Sept 2023

John Mollard,

John Mollard,

52

**Funding overview**

**Detail**

**Amount**

Pupil premium lead

Headteacher

Governor / Trustee lead

Paul Leff, lead for

disadvantaged pupils

£9695

Pupil premium funding carried forward from previous

£0

years (enter £0 if not applicable)

**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

1

Pupil premium funding allocation this academic year

7x PPG = £9695

£2,000 (minimum

Recovery premium funding allocation this academic year

funding allocation)

School name

St Gregory’s

**Data**

Number of pupils in school

**strategy statement**

This statement details our school’s use of pupil premium (and recovery premium for the

2022 to 2023 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**

Date this statement was published

October 2022

Date on which it will be reviewed

Statement authorised by

Headteacher

Proportion (%) of pupil premium eligible pupils

13% (7 pupils)

**St Gregory’s Catholic Primary School: Pupil premium**

Academic year/years that our current pupil premium

2022/2023 to

strategy plan covers **(3 year plans are recommended)**

2024/2025

Develop confidence in their ability to communicate effectively in a wide range

Our strategy is also integral to wider school plans for education recovery, notably in its

targeted support for pupils whose education has been worst affected, including non-

disadvantaged pupils.

In our approach we aim to

Remove barriers to learning created by poverty, family circumstance and background.

Narrow the attainment gaps between disadvantaged pupils and their

non- disadvantaged counterparts both within school and nationally.

(ensuring they make good progress from relative starting points)

Ensure all pupils are able to read fluently and with good understanding to enable them

to access the breadth of the curriculum.

improved alongside progress for their disadvantaged peers.

of contexts.

Enable pupils to look after their social, mental and emotional well-being and

to develop resilience.

2

focus of our pupil premium strategy is to support disadvantaged pupils to achieve that

**Statement of intent**

Our intention is that all pupils, irrespective of their background or the challenges they

face, make good progress and achieve high attainment across all subject areas. The

**Part A: Pupil premium strategy plan**

goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils. The activity we have

outlined in this statement is also intended to support their needs, regardless of whether

they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which

disadvantaged pupils require the most support. This is proven to have the greatest

impact on closing the disadvantage attainment gap and at the same time will benefit

the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed

below, is the intention that non-disadvantaged pupils’ attainment will be sustained and

SEND register , 1 at SEN Support and 1 at First Concerns

2 of our 7 children eligible for Pupil Premium funding are also on our

1

**number**

3

taged pupils is below that of non-disadvantaged pupils.

Assessments indicate that writing attainment among some disadvan-

3

vantaged pupils is below that of non-disadvantaged pupils.

Assessments indicate that reading attainment among some of the disad-

2

quality first teaching.

needs of individuals.

This is not an exhaustive list and strategies will change and develop based on the

achieve.

disadvantaged pupils’ outcomes and raise expectations of what they can

Adopt a whole school approach in which all staff take responsibility for

and beyond the classroom.

Provide appropriate nurture support to enable pupils to access learning within

Provide opportunities for all pupils to participate in enrichment activities.

first-hand learning experiences.

Target funding to ensure that all pupils have access to trips, residentials and

Provide targeted intervention and support to address identified gaps in learning.

Provide all teachers with high quality CPD to ensure that pupils access effective

In order to achieve our aims and overcome identified barriers to learning we will:

Achieving our aims:

and understanding of the world.

Enable children to access a wide range of opportunities to develop their knowledge

**Detail of challenge:**

**Challenge**

disadvantaged pupils.

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

**Challenges**

writers

grammatically correct sentences. And, over time, will pro-

duce coherent pieces of short and longer writing. 50%

achieve age-related expectations.

Pupils will improve their spelling, punctuation and writing of

4. Improve knowledge,

All 7 pupils will make progress relative to their starting

understanding and skills in

points with at least 60% achieving age-related expectations.

mathematics

Screen check at Y1 and Y2 (or are in line with national).

2. Improved Phonics and

Pupils will acquire better phonics knowledge and

Reading

comprehension skills. All PP children pass the Phonics

75% of pupils reach the age-related standard in reading.

3. Improve their ability as

for 22-23.

7. To improve school

100% of disadvantaged pupils achieve a 95%+ attendance

attendance

4

5. Improved Well-being and

Pupils will feel safe and happy in school as evidenced via

health

observations, pupil voice and parent consultations. Families

will be provided with food parcels and vouchers where pos-

sible.

6. Improve participation in

Pupils will attend all educational trips, residentials and,

enrichment activities

where possible, have access to after school clubs/extra-cur-

ricular activities and the breakfast/after school provision.

Due to financial constraints and COVID, some children are unable to ac-

pils.

6

COVID has affected the emotional well-being of our disadvantaged pu-

cess some extra-curricular activities that may improve their self-esteem

and feeling of inclusion.

Assessments indicate that maths attainment among some disadvan-

4

7

taged pupils is below that of non-disadvantaged pupils.

5

**Intended outcome**

**Success criteria**

1.To improve overall

The 2 Pupils with SEND make good or better progress in

outcomes for PP children

reading, writing and mathematics relative to their low

who have Special

starting points.

Educational Needs

and how we will measure whether they have been achieved.

A small proportion of PP children have poor attendance

**Intended outcomes**

This explains the outcomes we are aiming for **by the end of our current strategy plan**,

been produced in conjunction with the

Enhancement of our maths

The DfE non-statutory guidance has

4

teaching and curriculum

planning.

