

St Gregory C.E.V.C Primary School



December 2025

Pupil Premium Strategy Statement

Life In All Its Fullness

The teachings of the Bible and Jesus Christ guide us in our endeavour to be a fully inclusive school where all pupils are treated with equal care and respect. We aim to use Pupil Premium funding to nurture the development of the whole child by supporting all our pupils to achieve academic excellence through 1:1 interventions and small group support. This is married to our belief that creative subjects like music, art and sport will nourish the whole child giving pupils their individual voice and sense of identity. Supporting families so that all children can access wrap-around care and extra-curricular activities is central to our belief that we are all equally valued as part of a Christian school community.

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

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. This will be part of the regular monitoring which will include annual case studies of pupil premium pupils. 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	210 (Nursery not included)
Proportion of disadvantaged pupils	26% (55 pupils) (Nursery not included)
Attendance of disadvantaged pupils 2024/5	95.1% (Non PP 95.7%)
Academic year or years covered by statement	2025-2026
Publish date	December 2025
Review date	July 2026

Statement authorised by	Mr Daniel Woodrow
Pupil premium lead	Mr Matthew Kittle
Governor lead	Ismay Joslin-Hutchins

Funding overview

- The school received **£1,515** per annum for each child who is entitled.
- The school received **£132.60** per annum for each child in nursery (up to £0.68 per hour per eligible child).

Detail	Amount
Pupil premium funding allocation this academic year	£82,820
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	£ NA

St Gregory CEVE Primary School 3 Tired approach | Summary

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. Teachers continue to effectively use adaptation to meet the needs of different learners, along with targeted interventions carried out by class Learning Support Assistants. This might take place in the form of pre-teaching, live during lessons or after the session has finished to correct misconceptions. Our KS1 phonics scheme and Accelerated Reader programme in KS2 helps to support our vision that all pupils become proficient independent readers, so that they are able to access the richness of a full school curriculum.

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	○ Booster sessions in English and maths for Year 6 pupils ○ Focussed phonics teaching sessions for KS1 pupils ○ Number Sense Maths KS2 & 1 Minute Maths KS1 (building fluency in multiplication/division facts and understanding). ○ 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 ○ Focused whole school handwriting scheme
	3. Wider strategies

○ 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 ○ 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 in KS2.	○ Subsidised 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 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 (Rec. Year1, Year2 and SSC).
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Challenges

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

Challenge number	Detail of challenge & Actions
1	(School Key Priority1) Staff to accelerate the progress of vulnerable pupils, including lower attaining pupils and Pupil Premium children. Lower attainment has prompted the school to prioritise 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). Now that there are less pupils needing phonics catch up in KS2, the support staff will have more time to run daily interventions. Learning Support Assistants will work closely with teachers to identify gaps. A combination of pre-teaching, in the moment intervention (during lesson time), and post catch-up intervention will be used to maximise progress and improve outcomes.

2	(School Key Priority2) To improve the quality of children's handwriting across the school. Poor fine motor control and bad hand writing habits have led to pupils developing a written style that can be difficult to decipher. This has meant that on some occasions, able writers are not able to express themselves clearly. In addition, it has contributed to slow written progress being made with less recording being achieved than would be expected. This has wider implications across the whole curriculum and the amount of general progress being made.
3	(School Key Priority4) To improve greater depth outcomes in writing for KS1 and lower KS2. Although good progress has been made in ARE pupils, end of year data suggests that not enough of these pupils are being converted into more able writers. Teachers will look more closely at what the barriers might be. Consideration will be given to teaching methods, pupil motivation and individual target setting for those at the greater depth threshold. Upper KS2 pupils will be targeted (specifically Year 6) as the academic year progresses. Booster groups will be held in the spring term.
4	Attendance 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. The new DFE guidance will help the school to discourage absence of this type. A transparent, robust attendance policy will be adhered to. School leaders will continue to work closely with the EWO to engage with families at an early stage. Home visits will be carried out by the HT and DHT to check on families who do not respond to the schools' absence enquiries.
5	SSC pupils Some Pupil Premium 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. Music Therapy will be continued for all pupils as a way to address equality in provision in the school.

