



# St Gregory's Catholic Primary School - Pupil Premium Strategy Strategy 2020-2021



## 1. Summary information

<b>School</b>	St Gregory's Catholic Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£51,110	<b>Date of most recent PP Review</b>	December 2020
<b>Total number of pupils</b>	266	<b>Number of pupils eligible for PP</b>	42	<b>Date for next internal review of this strategy</b>	April 2021

## 2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>% achieving ARE in reading</b>	77.4%	85 %
<b>% achieving ARE in writing</b>	71.8%	82%
<b>% achieving ARE in maths</b>	73.2%	84.2%
<b>% making progress in reading</b>	100%	93%
<b>% making progress in writing</b>	100%	90%
<b>% making progress in maths</b>	100%	96%

## 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Lower percentage of PP children working at ARE in all core subjects compared to Non-PP (R: PP:77% School:85%, W:PP 71% School:82%, Maths: PP: 73% School 84%)
<b>B.</b>	Large crossover with SEN and medical needs with PP children – 28% of PP children have SEN compared to 12% of whole school population.
<b>C.</b>	Lack of parental engagement, or ability to assist, with home learning and reading at home.

### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Poor attendance and punctuality for a high percentage of PP children (PP attendance: 92.1%, Whole School average: 95.8%)
<b>E.</b>	Socio-economic factors which lead to a lack of access to trips, music provision etc due to cost implications for families
<b>F.</b>	Accessibility and breadth of physical, artistic and creative experiences outside of school
<b>G.</b>	Safeguarding, social and emotional barriers to learning

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher percentage of PP children working at or above ARE in core subjects	<ul style="list-style-type: none"> <li>Gap between PP and whole school closed from 13% to less than 8% in all core subjects.</li> </ul>
<b>B.</b>	PP children with SEN are well supported through effective wave 2 intervention to close the gap with peers	<ul style="list-style-type: none"> <li>SEN PP children close the gap on their SEN Non-PP and all other children in school</li> <li>Pupil progress data shows SEN PP children are making at least expected progress across curriculum (Maintaining or improving flight path)</li> </ul>
<b>C.</b>	Increased engagement and completion of Home Learning tasks from PP children through attendance at funded after-school homework club – facilitated by UQT once Covid restrictions are lifted (possibly Spring term).	<ul style="list-style-type: none"> <li>Key concepts and skills consolidated during home learning sessions</li> <li>Improved understanding and progress in school due to consolidation in homework club</li> </ul>
<b>D.</b>	Improved attendance figures for PP children. Ideally in line with average attendance figures for non-PP children	<ul style="list-style-type: none"> <li>Average attendance for PP children up from 93.8% to greater than 96%</li> <li>Fewer PP children with attendance below 95% and 90%</li> </ul>
<b>E.</b>	PP children have increased access to wider opportunities (music) and chances to broaden their horizons.	<ul style="list-style-type: none"> <li>PP children targeted to be given the opportunity to play a musical instrument for a year, learning to read music, focus and develop a love of music.</li> </ul>
<b>F.</b>	PP children have increased access to wider opportunities (trips, visits and experiences) and chances to broaden their horizons.	<ul style="list-style-type: none"> <li>Access to school trips, outings and experiences which broaden the experiences of targeted children.</li> <li>Greater confidence and ambition following on from these trips and experiences</li> </ul>
<b>G.</b>	Wellbeing and security of PP children increased and children are able to focus fully on learning with minimal barriers linked to issues related to safeguarding and wellbeing.	<ul style="list-style-type: none"> <li>Specific work on SEMH and wellbeing will ensure that attendance, wellbeing and any other barriers to learning are recognised, targeted and overcome.</li> </ul>

