



**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 RC Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alison Dunne Headteacher
Pupil premium lead	Alison Dunne Headteacher
Governor / Trustee lead	Michael Puech

**Funding overview**

Detail	Amount
Pupil premium funding allocation this academic year	£43,500
Recovery premium funding allocation this academic year	£ 4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47,850



**Part A: Pupil premium strategy plan**

**Statement of intent**

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.

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 and writing.
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.

Intended outcome	Success criteria
Children receive a consistent approach to phonics teaching throughout school. All children make rapid progress in their phonics development.	<ul style="list-style-type: none"> <li>All staff to access CPD for Floppy's Phonics</li> <li>programme to enable a high quality, consistent approach throughout school.</li> <li>Gaps in phonics knowledge to be identified and addressed immediately</li> </ul>
Improved reading and writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Children's attainment in reading and writing for all pupils improves across the whole school compared to assessment in the Summer term 2021</li> </ul>
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.	<ul style="list-style-type: none"> <li>Staff to support children appropriately with behavioural and emotional needs</li> <li>Children to access Healthy Minds where needed</li> <li>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</li> <li>Access to mindfulness sessions for all classes</li> <li>Qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Children to be identified early and receive speech and language support frequently</li> <li>Blast speech programme to be delivered consistently by skilled members of staff</li> <li>Reception and Year 1 staff to engage in CPD for language support to enable them to deliver high quality speech and language support</li> </ul>
To provide rich, varied and enriching experiences for all children eligible for Pupil Premium.	<ul style="list-style-type: none"> <li>Staff plan visit/visitor aimed at eligible children to enable a broad range of</li> </ul>



	<p>enriching experiences across the curriculum</p> <ul style="list-style-type: none"> <li>• Opportunities discussed by SLT and whole staff and arranged throughout the school year</li> </ul>
Increased attendance for children eligible for pupil premium funding.	<ul style="list-style-type: none"> <li>• Attendance to be monitored by AD and SB</li> <li>• Families to be supported to increase attendance</li> <li>• Incentives for increased attendance</li> </ul>

**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: £6,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resources to support school's SSP programme.	<p>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.</p> <p>EEF – Extensive evidence showing +5 months impact when using SSP.</p>	1
Allocated CPD for staff based on areas of need SLA hours used to upskill staff in specific areas	<p>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.</p> <p>SEND/vulnerable children to continue to be supported.</p> <p>EEF – Teacher professional development – most schools benefit from targeted staff CPD and raise attainment of children. This is dependent on access and location.</p>	1, 2, 3, 4



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

Budgeted cost: £36,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DfE validated Systematic Synthetic Phonics programme purchased to ensure consistent teaching of phonics across school.</p> <p>Same day interventions - Phonics keep up sessions (group and 1:1)</p> <p>Decodable reading books purchased to support new phonics scheme</p>	<p>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</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>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.</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Pupil Progress Meetings between teachers and HT/DHT</p>	<p>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.</p>	<p>1, 2, 3, 4, 6</p>
<p>Small group tutoring/ targeted intervention groups: Spelling, mental maths, 1:1 Reading,</p>	<p>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.</p>	<p>1, 2, 3, 4</p>



	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Online Platforms to support learning. E.g. 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: £4,500

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 residential	Children who are able to access opportunities without families having to worry about finance being a barrier will be	6



	<p>able to find new passions and will learn a significant amount more about the world around them.</p> <p>With this barrier being removed, parents almost always want their children to access these experiences.</p>	
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
<p>All staff to complete 'zones of regulation' training.</p> <p>Mindfulness sessions with tranquil Treehouse and counselling sessions with Healthy Minds team.</p>	<p>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.</p> <p>EEF – Targeted approaches to supporting social and emotional wellbeing have an impact of +4 months.</p>	3

**Total budgeted cost: £47,850**



**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 2020 to 2021 academic year.

Covid-19 pandemic from March 2019 – February 2021 led to National tests being cancelled in July 2020. We therefore have no National data. Please see internal assessment information to show pupil progress.

Purchase of new iPads supported children who were in school throughout the pandemic. This enabled them to use online platforms to access daily learning that children at home were also accessing. Children's ability to access technology improved due to amount of time spend completing work online.

New online platforms had been introduced to children and became hugely beneficial throughout each lockdown as children could access their work independently and could communicate with their class teacher throughout the day using mail and blogs. Staff were able to mark children's work online so that children received immediate feedback.

Class teachers remained in close contact with their pupils via email, phone calls and home visits. When children returned to school, those isolating were contacted weekly to check in on their emotional well-being as well as their academic progress. Attendance was monitored closely to ensure that those who were often absent were in school if they were able to be.

SLA hours were accessed to refer children for specialist support. Referrals were made to the Healthy Minds team based on the needs of individual children. The impact of this was that children received support throughout lockdown and some continue to receive support now following the effects of spending such a significant amount of time at home.

An additional Teaching Assistant was placed in Year 1 for a term to help close gaps and raise attainment in this year group. The TA was able to work 1:1 or in small groups focusing on specific aspects of the curriculum including Phonics and mental Maths.

During the pandemic, each bubble was given a set of manipulatives to use in Maths sessions to avoid any crossing of resources. These have continued to be a valuable resource as we return to a more normal school life and are continuing to be accessed on a daily basis.

Children were also given individual equipment packs to use throughout the pandemic to avoid any crossing over of resources. This included pens, pencils, rulers, white boards, protractors etc. The children accessed their resources daily and the individual packs were incredibly valuable to ensure a safe and fluency to the school day.

**Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Purple Mash	2simple
Spelling Shed & Literacy Shed +	Ed Shed
TT Rockstars	Maths Circle
Lexia	Lexia
Reading Plus	Reading Plus



IXL	IXL
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**Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
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?	N/A



**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*