 75% of pupils to reach GLD by 2028; internal EYFS data indicates variability in early communication and early writing skills; Talk Boost and Drawing Club identified as key responses.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school Floppy's Phonics CPD (£500) and full INSET day for all staff	EF: Phonics approaches = +5 months progress. Consistent training strengthens progression and addresses Y2 phonics gaps.	3, 6



to ensure strong fidelity to the SSP		
Embedding Ark Maths Mastery (CPD, coaching, lesson study, implementation support)	EF: Mastery learning = +5 months progress. Develops fluency, reasoning and deep understanding — key areas identified in KS2 and disadvantaged gaps.	1, 2, 6
Talk Boost EYFS and KS1 to develop oral language, vocabulary and early communication	EEF: Oral language interventions = +6 months . Strong impact on early reading, writing and overall language development.	2, 6
Targeted CPD on adaptive teaching, inclusion and SEND support to ensure high-quality classroom practice	DfE/EEF: High-quality teaching has the strongest impact on disadvantaged pupils. Ensures effective scaffolding and adaptation.	1, 5, 6, 7
Drawing Club (EYFS) to strengthen early writing, vocabulary, imagination and language structures	EEF: Oral language and storytelling approaches strongly improve early literacy skills.	2, 6
HLTA undertaking Forest School Level 3 training to enhance EYFS oracy, vocabulary and experiential language development	EEF: Outdoor learning and structured language-rich experiences enhance spoken language, vocabulary depth and communication skills. Supports early writing and comprehension.	2, 6
Coaching and mentoring for Early Career Teachers (ECTs) and new staff with a focus on high expectations for disadvantaged learners	EEF: Instructional coaching is highly effective for improving teaching and retention.	1, 2, 6
Investment in high-quality curriculum resources (manipulatives, decodable readers, retrieval materials, fluency resources)	High-quality, well-sequenced resources improve access, reduce cognitive load and benefit disadvantaged pupils most.	1, 2, 3, 6
Letter Join subscription to strengthen handwriting progression and consistency across year groups	Consistent, sequenced handwriting programmes support transcription fluency, enabling pupils to focus on composition (EEF: meta-cognition & self-regulation).	2, 6

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



Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost EYFS and KS1 intervention groups to develop early oracy, vocabulary and communication for disadvantaged pupils	EF: Oral language interventions provide +6 months progress. Strong impact on vocabulary, early reading, writing and social communication — key barriers identified for vulnerable pupils.	2, 6
Targeted Reading Plus intervention sessions for PP pupils in KS2 who require additional fluency, stamina and comprehension support	EEF: Reading comprehension strategies and literacy interventions provide +6 months progress. Improves fluency and decoding automaticity, supporting KS2 attainment.	1, 3, 6
Y2 phonics catch-up programme for pupils who did not meet the Y1 threshold	EEF: Phonics approaches = +5 months progress. Directly addresses Y2 phonics (2025: 50%) and supports early decoding and reading confidence.	3, 6
Daily phonics keep-up groups (EYFS/KS1) delivered by trained TAs to support disadvantaged and vulnerable pupils	early targeted phonics support improves decoding, reading confidence and early writing — especially effective when aligned with whole-school SSP training.	3, 6
KS2 small-group writing intervention: sentence-level work, vocabulary development, editing and compositional improvement	EF: Structured writing interventions show strong impact on disadvantaged pupils' writing outcomes. Addresses identified gaps in GDS attainment and writing stamina	1, 2, 6
KS2 maths precision teaching groups focusing on number facts, fluency, retrieval and reasoning	EF: Small-group tuition = +4 months progress. Addresses gaps seen in reasoning and fluency in Ark diagnostics and supports depth in maths.	1, 3, 6
Targeted reading support for the lowest 20% readers (delivered by Enid Thompson and trained support staff)	EEF: One-to-one and small-group reading support = +5 months progress. Addresses fluency gaps and supports pupils at risk of long-term underachievement.	1, 3, 6
1:1 or very small-group early reading sessions for PP pupils with multiple vulnerabilities (SEND, EAL, social worker)	EEF: One-to-one tuition = +5 months ; especially effective for the most vulnerable groups.	5, 7



