



St Gregory's Catholic Primary School

Pupil Premium Strategy Statement 2021-2022

At St Gregory's Catholic Primary School, we strive to ensure that every child can access any support and intervention that we offer in order for them to achieve their potential. Each year we receive a pupil premium allocation as part of our budget. This is currently based on the number of pupils in our school who fall into one of the following categories:

- Eligible for free school meals (including at any time in the last 6 years)
- Children, who are in the care of the Local Authority, have previously been in the care of the Local Authority or who have been adopted.
- Children who have one or more parents serving in the armed forces.

Our rationale is to use funding to support the whole child to break down any barriers to educational achievement. Our key barriers to achievement for Pupil Premium children are:

- Specific gaps in learning and slow progress in reading, writing and mathematics
- Social and emotional support so that pupil premium pupils are 'ready' to learn and have some similar experiences to non-pupil premium eligible peers.
- Attendance for pupil premium pupils is lower than the school average.

School overview

Metric	Data
School name	St Gregory's Catholic Primary School
Pupils in school	314
Proportion of disadvantaged pupils	64
Pupil premium allocation this academic year	£86080
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	February 22 (Mid-year review)
Statement written and authorised by	Kirstie Yuen
Pupil premium lead	Stephanie Marum
Governor lead	Lorraine Foster

Disadvantaged pupil progress scores for last academic year (2019 data)

Measure	Score
Reading	-5.13
Writing	-1.41
Maths	-3.87

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Progress at 0
Achieving high standard at KS2	Progress +
Measure	Activity
<p>Priority 1</p> <p>– Ensure all disadvantaged children make at least expected progress in R, W, and Maths.</p> <p><i>Measure: Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS assessment</i></p>	<ul style="list-style-type: none">  Teaching Assistant support to run interventions and same day support for children who are struggling in lessons.  Additional interventions added to support emotional well-being.  To provide targeted RWINC 1:1 to those falling behind. <p><i>The EEF Toolkit suggests that targeted interventions matched to specific pupils with needs or behaviour issues can be effective, especially for older pupils.</i></p> <ul style="list-style-type: none">  Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality.  Pastoral sessions one-to-one work as and when required for individual pupils. Pastoral groups will be run by the Forest team, under the direction of the Family Support/Inclusion Lead who will liaise with class teachers to identify pupils at need and plan to meet the pupils' needs.
<p>Priority 2</p> <p><i>Measure: For Pupil Premium children to become confident, proficient writers by making at least good progress in reading and writing and outcomes are at expected (EXP) or above at the end of the year; More PP children reaching greater depth outcomes</i></p>	<ul style="list-style-type: none">  Development days for phonics and RWI training to continue. 1-1 phonics coaching sessions.  Membership of NAACE and access to Challenge Framework. Targeted programmes for most able.

<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li data-bbox="695 165 1350 264">  Pupil Premium pupils are more likely to have been adversely affected by the COVID-19 lockdown and school closure. <li data-bbox="695 282 1394 421">  Children entitled to PPG may not have the same opportunities as their peers. Financial difficulties have the potential to impact of attendance, engagement, experiences and learning. <li data-bbox="695 439 1385 495">  Pupils may lack learning skills/self-regulation strategies and this lowers their academic attainment.
<p>Projected spending</p>	<p>£86,080</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average attainment and progress scores in KS2 Reading	July 22
Progress in Writing	Achieve national average attainment and progress scores in KS2 Writing	July 22
Progress in Mathematics	Achieve national average attainment and progress scores in KS2 Maths	July 22
Phonics	Achieve at least 80% expected standard in PSC	July 22
Other	Improve attendance of disadvantaged pupils to be at least 95.5%	July 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Quality First teaching priorities for current academic year

