

St Gregory's Catholic Primary School

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 Catholic Primary School
Number of pupils in school	257
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Finula Foley
Pupil premium lead	Tom Boodell
Governor / Trustee lead	Reka Sanders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,110
Recovery premium funding allocation this academic year	£ 6,090
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	£ 59,200

Part A: Pupil premium strategy plan

Statement of intent

As a school we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. We aim to create an overall package of support aimed to tackle a range of barriers as specified in the PP spending plan below.

Our priorities will be focussed on 'narrowing the attainment gap' for those pupils not on track to achieve Age Related Expectations (ARE) at the end of Year 2 and Year 6. As part of the additional provision made for pupils who belong to vulnerable groups, we will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring meetings. In making provision for Pupil Premium children, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Our main areas of provision for these pupils will continue to be:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum and wider opportunities
- Additional learning opportunities including experiences to develop cultural capital

The school rigorously monitors and evaluates the impact of Pupil Premium funding. Tracking of progress over time is essential so that we can quickly identify need and develop strategies and interventions to accelerate progress. The data we collect is consistently used during pupil progress meetings which take place half termly.

Challenges

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

Challenge number	Detail of challenge
1	Lower percentage of PP children working at ARE in all core subjects compared to Non-PP (R: PP:75% School:84%, W:PP 70% School:83%, Maths: PP: 73% School 82%)
2	Large crossover with SEN and medical needs with PP children – 27% of PP children have SEN compared to 13% of whole school population.
3	Lack of parental engagement, or ability to assist, with home learning and reading at home.
4	Poor attendance and punctuality for a high percentage of PP children (PP

	attendance: 91.1%, Whole School average: 95.6%)
5	Socio-economic factors which lead to a lack of access to trips, music provision etc due to cost implications for families

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	Gap between PP and whole school closed from 13% to less than 8% in all core subjects.
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	Gap closes between PP and non-PP with greater focus on PP achieving accelerated progress.
Improved attendance figures for PP children. Ideally in line with average attendance figures for non-PP children	<ul style="list-style-type: none"> • Average attendance for PP children up from 91.1% to greater than 95% • Fewer PP children with attendance below 95% and 90%
PP children have increased access to wider opportunities (trips, visits and experiences) and chances to broaden their horizons.	<ul style="list-style-type: none"> • Access to school trips, outings and experiences which broaden the experiences of targeted children. • Greater confidence and ambition following on from these trips and experiences
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"> • Specific work on SEMH and wellbeing will ensure that attendance, wellbeing and any other barriers to learning are recognised, targeted and overcome.

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: £ 35,600

Phonics Training and resources £ 5,000 – Textbooks, cover costs, resources, reading resources, printing etc

AL – 30 % of salary

EK – 30% of salary

LW – 30% of salary

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff have received suitable training to deliver the 'RWI Phonics' scheme effectively. Ensure that disadvantaged pupils obtain the required attainment outcomes against their peers Nationally, based on the Phonics Check.	Evidence base - Phonics data and monitoring from other MAC schools already using RWI shows evidence of good outcomes and progress for schools using RWI as whole school phonics approach.	One, two, three
<ul style="list-style-type: none"> Continued implementation of Maths Mastery approach to teaching mathematics across the school. Continued introduction of new approach to teaching reading in 	<ul style="list-style-type: none"> Evidence Base - Success of Maths Mastery approach and reading focus in school during last academic year. <ul style="list-style-type: none"> PP ARE in Reading improved from 65.6% in September to 71.9 % in July PP ARE in Maths improved from 68.2% in September to 71.9 % in July PP ARE in Writing improved from 65.6% in September to 	One, Three

<p>KS1 and KS2:</p> <ul style="list-style-type: none"> ▪ Specific focus on reading domains in dedicated reading sessions ▪ Reading Superheroes designed and introduced across school 	<p>69 % in July</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £12,500 + associated cost above (Support staff salaries)

