

Pupil premium strategy statement

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

Detail	Data
School Name	St Gregory's Catholic Primary School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	13.09.2022
Date on which it will be reviewed	13.09.2023
Statement authorised by	LGB
Pupil premium lead	Mr Hancox
Governor / Trustee lead	Mrs Sanders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,220.00
Recovery premium funding allocation this academic year	£4,566.00
*Separate plan created for this	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
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>	£64,786.00

Part A: Pupil premium strategy plan

Statement of intent

Every child with his/her individual needs and gifts is a unique gift from God. At St Gregory's Catholic Primary School, we want to ensure that teaching and learning opportunities meet the needs of all of the pupils. All members of Staff and the Local Governing Body accept the responsibility for our Pupil Premium pupils and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment.

As with every child in our care, a child who belongs to vulnerable groups is valued and respected and is entitled to develop his/her full potential, irrespective of need. We ensure that appropriate provision is made for pupils who belong to such groups and we ensure these pupils are adequately assessed and addressed.

Pupil Premium funding will continue to be allocated following a needs analysis of which will identify priority classes, groups and/or individuals.

The key principles of our strategy are as follows:

- To ensure the gap between PP and Non-PP diminishes within Reading, Writing and Maths.
- To promote and prioritise teaching and learning across the school with specific focus on Reading, Writing and Maths.
- To improve awareness of mental health and well-being across to encourage and promote a positive school ethos.
- To support EYFS children to achieve their social and emotional targets post COVID.
- To develop communication and language across the school with specific focus on Early Years and KS1.

Challenges

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

Challenge number	Detail of challenge
1	Gap in attainment in reading (particularly early reading and phonics), writing (the need for increased writing opportunities) and maths (developing a sound understanding of basic number) for PP children in relation to the wider-school
2	A high percentage of PP children (48%) who also have SEN or have EAL
3	Engagement with, or ability to assist, home learning and reading at home.
4	Poor attendance and punctuality for a percentage of PP children (PP attendance: 90.9%, Whole School average: 94.6%)
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
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
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
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.
PP children have increased access to wider opportunities (trips, visits and experiences) and chances to broaden their horizons.	<ul style="list-style-type: none"> • 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
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

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: £32,250.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release of subject leaders and SLT to aid and support the teaching and	Development of small step learning within subjects (mastery, +5, EEF) to help diminish the gap between	4, 5

learning of teachers across the school	lower and higher attaining children whilst developing sustained progress	
Through CPD and supportive materials, ensure that staff have what they need to achieve high quality teaching in ALL areas of the curriculum	All children will access all subjects of the national curriculum and will have opportunities presented to them that will allow them to work at ARE or towards individual targets EEF – Mastery / Within class attainment grouping	1, 2
Utilise assessment and tracking more effectively to ensure children are baselined correctly, staff have a greater understanding of where children are in relation to ARE, SEN children are supported by contextualised skills ladders to inform planning for consistency in teaching and learning	Regular reading and spelling ages will show progress of interventions in place Termly tracking of data on Arbor will also give more secure judgements of where children are in relation to ARE EEF – Feedback / Individualised Instruction / Learning Styles	1, 2
Use of Wellcomm in EYFS to identify and enable support to be put into place for PP pupils	Communication and Language approaches are highly effective at very low cost (+6 EEF). Wellcomm intervention scheme will also provide CPD opportunities for staff.	1, 2, 5
Introduction of instructional coaching across the school supplemented by WalkThrus guides. Focus to be on teaching and learning to enhance the learning experience of the children and to challenge the children further in ALL areas of the curriculum.	EEF - High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom	1, 4, 5