Measure	Activity
<p>Priority 1</p> <p>To close the attainment gap between disadvantaged and non-disadvantaged pupils particularly in reading</p>	<p>Development of Early language acquisition:</p> <ul style="list-style-type: none"> 🏰 Early years lead to monitor implementation of NELI 🏰 Opportunities for speaking and listening through use of learning logs 🏰 Whole school focus on opportunities for talk.- linking to aspiration 🏰 Use of Oracy Framework and implementation across school <p>The Power of reading becomes the school's approach to teaching reading and writing.</p> <ul style="list-style-type: none"> 🏰 CPD available to support this. 🏰 A progressive plan for core texts across the school that challenge pupils understanding of vocabulary and are linked to class learning.
<p>Priority 2</p> <p>Monitoring of standards in teaching and learning show that over time, quality first teaching is at least good.</p>	<p>Development of the provision for Writing and Maths :</p> <ul style="list-style-type: none"> 🏰 Subject Leads to monitor standards in teaching across the school 🏰 Supply costs for the English Lead to further develop the whole school approach to Writing. 🏰 Purchasing of materials to support individual pupils with their development in writing 🏰 One to one and group teacher support for targeted children 🏰 Purchasing of materials to support individual pupils with their development in maths

	<ul style="list-style-type: none"> 🏰 Reading training from Trust to be embedded across school for consistent and whole school approaches to raising attainment in reading 🏰 Use of key vocabulary identified and explained at the start of each lesson 🏰 To analyse summative assessment data and identify the children who require catch up within class where possible 1:1 or small group with a TA or HLTA
<p>Priority 3 All non-SEND PP children achieve national average expected standard in Phonics Screening Check.</p>	One to one and group support for targeted children where required
Barriers to learning these priorities address	<ul style="list-style-type: none"> 🏰 Catch-up required due to COVID which may have widened the gap. 🏰 Parental engagement. 🏰 Early language 🏰 Aspiration and engagement
Projected spending	£21000

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1 Reading outcomes for all disadvantaged pupils to be at least inline or exceed National</p>	<ul style="list-style-type: none"> 🏰 Reading intervention team to support targeted PPG pupils in all year groups from Y1 to Y6. 🏰 To provide targeted interventions to include: Rapid reading and Rapid writing. Switched On Reading and Fluency Sessions. 🏰 1:1 and small group provision of focused interventions and precision teaching led by TA to focus on spelling support, reading comprehension and handwriting. 🏰 NGRT and NGST test to show improvements for PP children with reading and spelling ages across the school 🏰 Pupils receive £25 worth of books 2 x yearly which are chosen by the child with adult to support for home use and to encourage reading for pleasure and of more challenging texts at home.
<p>Priority 2 All targeted non-SEND PP children make at least expected progress in Writing.</p>	<ul style="list-style-type: none"> 🏰 1:1 and small group provision of focused interventions and precision teaching led by TA/ HLTA to focus on support of basic methods 🏰 Approaches linked to Quality First Teaching. 🏰 Use of IXL online teaching for home-learning to close gaps in understanding. 🏰 Rapid Writing Groups for targeted individuals

	<ul style="list-style-type: none"> Use NESSY program to support individual pupils needs and ensure they have access to this at home to support home learning.
<p>Priority 3</p> <p>To improve early language acquisition.</p> <p>Progress within Intervention expectations are clearly evident</p>	<ul style="list-style-type: none"> To improve speech and language skills in Reception using “NELI” Intervention Programme. EEF states that oral language intervention has a positive impact on learning. Small classes in year 1
<p>Priority 4</p> <p>To ensure outcomes for all disadvantaged pupils is at least inline or exceeds National</p>	<ul style="list-style-type: none"> Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively. High quality CPD for staff on reading. High expectations around the teaching of phonics and the around the expected progress that children are to make. Close tracking and monitoring to allow for adjustments/additions to interventions groups. Regular phonics screening assessments from previous years to allow staff to track progress, carry out gap analysis and teach accordingly.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Catch-up required due to COVID which may have widened the gap. Parental engagement. Early language Aspiration and engagement
Projected spending	£25000

