St Gregory C.E.V.C Primary School

September 2022

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.**

Pupil Premium Strategy Statement

At ***St Gregory C.E.V.C Primary School,*** we believe passionately that all pupils should have the opportunity to succeed, no matter what their starting point might be. We strive to ensure that our young people develop the 'tools' to be life-long learners, and that they are intrinsically motivated to do the best they can.

The Pupil Premium was introduced by the Government in April 2011, and is paid into schools by means of a specific grant based on the number of pupils:

- registered as eligible for Free School Meals (FSM) during the preceding 6 years.
- who are "looked after" by the local Authority (Children in Care).
- whose parents are currently serving in the armed forces.
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The Pupil Premium is additional to the main school funding and the intention of the grant is to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Objectives for Pupil Premium Children at St Gregory CEVC Primary School

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and other children.
- As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Accountability

The Head Teacher and Deputy Head Teacher will regularly monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the Governing Body on its progress and impact. There is a link governor for pupil premium funding and achievement and she holds the school to account for its progress every term.

School overview

Context	Information
School name	St Gregory CEVC Primary School
Pupils in school	203 (Nursery not included)
Proportion of disadvantaged pupils	31% (Nursery not included)
Attendance of disadvantaged pupils 2022	88.06 % (Non-PP 80.21 %)
Pupil premium allocation this academic year	£ 73,405
Academic year or years covered by statement	2022-2023

Publish date	December 2022
Review date	July 2023
Statement authorised by	Mr Daniel Woodrow
Pupil premium lead	Mr Matthew Kittle
Governor lead	Mrs Liz Jordan

Funding overview

- The school received **£1,385** per annum for each child who is entitled.
- The school received **£342** per annum for each child in nursery.

Detail	Amount
Pupil premium funding allocation this academic year	£ 73,405
Recovery premium funding allocation this academic year	£10585
School Led Tutoring allocation this academic year	£10962
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	£94952

At St Gregory CEVC Primary School we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:

1. **Teaching** and Learning

Working on continually improving teaching and providing professional development opportunities is at the forefront of our approach. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a key ingredient to the success of our provision, and is therefore the top priority for our Pupil Premium spending.

2. **Targeted** academic support

Evidence consistently demonstrates the positive impact targeted academic support can have. We have embarked on a rigorous catch up programme for phonics in KS2 where all children are screened and placed on the appropriate level of intervention. Our vision is that all pupils become proficient independent readers so that they are able to access the richness of a full school curriculum. Our whole school approach to non-written feedback means that all learners have access to immediate interventions to correct misconceptions and build confidence.

3. **Wider** strategies

The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support.

St Gregory CEVE Primary School 3 Tired approach

1. Teaching and Learning	**2. Targeted** academic support
○ Ongoing research based professional development led by all teachers linked to performance management targets ○ Metacognitive focused approach to teaching and learning (annual case studies led by individual teachers) ○ NPQ courses available for all middle and senior leaders ○ Regular pupil progress meetings with the HT to carry out gap analysis and next steps ○ A range of approaches adopted for the effective use of non-written feedback ○ A well planned and structured EYFS curriculum ○ St Gregory Twinkl Phonics programme for KS1 & KS2 ○ Mastery approach to maths to develop fluency and problem solving ○ Talk 4 Writing to develop fluency across the written genres ○ Reading for Pleasure – daily modelling by teachers. Use of Accelerated Reader for pupils.	○ Booster sessions in English and maths for Year 6 pupils ○ Focussed phonics teaching sessions for KS1 pupils ○ Focussed catch-up phonics for KS2 pupils ○ A fully integrated SSC/main stream, with individualised teaching programmes for pupils ○ Nurture Mentor provision for pupils with additional emotional needs ○ Focused 1:1/small group same day intervention sessions ○ Catch up 1:1 tuition for selected pupils **3. Wider** strategies ○ Free breakfast and after school club provision for disadvantaged pupils ○ Subsidised trips ○ Subsidised extra-curricular sports and activities ○ Subsidised access to the Kernos Centre (child therapy) ○ Weekly music therapy sessions for disadvantaged SSC pupils ○ Home visits made by the Head and Deputy Head Teachers to vulnerable pupils ○ Close working relationship with the school EWO to work with families improving attendance ○ Forest School