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

Budgeted cost: £ 4,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school enrichment programme where every teacher leads a club; PP pupil attendance is tracked and prioritised	EEF: Enrichment increases motivation, confidence, cultural capital, belonging and attendance. Ensures equity of experience for disadvantaged pupils.	1, 5, 8
Enhanced attendance systems: first-day calling, targeted monitoring and early help for disadvantaged and persistently absent pupils	DfE: Strong attendance systems improve academic outcomes; early intervention reduces persistent absence.	4, 5
ELSA (Emotional Literacy Support Assistant) provision for PP and vulnerable pupils	EEF: Social & Emotional Learning (SEL) = +4 months progress. Improves self-regulation, emotional wellbeing and readiness to learn.	5, 7, 8
Consistent behaviour and relationships systems ensuring equity and inclusion for disadvantaged pupils. When the Adult Changes.	EF: Behaviour interventions improve learning by +4 months ; ensure pupils can access the curriculum.	1, 4, 7
To ensure attendance rates for pupils eligible for PP are good (97%+)	Work with the BCCET, LA and Clennell Safeguarding Solutions Adviser to provide support and challenge to families regarding attendance. <ul style="list-style-type: none"> • Send out half-termly attendance review letters to children with attendance below 97%. • Hold Attendance Action Planning Meetings, if needed. • Refer to relevant professionals if no progress is being made with a child's attendance despite a variety of strategies and methods being used. 	4

Total budgeted cost: £33,465



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 2024 to 2025 academic year.

Data and pupil outcomes from the following assessments and programmes helped to inform assessment, planning and intervention:

- End of KS1 and KS2 assessment results
- Year 1 Phonics Screening Check
- Times Table Rock Stars
- Salford Reading Comprehension Reading Tests – fluency, accuracy, rate & comprehension
- Baseline Assessments – autumn term
- Multiplication Times Table Check
- Educational Psychology Input
- Summative Assessments – termly
- Testbase and MERIT Question Level Analysis in the summer term for Year 1/3/4/5 for EGPS, Reading, Writing and Mathematics.
- White Rose Mathematics assessments

During 2024–25, St Gregory's used pupil premium funding (£41,230) to reduce barriers for disadvantaged pupils, strengthen early literacy and language foundations, improve wellbeing and readiness to learn, and ensure full access to enrichment and the wider curriculum. Strategies were strongly aligned with EEF evidence, DfE guidance and the school's identification of specific challenges faced by disadvantaged pupils such as early language delay, attendance vulnerability, SEND complexity, and emotional wellbeing needs.

Social, Cultural & Enrichment Access

Pupil premium funding helped subsidise enrichment, trips, visits and cultural experiences so that all pupils — including those eligible for pupil premium — were able to access the full breadth of the curriculum. Experiences included curriculum-linked visits to Safety Works, the beach, visitors, and opportunities designed by subject leaders to deepen cultural capital and contextualise learning in rich, language-filled environments, as set out in the school's cultural offer.

Funding also supported reductions in the cost of clubs, the Y6 residential to Thurston and extra-curricular activities to ensure that no pupil was prevented from participating due to financial constraints. Staff planned experiences across the curriculum to reduce gaps in cultural capital for disadvantaged learners.

Attendance, Readiness & Family Engagement

Pupil premium contributed to strengthened attendance systems, including monitoring, early support for families and wellbeing input. This ensured families could share emerging needs and access timely support. Attendance for disadvantaged pupils reached **96%** overall broadly in line with national expectations for this group. Additional wellbeing support contributed to improved engagement, punctuality and readiness to learn.