#### 5. Planned expenditure

Academic year	<b>2020-2021</b>					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
<b>i. Quality of teaching for all</b>						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Dec 2020 Review	Next review dates
Increased % of PP children working at or above ARE in mathematics (currently 73% compared to 84%)	Continued implementation of Maths Mastery approach to teaching mathematics across the school.	<ul style="list-style-type: none"> <li>• Success of Maths Mastery approach in partner MAC schools.</li> <li>• Impact from aspects of mastery teaching already implemented during 2019/20 academic year</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Maths Mastery – Teaching for Mastery working groups.</li> <li>• Monthly monitoring meetings.</li> <li>• Coaching and mentoring by Maths Lead.</li> <li>• Staff feedback.</li> <li>• Monitoring of data.</li> <li>• Monthly monitoring of provision and outcomes by SMT, Maths lead and HT.</li> <li>• Gap closes between PP and non-PP with greater focus on PP achieving greater depth.</li> </ul>	RH & TB	<ul style="list-style-type: none"> <li>• Maths mastery approach continues to be implemented through school with positive outcomes.</li> <li>• Good progress in maths for all year groups and key pupil groups from September baseline.</li> <li>• Implementation of Maths mastery commended by Maths Hub school</li> </ul>	Apr 21, Jul 21
Increased % of PP children working at or above ARE in Reading (currently 77% compared to 85%)  Improved engagement of PP children in reading for pleasure	Introduction of new approach to teaching reading in KS1 and KS2: <ul style="list-style-type: none"> <li>○ Specific focus on reading domains in dedicated reading sessions</li> <li>○ Reading Superheroes designed and introduced across school</li> </ul>	Disadvantaged pupils and those with additional needs will have improved access to resources and appropriate adult support through this provision coming from school, impacting on progress and attainment.	<ul style="list-style-type: none"> <li>• Monthly monitoring meetings.</li> <li>• Coaching and mentoring by English Lead.</li> <li>• Staff feedback.</li> <li>• Monitoring of data.</li> <li>• Monthly monitoring of provision and outcomes by SMT, English lead and HT.</li> <li>• Gap closes between PP and non-PP with greater focus on PP achieving greater depth.</li> </ul>	NW & TB	<ul style="list-style-type: none"> <li>• New Reading approach has been implemented in school with positive results.</li> <li>• In school monitoring from NW showed good progress for all groups</li> <li>• Positive outcomes in Dec assessments given time away from school.</li> </ul>	Apr 21, Jul 21
<b>Total budgeted cost</b>					£4,600 – Textbooks, cover costs, resources, reading resources, printing etc	
<b>ii. Targeted support</b>						

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Dec 2020 Review	Next review dates
To improve pupil progress for PP children (SEN and other) and close the gap between PP at ARE and non-PP (Currently 11% lower for PP across core subjects)	Focus on improving understanding and ensuring pupils know their next steps through targeted tuition, 1-2-1 and small group, personalised targets and quality intervention.	Sutton Trust evidences impact of 1:1 and small group provision  Impact in 2019-20	Monitoring of quality of interventions  Pupil progress and attainment records.  Key Stage Meetings and SLT meetings.  Termly pupil progress meetings	HT  UQT – LW  LSP – EK  LSP - LW	<ul style="list-style-type: none"> <li>Consistent delivery of interventions in Autumn term has been extremely difficult due to staff absence, isolation and bereavement.</li> <li>Interventions which have taken place have seen positive outcomes for targeted pupils.</li> </ul>	Apr 21, Jul 21
Increased engagement and completion of Home Learning tasks from PP children through attendance at funded after-school homework club – facilitated by UQT.	PP children will have chance to consolidate key concepts and skills consolidated during home learning sessions in school.  This will lead to improved understanding and progress in school due to staff ensuring key 'non-negotiables' are revisited and secured in home learning club.	Success and impact in 2019-20  Research shows that pupils benefit from increased engagement and understanding in lessons if they have benefitted from pre-learning or tutoring on key concepts.  Pupils from disadvantaged backgrounds may not have the benefit of parental support for completing this pre-learning or consolidation at home as standard.	Monitoring of quality of support in home learning club  Pupil progress and attainment records.  Key Stage Meetings and SLT meetings.  Termly pupil progress meetings	HT  UQT – LW	<ul style="list-style-type: none"> <li>Unable to facilitate in usual format due to 'bubbles' system – not permitted to mix bubbles for this purpose.</li> <li>UQT has carried out interventions in school and assisted with home learning and pre-tutoring in small group sessions in place of Home Learning Club</li> </ul>	Apr 21, Jul 21
<b>Total budgeted cost</b>					£26,510 Lo.W – 30 % of salary EK – 50% of salary LW – 50% of salary	
<b>iii. Other approaches</b>						