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

Budgeted cost: £10,540.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased opportunities for writing (following CPD)	Books will show writing across the curriculum and writing at greater length.	1, 2

and curriculum development) and interventions in place to support the progress of writing across the school. A mixture of teacher led support groups, additional interventions or 1:1 where needed.	Curriculum development will show closer links between reading and writing and also highlight clear opportunities for writing. EEF – Teaching Assistant Interventions/Small group intervention/ Within class attainment grouping (dependent on staff ratios)	
Interventions in place to support the progress of maths. Support through a mixture of teacher led support groups, additional interventions or 1:1 where needed.	Gap closed between PP and whole school in those achieving ARE in maths – with some children working at GD. EEF – Mastery (continue to allow the maths lead to work alongside staff and analyse school performance in maths with the SLT to identify areas for development)	1, 2
Release staff to ensure children are heard read as regularly as possible and that time is given for staff to work with parents to enable more effective reading at home (workshops)	Use of new books to enhance the phonics scheme will increase accuracy and fluency in reading – and in turn support/improve developments in spelling EEF – Reading Comprehension Strategies & Phonics EEF – Teaching Assistant Interventions/Small group intervention/ Within class attainment grouping (dependent on staff ratios)	1, 3, 5

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

Budgeted cost: £17,440.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> SLT 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 Incentives and rewards for PP children whose attendance is above national 	<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>	1, 4, 5

<ul style="list-style-type: none"> • Regular updates and weekly meetings between HT, office staff and teaching staff. • Monitoring of attendance of all groups to be national average or better. 		
<p>Wellbeing Interventions set up across the school to address impact on lives as a direct result of the pandemic.</p> <p>Embedding skills in pupils to help manage social and economic impact within their home setting – combination of Wellbeing groups and work with EMHP</p>	<p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. (+4, EEF)</p>	<p>1, 3, 4, 5</p>
<p>Continuation of collaboration with external agencies (EMHP, SALT, Inclusion Support etc.) to ensure individual needs of PP children are met</p>	<p>Specialised support which targets the academic and social and emotional needs of children / families</p> <p>EEF – one to one tuition / individualised instruction</p>	
<p>Support in ensuring PP children are able to engage in school trips and after school provision. Providing support where needed to improve attendance in these activities across the school year incl. music tuition.</p>	<p>Enriching PP children academic and life experiences.</p> <p>Evidence Base - Sutton Trust evidences impact of opportunities for outdoor learning, participation in sports and music etc.</p> <p>https://thehub-beta.walthamforest.gov.uk/sites/default/files/2019-07/sutton_trust_toolkit.pdf</p>	<p>4, 5</p>

Total budgeted cost: £60,230.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Impact
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.	<ul style="list-style-type: none"> Partially achieved. IDSR reported a concern regarding Key stage 1 attainment of the expected standard in writing being significantly below national in 2022. There were 31 children in this cohort of which 6 were PP eligible. 5 were working towards ARE in writing and 1 was working at GD. There were no significant concerns for reading or maths. IDSR reported no concerns for attainment data in KS2. Overall, attainment was in line with national for reading and maths in KS1 and in reading, writing and maths for KS2.
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.	<ul style="list-style-type: none"> Achieved. IDSR reported no concerns for progress data in KS2. Overall, attainment was in line with national for reading, writing and maths for KS2.
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% 	<ul style="list-style-type: none"> Partially achieved objective. Covid restrictions increased absences dramatically in the Autumn and Spring terms of 21/22. Whole school attendance: 94.1% PP attendance: 92% Whole school persistent absence: 15% PP persistent absence: 5%
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 	<ul style="list-style-type: none"> Achieved. Trips and visits were reintroduced in summer 2022 at St Gregory's following the lifting of pandemic restrictions and considerations of our school community. Summer trips were heavily subsidised for all children, with the cost being covered for all PP eligible children. 17% of Year 6 children who received PP funding had the cost of their residential visit covered.

<p>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.</p>	<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. 	<ul style="list-style-type: none"> • Achieved. • All children (incl. PP recipients) engaged in wellbeing workshops on return to school in Autumn 21/22. • 32% of PP recipients (along with other children) worked with the EMHP at different points throughout the year. These children were identified as requiring additional support with safeguarding, wellbeing and socio-economic matters. • Continuation of building blocks nurture groups across KS1/2 • Extensive transition to secondary school • SENCo completed the Senior Mental Health Lead Course
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