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>Children in receipt of the Pupil Premium have equal access to all that the school offers in terms of additional provisions.</p> <ul style="list-style-type: none"> Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test. <p>Participation in life enhancing experiences raises aspirations.</p>	<p>Proportion of PP allocation to support some families with the cost of:</p> <ul style="list-style-type: none"> School uniform School residentials Access to extra-curricular clubs and Wraparound Any other expenditure deemed necessary by the school <p>Support individual pupils with developing their cultural capital through:</p> <ul style="list-style-type: none"> Identifying individual interests and supporting the development of this Ensuring opportunity of access to musical instrument tuition English lead to continue to raise the profile of reading and writing (including early phonic strategies) through whole school events, such as: parent workshops, bedtime stories, World Book Day, poetry events and live storytelling. Cultural capital opportunities identified (such as visits from poets) and built into curriculum plan for all pupils

	and promote high attaining disadvantaged children engagement in opportunities for further extension.
Priority 2 Family Support Worker and pastoral Support	<ul style="list-style-type: none"> 🏰 Pastoral Team provide a wealth of pastoral support for both children and families. <i>EEF states that social and Emotional learning has a valuable impact on attitudes to learning.</i> 🏰 Ensure both FSW + SEN advisor have access to high quality training. <p>FSW supports our families in the following ways:</p> <ul style="list-style-type: none"> 🏰 ensuring that the families had access to adequate, permanent housing 🏰 ensuring that families had access to the government funding and benefits that they were entitled to 🏰 engaging parents and families with support for their mental health and the impact of this on the children; 🏰 supporting victims of domestic abuse 🏰 ensuring that families were supported by appropriate external agencies e.g. Service Six 🏰 supporting families with links to local Food Banks 🏰 improving adults' prospects of securing employment 🏰 debt, often leading to other issues surrounding family finances such as food, paying bills etc
Barriers to learning these priorities address	<ul style="list-style-type: none"> 🏰 Close monitoring of the attendance rates for pupils eligible for PP. Learning time could be lost to poor attendance. 🏰 Low levels of aspiration, resilience and study skills which lead to low confidence. 🏰 Financial restrictions due to family circumstances provide a barrier to children accessing enrichment opportunities, these are provided by the school. 🏰 Close daily monitoring by FSW and office Team for attendance. Monitor pupil's daily attendance and follow up quickly on absence - first day response call. 🏰 Persistent absence to be supported through breakfast club places, where applicable, to encourage attendance daily and improved monitoring.
Projected spending	£40,080

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Ensure enough time is given over to allow for staff professional development. • Identifying high quality appropriate CPD for staff and the subsequent impact upon learner progress. 	<ul style="list-style-type: none"> • Use of INSET and staff training time to monitor and develop new teaching resources and programmes. Use of staff training to review and monitor group progress through impact reporting.

	<ul style="list-style-type: none"> Ensuring prioritised teaching time for daily reading and phonics sessions across the Key Stages. 	<ul style="list-style-type: none"> SLT and Trust Reading lead to support with Quality Assurance during Autumn Term 2021.
Targeted support	<ul style="list-style-type: none"> Ensuring enough time for school leads to support teachers in planning and appropriate use of resources and small group interventions. Tracking impact of interventions to inform future planning of targeted support. 	<ul style="list-style-type: none"> Use of Staff Development to review and monitor progress of targeted support. SENCo / PP Lead to have oversight of assessment for all intervention groups and use to inform future intervention.
Wider strategies	<ul style="list-style-type: none"> Engaging families which face the most challenges with focus on the importance of regular attendance and being on time. For PP children to be involved in all areas of school life without any financial barriers. 	<ul style="list-style-type: none"> Personal invites to events – in person or by phone calls home. Resource packs provided to those unable to attend in person. Head to work closely with the FSW to monitor children’s absences and encourage active participation in extracurricular activities. Daily monitoring by SLT, school Persistent absence to be supported through breakfast club places, where applicable, to encourage attendance daily and improved monitoring Children to be actively encouraged and invited to undertake extracurricular activities out of school hours. Any clubs that occur over the year to monitor attendance and proportion of PP children attending. Monitored involvement of PP children in school roles and responsibilities (Year 1, where appropriate). Support of students with mental health and learning needs students will be able to build their self-esteem and worth.

		<ul style="list-style-type: none"> • Subsidise any paid for extra-curricular activities and trips. Support with the purchase of uniform and PE Kits for individual children as the need arises to support families with financial concerns.
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Review: last year's aims and outcomes

Aim	Outcome