# Pupil premium strategy statement – St Gregory’s Catholic Primary School 2023-2024

This statement details our school’s use of pupil premium (and recovery 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 and the outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school  | 258 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2023-2026 |
| Date this statement was published | 30/11/23 |
| Date on which it will be reviewed | 30/11/24 |
| Statement authorised by | M Paine  |
| Pupil premium lead | M Paine  |
| Governor / Trustee lead | C Lewis  |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £74,900 |
| Recovery premium funding allocation this academic year*Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £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* | £74,900 |

# Part A: Pupil premium strategy plan

## Statement of intent

At St Gregory’s, we believe that every child is a unique and precious creation of God. We want to ensure that all our pupils have the same teaching and learning opportunities. Our use of Pupil Premium is focused on ensuring that equality of opportunity, both academically and in the development of our pupils’ cultural capital.

All our pupils are entitled to develop their full potential, regardless of need. We ensure that funding is directed to our vulnerable pupil groups to achieve this. Funding is allocated based on a needs analysis of groups and individuals.

The key principles of this strategy are:

* To close the gap between PP and Non-PP pupils in Reading, Writing and Maths.
* To promote and prioritise teaching and learning across the school with a specific focus on Phonics, Reading, Writing and Maths.
* To ensure that all pupils, regardless of need, are exposed to enriching learning experiences.
* To improve awareness of and support for mental health and emotional wellbeing in order to promote and sustain a positive, child-centred school ethos.
* To improve attendance for our disadvantaged pupils and tackle persistent absence and poor

## 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 | Attainment gap between PP and Non PP pupils in Reading, Writing and Maths at the end of both KS1 and KS2. |
| 2 | PP pupils make less progress than Non PP pupils from KS1 to the end of KS2. |
| 3 | Lower attendance of PP compared to Non PP; overall attendance has fallen below National. |
| 4 | Socio-economic factors preventing pupils from accessing cultural and other enrichment activities.  |
| 5 | Continuing effects of lockdown on the emotional and mental health of 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.

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| Intended outcome | Success criteria |
| Increase in attendance and punctuality – pupils with good attendance have more opportunities to access learning.  | Pupil attendance rises to consistently above National. This will be monitored using the Arbor MIS and reported to the LGB.  |
| PP pupils achieve the same, if not better, attainment in Reading, Writing and Maths compared to Non PP pupils.  | Attainment data on the Arbor MIS at the end of each year shows that PP pupils are attaining at the same, if not better, level to Non PP pupils.  |
| PP pupils progress at the same, if not better, rate in Reading, Writing and Maths compared to Non PP pupils..  | Data at the end of KS2 shows that PP pupils make the same, if not better, progress from KS1 to Y6 compared to Non PP pupils.  |
| All pupils are provided with the opportunity to access enrichment activities such as learning an instrument and going on school trips.  | No PP pupils are prevented from accessing enrichment activities or from attending school.  |
| Improved emotional and mental health for PP pupils.  | Wellbeing interventions show good progress against targets. Pupil voice shows increasing confidence and feeling of security.  |

## 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: £40,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of an additional Higher Level Teaching Assistant to provide high quality interventions and support across the school.  | Development of small step learning with targeted pupils to help reduce the attainment gap between PP and Non PP pupils; this will also lead to an increased rate of progress.  | 1,2 |
| Release of subject leaders to monitor and support high quality teaching across the curriculum.  | Ensuring high quality teaching across the whole curriculum will lead to increased attainment and greater progress for all pupils. Appropriate adaptation will address the needs of all learners, regardless of starting point. | 1,2,3 |
| Embed effective pedagogy through CPD and support.  | Develop the use of Rosenshine’s Principles to inform whole class, small group and 1:1 teaching. Ensure that a consistent pedagogical approach is used across the school.  | 1,2,3 |

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

Budgeted cost: £20,900

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employ Learning Support Assistants to deliver interventions (small group and 1:1) for lower achieving pupils. | Targeted support ensures that gaps in learning are identified and addressed; this leads to improved progress and attainment.  | 1,2 |
| CPD for Learning Support Assistants in interventions. | Delivery of targeted interventions addresses specific learning needs of individuals and groups of pupils.  | 1,2 |

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

Budgeted cost: £14,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Incentives and rewards for pupils with good attendance (above National). | Pupils who are punctual and have good school attendance have more opportunities to access teaching and learning, leading to higher attainment and quicker progress.  | 1,2,3 |
| Appoint a Mental Health Lead to plan and monitor nurture groups across the school. Funding for CPD. | Pupils provided with opportunities to discuss and deal with their issues will be more confident learners and therefore attain more.  | 1,2,5 |
| Provide funding for disadvantaged pupils for enrichment activities such as musical tuition and school trips.  | No pupil, regardless of their socio-economic circumstances will miss out on curriculum enrichment activities.  | 4 |

**Total budgeted cost: £74,900**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **Intended outcome**  | **Success criteria**  | **Impact** |
| Most Pupil Premium pupils to achieve the same, if not better progress within Maths, Writing and Reading compared to non PP pupils  | Progress measures on Arbor indicate same or better progress seen in PP children  | KS1 Reading, Writing and Maths – year on year progress gap of 0.5% between PP and non PP.KS2 Average Progress Score Reading PP Non PP +0.88 -2.34Writing PP Non PP +1.49 -0.94Maths PP Non PP -0.94 -4.06 |
| Most Pupil Premium pupils to achieve the same, if not better attainment within Maths, Writing and Reading compared to non PP pupils  | Attainment measures on Arbor indicate same or better attainment seen in PP children  | EYFS*Good Level of Development*PP Non PP80% 66.7%KS1*Reading, Writing and Maths at expected standard*PP Non PP57.1% 72.7%KS2*Reading, Writing and Maths at expected standard*PP Non PP50% 66.7%At EYFS, more Pupil Premium pupils achieved a Good Level of Development. Significant gaps remain between disadvantaged and non-disadvantaged pupils at both KS1 and KS2.  |
| Improved attendance figures for PP children. Ideally in line with average attendance figures for non-PP children  | Pupils attendance increases across the year and they become more punctual – monitored using Arbor.  | Attendance of PP pupils has gone down compared to last year and the gap is greater than national. Overall, attendance is also falling against national.Patterns of poor attendance identified, and meetings held with parents/carers from September 2023. Regular attendance meetings held with Sandwell Attendance to tackle absence from September 2023.  |
| PP children have increased access to wider opportunities (trips, visits and experiences) and chances to broaden their horizons.  | A broader diet of after-school provision Access to school trips, outings and experiences which broaden the experiences of targeted children Pupil voice which highlights greater confidence and ambition following on from these trips and experiences  | All pupils, including recipients of Pupil Premium, provided with the opportunity to attend school trips. School ensured that all pupils whose parents/carers wished them to attend the Year 6 residential were able to do so with funding used where necessary.  |
| 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.  | Specific work on SEMH and wellbeing will ensure that attendance, wellbeing, socio-economic and other barriers to learning are recognised, targeted and overcome. This will be evident in pupil/parent voice, outcomes and school’s ability to communicate how it has supported PP children in need  | School Council re-launched September 2023. Patterns of poor attendance identified, and meetings held with parents/carers from September 2023. Funds used to purchase school uniform and other items. Regular attendance meetings held with Sandwell Attendance to tackle absence from September 2023.  |

# Further information (optional)

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