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Dec 2020 Review	Next review dates
<p>Improved attendance figures for PP children. Ideally in line with average attendance figures for non-PP children</p>	<p>HT to be on gate daily, speaking with parents, monitoring punctuality and following up absence with first day calling by office staff.</p> <p>Close links and work alongside Clare Loveridge – Outreach and Attendance support Worker</p> <p>Incentives and rewards for PP children whose attendance is above 96%</p>	<p>Improved attendance and punctuality, and good relationships with families, will mean that children are happy in school and progress and attainment will improve as a result</p>	<p>Regular updates and weekly meetings between HT and office staff and teaching staff.</p> <p>Delegation of specific tasks connected to need.</p> <p>Feedback from professionals such as Attendance and Outreach support worker</p> <p>Outcomes for pupils and families – academic, social and emotional.</p> <p>Monitoring of attendance of all groups to be national average or better.</p>	<p>TB</p>	<ul style="list-style-type: none"> <li>Attendance levels were high for PP children in Autumn term (92%).</li> <li>Some persistent absentees in PP category bring overall number down but these are out of our control: Two children with Cystic Fibrosis who were shielding for part of Autumn term</li> </ul>	<p>Apr 21, Jul 21</p>
<p>PP children have increased access to wider opportunities (trips, visits and experiences) and chances to broaden their horizons.</p>	<p>PP children to be targeted and supported financially to take part in music lessons, residentials and other trips and visits.</p>	<p>Evidence shows that participating in some of these activities raises aspiration.</p> <p>Participation in activities such as music lessons impacts on attainment.</p> <p>Enrichment broadens horizons and improves</p>	<p>Pupil Voice.</p> <p>Monitoring of attendance of groups.</p> <p>Group data : disadvantaged pupils v others in school</p> <p>Monitoring of uptake</p>	<p>TB</p>	<ul style="list-style-type: none"> <li>PP children continued to have Music Lessons funded during autumn term with positive outcomes.</li> <li>Plan remains to fund residential visit for PP children in Yr 5 and Yr 6 to</li> </ul>	<p>Apr 21, Jul 21</p>

		physical and emotional health as well as equipping pupils with knowledge that is useful to their academic and social education, impacting on outcomes.			Plas Gwynant in June 2021.	
					<ul style="list-style-type: none"> <li>• Hopeful that this visit will still go ahead on easing of lockdown in summer months.</li> </ul>	
Wellbeing and security of PP children increased and children are able to focus fully on learning with minimal barriers linked to issues related to safeguarding and wellbeing.	Improved wellbeing and mental health of PP children will lead to increased focus and better outcomes in class.	<p>Success of last year's initiative, responding to needs of children.</p> <p>Extension to already achieved Local Authority Wellbeing Charter Mark.</p> <p>Governmental and school commitment to children and families SEMH.</p>	<p>Progress of targeted children is at least on flight track with sustained progress through trickier times.</p> <p>Pupils become effective learners in classroom.</p> <p>Pupils are better able to self-regulate, drawing on learned strategies and parental engagement.</p>	<p>KG-SENCo</p> <p>AL - HLTA</p>	<ul style="list-style-type: none"> <li>• Newly appointed SENCO (KG) has done extensive work with targeted PP children on Wellbeing support.</li> <li>• To continue in Spring term – remotely if necessary</li> </ul>	Apr 21, Jul 21
<b>Total budgeted cost</b>					£20,000	
					K.G salary 20%	
					Trip funding inc residentials	
					Music funding	
					Attendance reward trip	

## 6. Review of expenditure

<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.