Challenges

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

Challenge number	**Detail of** challenge
1	Following missed learning due to COVID, the school is prioritising the progress of vulnerable children as they have more gaps and the school historically does not move enough children from below age related (BARE) to age related expectations (ARE). Following a reduction in support staff for budgetary reasons, it is vital that the impact from sessions run by the support staff who remain is maximised and that the children are exposed to quality first teaching which is pitched to meet their needs.
2	New subject leaders were put in place in February 2022. They have evaluated the curriculum for their subject and ensured progression and coverage, but now they need to have a greater impact on outcomes for all pupils.
3	Persistent lateness/absence was evident during the last academic year with Pupil Premium children attending school more regularly than their non-pupil premium peers. The majority of lateness/inconsistent attendance has been resolved, but some families are continuing to take pupils out of school for family holidays during term time.
4	Some PP pupils who attend the SSC have moderate/complex learning needs. Traditional support for these pupils is therefore not always appropriate. Finding meaningful, impactful interventions is important to the school's inclusive/religious ethos.

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
Staff to accelerate the progress of vulnerable pupils, including lower attaining pupils and Pupil Premium children, through small group and 1:1 support and interventions, effective differentiation in class and the introduction of a target pupil tracking initiative.	The gaps in vulnerable pupils' learning will be filled, as evidenced by work scrutinies, observations of sessions and analysis of key objective grids. As a result, the percentage of vulnerable children working at age-related expectations will increase in each year group. The gap between Pupil Premium and non-Pupil Premium children will close.

	Interventions and catch-up funding sessions will be well-pitched to the needs of individual children and groups. Vulnerable children will feel confident about their work and will recognise that they are making progress, as evidenced in pupil perceptions. Teachers will be clear on the way subjects are differentiated, thus enabling children to work independently and make progress at their level, as evidenced in drop-ins and work scrutinies.
Subject leaders to have a greater impact on pupil outcomes, through book scrutinies, pupil interviews, lesson drop-ins and observations, analysis of data and assessments, triangulation of evidence, individual subject action plans, parent workshops and teacher surveys.	Action plans will have clear, measurable outcomes and timeframes, allowing governor and leaders to hold subject leaders to account for pupil outcomes. Subject leaders will continually assess the impact of their actions on pupil outcomes, as observed by SLT when they monitor plans and governors / SEP when they visit. Pupil outcomes in the subject leaders' subject will increase as a result of the more focussed actions of subject leaders.

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

Budgeted cost: £ 23,585.00

Activity	Evidence that supports this approach	Challenge number
Appropriate adaptation in class will allow vulnerable children to work independently and make progress from their starting points.	EEF – Individualised Instruction Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. Individualised instruction can be an effective approach to increasing pupil attainment. It can, however, be a challenging approach to implement given the increased requirements on the teacher to organise and monitor individual activities. On average, individualised instruction approaches have an impact of 4 months' additional progress.	**1**
Subject leader action plans will be devised to identify time frames and achievable outcomes for pupils and provide opportunities for ongoing assessment against those. Subject leaders will triangulate a range of evidence to make effective judgements on the impact of their actions on outcomes	Previous experience has shown that more rigid time frames are needed in order to maintain rigour and improve outcomes.	**2**

Targeted academic support

Budgeted cost: £ 38,678.00

Activity	Evidence that supports this approach	Challenge number
LSAs will be employed to carry out phonics interventions and fill gaps in vulnerable pupils' learning.	The EEF - 1:1 tuition and Teaching Assistant Interventions 'Evidence indicates that one to one tuition can be effective on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.' 'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a strong positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.'	**3** £38,678.00
Targeted support will be given to SEND /BARE pupils enabling them to make accelerated progress.	As above	**1, 4**

Wider strategies

Budgeted cost: £ 11,142

Activity	Evidence that supports this approach	Challenge number
School to foster close working relationship with new SEO. HT/DH to host early meetings for families that are at risk	Experience has proved that working closely with families and offering early intervention has averted and improved the long-term attendance data for PP families. These meetings have provided families with information and practical support like wrap around care and ex-curricular enrichment. Previous data has shown that this impacts positively on academic progress and achievement, thus helping to close the gap between non-PP pupils and PP pupils. *Ofsted April 2017* 'Fully embed the recent improvements in provision for disadvantaged pupils and seek ways to further improve the attendance of those who are regularly absent.'	**3**
Music therapy	Past evidence has shown that pupils are helped to develop improved communication skills and build stronger relationships with peers. Studies (Pavlicevic & Trevarthen 1989; Bhatara et al 2009; Raglio et al 2011) have shown that – '*Music can address some of the difficulties encountered by children with autism, such as social interaction, communication, emotional responsiveness, and even imagination and rigidity of thought.*'	**4** £4700
Wrap around care (All PP pupils will have the opportunity to attend x2 breakfast and after school club sessions).	Historic data has shown how equal opportunities and well-being impacts positively on academic progress and achievement, helping the gap between non PP pupils and PP pupils to close. *The Ofsted Inspection Framework focuses on:*	**3** £2500 £2692
Extra-curricular activities		**3**