National Centre for Excellence in the

Teaching of Mathematics, drawing on

We will fund teacher release

evidence-based approaches:

time to embed key elements

Maths\_guidance\_KS\_1\_and\_2.pdf

of guidance in school and to

(publishing.service.gov.uk)

Phonics | Toolkit Strand | Education

ics programme to secure

impact on the accuracy of word reading

stronger phonics teaching

(though not necessarily

for all pupils.

comprehension), particularly for

disadvantaged pupils:

BUG CLUB = £450+pur-

access Maths Hub resources

chase of hard copy books

Endowment Foundation | EEF

approx. £2000 (TBC)

(e.g., improved academic performance,

Improve the quality of social

There is extensive evidence

5

and emotional (SEL) learn-

associating childhood social and

ing.

emotional skills with improved

outcomes at school and in later life

5

and CPD (including Teach-

The EEF guidance is based on a range

ing for Mastery training).

of the best available evidence:

Mrs Henderson is leading on

Improving Mathematics in Key Stages

this.

2 and 3

evidence base that indicates a positive

**addressed**

**Evidence that supports this**

**Challenge**

**approach**

**number(s)**

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: approximately **£3,550**

**Activity**

moderation CPD = £450

Endowment Foundation | EEF

Purchase of a DfE validated

Phonics approaches have a strong

2 & 3

Systematic Synthetic Phon-

assessments are interpreted

Purchase of standardised

Standardised tests can provide reliable

1, 2, 3, 4

diagnostic assessments

insights into the specific strengths and

weaknesses of each pupil to help

Training for staff to ensure

ensure they receive the correct

**Activity in this academic year**

additional support through interventions

and administered correctly.

or teacher instruction:

Standardised tests | Assessing and

For example IDL = £250 plus

Monitoring Pupil Progress | Education

**Evidence that supports this approach**

**Challenge**

**number(s)**

**addressed**

Engaging with a

**structured interventions)**

Budgeted cost: **£3,500**

Tuition targeted at specific needs and

**Activity**

tion Endowment Foundation | EEF

be disadvantaged.

Approx. annual cost

£3,000

Purchase of a software

based literacy and

numeracy intervention

who receive tutoring will

6

education has been

1,2,3,4

specialist tutor

knowledge gaps can be an effective

to provide

method to support low attaining pupils or

tutoring for pupils whose

those falling behind, both one-to-one:

**Targeted academic support (for example, tutoring, one-to-one support**

One to one tuition | EEF (educationendow-

most impacted by the

mentfoundation.org.uk)

pandemic. A significant

And in small groups:

proportion of the pupils

Small group tuition | Toolkit Strand | Educa-

pdf(educationendowmentfoundation.or

opment and training for staff.

g.uk)

My Happy Mind resource pur-

chased and training com-

pleted. £296

Theatre visit, imperial war

SEL approaches will be em-

attitudes, behaviour and relationships

bedded into routine educa-

with peers):

tional practices and sup-

EEF\_Social\_and\_Emotional\_Learning.

ported by professional devel-

monitoring – no cost just

nurturing essence and quality of

time!

teaching, learning and assessment

within a bright, stimulating and friendly

family oriented school with trusted and

welcoming adults make attending this

school an attractive and enticing thing

to do.

7

6

museum visit, swimming ac-

tivities, breakfast and after

school club, multi-skills club,

uniform…all PP children

have these paid for.

Punctuality and attendance

The culture and ethos, its environment,

Adventure Learning might

6

Funding educational visits and

Visits and residential trips work

residential experiences.

to enrich the curriculum and it

is vital that all children are able

Approx £850

to access them. ‘Outdoor

provide opportunities for

disadvantaged pupils to

participate in activities that they

otherwise might not be able to

access. Through participation

in these challenging physical

and emotional activities,

outdoor adventure learning

interventions can support pupils

Gregory’s: gymnastics, multi-skills,

that extra-curricular activity can

football, netball, music, breakfast

help promote a love of learning,

and after school club, wildlife club.

improve social skills, self-

esteem, a sense of community

Approx. £1,200

and a feeling of self-worth.

to develop non-cognitive skills

we have identified a need to set

a small amount of funding aside

to respond quickly to needs that

have not yet been identified.

£500

**Total budgeted cost: £9,600**

7

such as resilience, self-

confidence and motivation’.

(EEF)

interventions. We understand

All

Contingency fund for acute issues.

Based on our experiences and

those of similar schools to ours,

**Wider strategies (for example, related to attendance, behaviour,**

**wellbeing**

Budgeted cost: **£2,550**

called IDL as well as TT

Rock Stars (times

tables).

Cost £390 + training for

teaching assistants

**addressed**

5,6

Funding extra-curricular and after

EEF indicates moderate impact

school clubs. A range of extra-

for social and emotional

curricular activities are offered at St

**Activity**

**Evidence that supports this**

**Challenge**

**approach**

**number(s)**

Ascentis/cloud based intervention

IDL

Founder Laura Earnshaw

Well-being: ‘MYHAPPYMIND’

8

Bruno Reddy/online

Times Tables Rock Stars (TTRS)

Pearson: ActiveLearn

BUG CLUB

**Externally provided programmes**

with the reviewed COVID Catch-Up Report for 2020-21

Please see the Pupil Premium Grant Report for 2020-21 on the school website, along

academic year.

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021

**Pupil premium strategy outcomes**

**year**

**Provider**

TENTEN resources

RSHE: ‘Life to the Full.’

**Part B: Review of outcomes in the previous academic**

**Programme**