The school continued to prioritise a nurturing and supportive environment, including **mindfulness, Zones of Regulation training**, targeted wellbeing sessions, and support from the **Healthy Minds Team**.

Literacy, Language & Early Reading

Strengthening early reading and language development was a major priority. Key actions included:

- Whole-school **early reading and phonics CPD** for Floppy's Phonics
- Dedicated time for 1:1 reading with trained adults
- Interventions monitored for impact
- Parent workshops and Cafes to build home learning capacity

As a result:

- **100% of pupil premium pupils in Y1** met the expected standard in phonics
- Pupils retaking in Year 2 received structured catch-up
- Early language development was strengthened through explicit vocabulary teaching
- EYFS pupils received targeted language interventions including BLAST and quality interaction approaches and enhanced monitoring of GLD indicators

These actions addressed the identified challenge of lower speech and language entry on arrival (Challenge 2).

Writing, Maths & Wider Curriculum Improvement

Funding contributed to:

- Curriculum vocabulary enhancement and high-quality texts
- SEND training for all staff to support PP/SEND
- TA support enabling small-group and 1:1 intervention
- Professional development for teachers to ensure high-quality first teaching

As a result, disadvantaged pupils accessed consistent support across writing, reading and maths, with targeted teaching closing gaps identified through assessment.

Wellbeing, Behaviour & SEMH

Pupil premium supported:

- Trained Senior Mental Health Leader leading staff training and strategy
- Mindfulness sessions across all classes
- ELSA-style emotional literacy support
- Behaviour and emotional regulation CPD for all staff
- Play initiatives led by lunchtime supervisors – Huff and Puff

These approaches ensured children were emotionally ready to learn and contributed positively to behaviour across school.



Impact Summary

Key Stage 2

Subject	St Gregory's PP	National Disadvantaged
Reading	50%	62%
Writing	50%	52%
Maths	50%	56%
RWM Combined	25%	31%

- **100% of PP pupils in Year 1 met the phonics standard**
- EYFS and KS1 disadvantaged pupils made noticeable improvements in vocabulary, speech and language development
- Attendance for PP pupils reached **96%**
- Emotional resilience improved as a result of mindfulness and ELSA-style support, increasing engagement and improving lesson readiness.
- All PP pupils accessed enrichment experiences and visits, ensuring full participation in the wider curriculum.
- Targeted interventions closed specific gaps in reading, writing and maths for many disadvantaged pupils.

Small group ELSA and Circle of Friends workshops were established for a small number of children who needed support to develop their social pragmatics and oracy skillset.

- All children (including disadvantaged) had the opportunity to participate in educational visits and residential programmes, which aimed to widen their experiences, develop their approach to team work and leadership - and consolidate skills of self-discipline and self-regulation. All children, who wanted to participate, could.

Externally provided programmes

Programme	Provider
Grammarsurus	Grammarsurus
Spelling Shed & Literacy Shed +	Ed Shed
TT Rockstars	Maths Circle
Reading Plus	Reading Plus
IXL	IXL
Talk Boost	Talk Boost



Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>St Gregory's received Service Pupil Premium funding for one service child during the 2024–25 academic year. No separate or additional provision was required beyond our universal offer because the pupil was settled, confident, and not experiencing any service-related emotional, social or academic challenges.</p> <p>The funding therefore contributed to maintaining the school's strong pastoral and wellbeing offer, ensuring that support was available should service-related needs arise. This aligns with DfE guidance that SPP can be used proactively to ensure that schools are ready to respond to any changes in circumstance, mobility or deployment.</p>
The impact of that spending on service pupil premium eligible pupils
<p>The school's strong universal pastoral offer ensured that the pupil remained settled, confident and fully engaged in learning. Regular check-ins, class-based nurture routines and stable relationships enabled the child to feel secure. As a result, the child demonstrated positive wellbeing, engaged well with peers, and accessed all learning opportunities without requiring targeted intervention.</p>