	How well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities. In in 2008, the National Foundation for Educational Research & TDA, found that, *'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'* This research was funded by the Department for Education and Skills (PSHE/Citizenship Team) and managed by The Scout Association and The Duke of Edinburgh's Award. *'Cost was cited as the predominant reason why pupils do not take up the opportunity when offered by the school – cost is seen as a barrier to 61% of this group of pupils not attending a residential.'*	£100 in school £100 out of school
School trips *To subsidise/part subsidise school trips (including the Year 5 residential to Thorpe Woodlands).*	As above	**3** £650

Total budgeted cost: £ 73,405

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.

Intended Outcomes:	
• *To raise the level of attainment for RWM so that* all pupils will be in line with their age-related attainment prior to Covid 19. • To secure firm foundation in the development of good number sense for all children in EYFS and Key Stage 1. • The New Foundation Primary Curriculum will be fully implemented. • All adults will have a good understanding of the NFPC21. • Attendance for PP children will be in line with the rest of the school.	• KS1 pupils recovered well from their missed time at school with both boys and girls being broadly in line with LA and national data. • The NCETM maths programme had a positive impact on progress and attainment in EYFS and KS1 and will be continued during the next academic year. • All KS1 PP children were ARE/ARE+ by the end of the year. • KS2 data shows that reading was an area of strength, although progress made was below national average. Outcomes for boys showed that they were broadly in line with LA and national, whereas girls came out higher against both comparative groups. • Progress and attainment for maths and writing were both below where the school expected pupils to be and will be a focus for subject leaders in the new academic year. This cohort were an unusual group, in that they had an unusually high level of complex individual/group needs that impacted on final outcomes. Within this broader data there were however, boarder-line pupils who achieved ARE+ due to the small group teaching that took place. It is also worth noting that the exams body lost more than one set of exam papers. One of these was for a high attaining pupil in the group. • Disadvantaged pupil outcomes show that they were either broadly in line or just above both LA and national outcomes, however progress made was not in line with the

LA/national picture. As a result, the school will be implementing a rigorous phonic catch-up intervention across KS2 this academic year.

- The Foundation Curriculum was successfully implemented. Subject Champions monitored the input and outcomes for pupils by carrying out periodic book scrutiny, pupil interviews and end of unit quiz assessments. Gaps were identified and fed back to class teachers for follow up teaching. Consistency still needs to improve and will form part of the Action Plan for the coming year.

- Attendance data (%) across the academic year shows that PP were at school more often than their non-pupil premium counterparts.

Attendance % Pupil Premium Pupils		Attendance % Non-Pupil Premium Pupils	
Autumn	90.07	Autumn	82.40
Spring	87.25	Spring	82.35
Summer	87.32	Summer	75.66
Year Average			
88.06		80.21	

Attendance data for the coming year will improve across the school as issues with the majority of persistent non-attenders have been resolved. A new EWO has visited the school and will be keeping a close eye on families who persistently remove their children during term time for family holidays. The issuance of fines is in progress. Engaging families is one of the SDP actions for the coming year.

EYFS

	PP	Non PP
GLD	13%	50%

Phonics

	PP	Non PP
Year 1 Phonics	57%	81%
Year 2 Phonics	100%	75%

End Of Year Attainment

At Or Above Age Related

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
Year 1	57%	70%	57%	75%	71%	75%
Year 2	100%	63%	100%	56%	100%	69%
Year 3	40%	100%	40%	85%	60%	92%
Year 4	42%	85%	58%	77%	58%	85%
Year 5	73%	83%	73%	72%	55%	89%
Year 6	60%	89%	50%	58%	70%	47%

Above Age Related

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
Year 1	0%	20%	14%	10%	0%	0%
Year 2	0%	31%	0%	13%	0%	19%
Year 3	10%	23%	0%	31%	10%	38%
Year 4	25%	31%	33%	31%	17%	23%
Year 5	9%	44%	9%	11%	9%	22%
Year 6	10%	37%	0%	16%	0%	11%

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