



Pupil premium strategy statement for St Gregory's Catholic Primary School

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 and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|-------------|
| Number of pupils in school | 230 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| 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 | 01/12/26 |
| Statement authorised by | Mr K Brown |
| Pupil premium lead | Mr K Brown |
| Governor / Trustee lead | Mr R Reeve |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £62,160 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £62,160 |



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.

| 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.

| 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. |
| 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 17,100



| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Whole school CPD (I'm a clever writer) Mapping of progression maps for writing. | Progression of skills document years 1-6 Progression of genre document years 1-6 Assessment documents years 1-6 SLT CPD 5 hours whole school CPD 12 hours of weekly support for individual teacher x 3 Developing a bespoke whole school writing spine. | 1,2,3 |
| 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. | 1,2,3,4,5 |
| Other external providers to support CPD i.e. National College Training, Catholic Primary Partnership | Embedding high quality teaching through a range of pedagogical approaches underpinned by Rosenshine's Principles and other research based approach. Used Tom Sherrington's Walkthrus to implement whole staff approaches to behaviours, routines and learning. | 1,2,3,4,5 |
| MAC Coordinator Meetings | Supporting subject leaders and sharing best practice within core and foundation subjects across the MAC | 1,2,3,4,5 |
| Team Teach / Mental First Aid Lead training | De-escalation and positive handling training. CPD provided to staff by Mental Health Leader – developing skills to support pupils within and outside school | 4,5 |

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

Budgeted cost: £ 39,030

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Employ Learning Support Assistants to deliver interventions | Targeted support ensures that gaps in learning are identified and addressed; this leads to improved progress and attainment. | 1,2 |



| | | |
|---|---|-----|
| (small group and 1:1) for lower achieving pupils. | | |
| 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: £8,030

| 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. | 1,2,4,5 |
| 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. | 4,5 |

Total budgeted cost: £ 62,160



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole School Data

Attainment breakdown of PP and non-PP children by ensuring high quality teaching in class and focused intervention.

Attainment

| | <u>Reading at / above expected</u> | | <u>Writing at / above expected</u> | | <u>Maths at / above expected</u> | |
|--------------------|------------------------------------|-------------------|------------------------------------|-------------------|----------------------------------|-------------------|
| | Pupil Premium | Non-Pupil Premium | Pupil Premium | Non-Pupil Premium | Pupil Premium | Non-Pupil Premium |
| Key Stage 1 | 64% | 73% | 54% | 63% | 58% | 64% |
| Key Stage 2 | 65% | 74% | 69% | 79% | 58% | 62% |

Taken from Arbor MIS systemin

Social and emotional Wellbeing support

Senior Mental Health Lead is implementing strategies to support pupil social and emotional wellbeing which in turn impacts on their progress and attainment.

Attendance monitoring and support for children and families who are struggling with attendance- working together with families through clear communication, meetings with parents to find out the difficulties and areas of support needed, support from our LA Attendance Officer, attendance workshops for the children, attendance rewards.

LSA leading emotional wellbeing interventions, nurture groups and social skills interventions.

Sensory Room available for children who need some quiet time and space.

Tailored support for selected pupils from Reflexions mental health support team. Reflexions Mental Health focused workshops provided- "Friendships and mental



health”, “Feelings and emotions”, “Ways to help when we feel sad”, “What is anxiety?”, “Preparing for Tests”, “Social Media and mental health”

West Midlands Police Workshops delivered by our PCSO's on County Lines.

Free spaces offered to and prioritised for our PP pupils in our extra-curricular after school clubs. Cost covered for our PP pupils to attend extracurricular after school Sports clubs and enrichment opportunities such as school trips.

Musical Showcase performances.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|---|------------------------------------|
| Literacy and Writing CPD for staff- I'm a Clever Writer Staff CPD Package | Sarah Lilley- Education Consultant |
| Times Tables Rockstars | Maths Circle |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

N/A

The impact of that spending on service pupil premium eligible pupils

N/A



Further information (optional)

The school will continue to supplement the support for disadvantaged pupils by continuing to target SEND children's SMART targets through small group activities and interventions to further embed the progress made with this approach in the previous academic year. We will embed the use of Provision Map to enable us to further analyse the impact of interventions especially in relation Social, Emotional and Mental Health, Speech, language and communication.

Curriculum development and purposefully selected CPD for our staff will continue to support high quality teaching for all the children, including our PP children. We will continue to ensure we embed our training around high quality teaching and effective feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

Our Senior Mental Health Lead will implement a strategic action plan, building upon the work we have already done around mental health this year. Including giving pupils a voice in how we address wellbeing and raise the profile of mental health with parents.

PE funding is also being used to support disadvantaged pupils. Pupils that attract Pupil Premium funding are prioritised for extra-curricular sporting events and clubs-including MAC competitions specifically tailored towards Pupil Premium recipients and events specifically designed to add enrichment.

All staff have access to the statutory training for PREVENT and ACES. Additional CPD is available when a specific need is identified e.g. bereavement. Subject leaders are released to aid and support the teaching and learning of teachers across the school by ensuring the development of small step learning within subjects to help diminish the gap between lower and higher attaining children whilst also enabling faster progress.