- Textbooks
- Release time and cover costs
- Resources
- Reading books

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Target PP children identified who are not meeting ARE in writing and/or not making expected progress. • Bespoke writing intervention based on principles of 'Write Away Together' delivered to these children in 1:1 or small group sessions by PP funded LSP/HLTA. 	<p>Evidence Base - Sutton Trust evidences impact of 1:1 and small group provision Toolkit The Education Endowment Foundation (walthamforest.gov.uk)</p>	<p>One, two, three</p>
<ul style="list-style-type: none"> • To ensure that the new RWI 	<ul style="list-style-type: none"> • Evidence Base - Success of reading focus in school during last aca- 	<p>One, two, three</p>

<p>Phonic Scheme is monitored closely and pupils making below expected progress are identified in Target Setting meetings</p> <ul style="list-style-type: none"> • Target disadvantaged pupils using in house data and provide a catch up support and LSP/HLTA to close the gap • To analyse summative assessment data and identify the children who require catch up 	<p>ademic year.</p> <ul style="list-style-type: none"> ○ PP ARE in Reading improved from 65.6% in September to 71.9 % in July ○ PP ARE in Maths improved from 68.2% in September to 71.9 % in July ○ PP ARE in Writing improved from 65.6% in September to 69 % in July 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • HT to be on gate daily, speaking with parents, monitoring punctuality and following up absence with first day calling by office staff. • Close links and work alongside Outreach and Attendance Support Worker 	<p>Clear links between improved attainment with better attendance</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p> <p>https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</p>	<p>Four</p>

<ul style="list-style-type: none"> • Incentives and rewards for PP children whose attendance is above 96% • Regular updates and weekly meetings between HT, office staff and teaching staff. • Monitoring of attendance of all groups to be national average or better. 		
<ul style="list-style-type: none"> • To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development • To allow all disadvantaged children a free residential in Y5 to Y6. • To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from wider curriculum lessons • To provide 	<p>Evidence Base - Sutton Trust evidences impact of opportunities for outdoor learning, participation in sports and music etc. Toolkit The Education Endowment Foundation (walthamforest.gov.uk)</p>	<p>Five</p>

<p>greater enrichment opportunities for disadvantaged pupils. PP children to be targeted and supported financially to take part in music lessons, residential and other trips and visits.</p>		
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Total budgeted cost: £ 59,200

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.

Review: last year's aims and outcomes

Aim	Outcome
<p>Increased % of PP children working at or above ARE in mathematics (currently 73% compared to 84%)</p>	<p>Improvement is evident in Maths progress for all children:</p> <p>89% of children making expected progress or better in maths from Sept 2020 starting point</p> <p>Maths ARE improved from 69.5% in September to 76 % in July</p> <p>PP ARE in Maths improved from 68.2% in September to 71.9 % in July</p>
<p>Increased % of PP children working at or above ARE in Reading (currently 77% compared to 85%)</p> <p>Improved engagement of PP children in reading for pleasure</p>	<p>Improvement is evident in Reading progress for all children:</p> <p>86% of children making expected progress or better from Sept 2020 starting point</p> <p>Reading ARE improved from 69.5% in September to 76.4 % in July</p> <p>PP ARE in Reading improved from 65.6% in September to 71.9 % in July</p>
<p>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)</p>	<p>Improvement is evident in progress across curriculum for all children:</p> <p>PP ARE in Reading improved from 65.6% in September to 71.9 % in July</p> <p>PP ARE in Maths improved from 68.2% in September to 71.9 % in July</p> <p>PP ARE in Writing improved from</p>

	65.6% in September to 69 % in July
PP children have increased access to wider opportunities (trips, visits and experiences) and chances to broaden their horizons.	<p>Success criteria successfully achieved:</p> <ul style="list-style-type: none"> • 10 Pupil Premium children attended Year 6 Residential visit to Ingestre Hall in June 2021. Funded by PP funding. Took part in 4 night residential and experienced art, drama and adventurous outdoor activities. • All PP children who desire milk in school at break time have it funded via PP funding • Nine PP children access funded music tuition in school (brass, violin or drums)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars/Numbots	Maths Circle