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
(School Key Priority1) Staff to accelerate the progress of vulnerable pupils, including lower attaining pupils and Pupil Premium children. 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 continue to close.	Interventions will be well-pitched to the needs of individual children and groups. Learning Support Assistants will work with pupils in all classes every afternoon to help fill gaps. Daily records will be kept to assess progress which will be fed back to class teachers. Effective adaptation in class and the continuation of a target pupil tracking initiative will be followed, thus enabling children to work independently and make progress from their starting point. Regular book scrutiny will help to identify gaps and demonstrate that progress is being made. Pupil interviews will also be conducted every term to try and better understand barriers from the pupils' point of view. Vulnerable children will feel confident about their work, build resilience and recognise that they are able to make progress, (as evidenced in pupil perceptions). Termly case studies will help teachers to drill down and identify gaps so that they might adjust the focus for PP pupils.
(School Key Priority2) To improve the quality of children's handwriting. All pupils will have x3 weekly targeted handwriting sessions following an agreed whole school approach. There will be a consistent hand-written style exhibited across the school. This continuity will mean that	All pupils will develop good hand writing postures and pen grip consistent with a legible written hand. All pupils will develop a consistent, fluent hand-written style starting in EYFS through to Year 6.

learning outcomes will improve more broadly across the school. Pupils will develop a level of fluency that allows them to record more.	
(School Key Priority4) To improve greater depth outcomes in writing for KS1 and lower KS2. Working across KS1 and lower KS2 to improve a higher percentage of more able writers will transfer across into improved end of KS2 outcomes.	Adaptation will be used to extend the needs of more able learners. End of year KS1 and KS2 data will show a higher number of more able writers. Regular monitoring of writing will mean subject leaders can work more effectively with teachers to improvise and improve teaching practice to enable learners to meet personal targets throughout the year.

Activity in this academic year

This details how we intend to spend our pupil premium **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.	1, 3

	On average, individualised instruction approaches have an impact of 4 months' additional progress.	
New subject leader groups will be put in place to replace individual subject leaders to positively impact the curriculum. Subject leader groups will triangulate a range of evidence to make effective judgements. They will look at outcomes to measure the impact of their feedback and suggested actions. Subject leader groups will use a range of strategies to gain an improved understanding of what it is that makes a greater depth learner in their specific foundation subject. Reference to the St Gregory foundation subject mastery documents will be used. Teachers will use feedback to help them raise standards in their class.	Previous experience has shown that it is more difficult for individual subject leaders to be effective in a small school. Time restraints and the ability to release teachers has been problematic. Working in small subject leader groups where staff can share experience and different skill sets will allow for a more accurate and consistent approach to assessment. Dedicated release time will ensure continuity in assessment throughout the school year.	1,2,3

Targeted academic support

Budgeted cost: £ 38,678.00

Activity	Evidence that supports this approach	Challenge number
Funding will pay for additional LSA hours, enabling them to carry out interventions and fill gaps in vulnerable pupils' learning. This will mean all classes will have full time LSA.	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.'	1,3 £38,678.00
An additional Year 3 class teacher will be employed for the Autumn term.	Work done in Year 2 has highlighted that the current Year 3 cohort have an above average number of pupils with a wide range of needs. The whole class were shown to benefit from having additional classroom support during the first term of the last academic year.	1&3 £---
An additional LSA will be employed to support a Year 3 child with additional learning needs and support a LAC pupil.	Since a pupil with significant SEND joined the school in Year 2, we have learnt that they require 1:1 class support. In the previous year this has meant that whole class disruptions were kept to a minimum and the pupil in question has remained in school with his peers whilst alternative provision is being sought.	1,3&4 £---

Wider strategies

Budgeted cost: £ 11,142

Activity	Evidence that supports this approach	Challenge number
EWO School to foster close working relationship with new EWO. 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.	4
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; Bhattacharya 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.’	5 £4700
Wrap around care All PP pupils will have the opportunity to attend x2 funded 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 Nov 2025 focuses on: Putting in place a pupil premium strategy that is well thought through, is based on evidence of what works well to support the achievement of eligible pupils, and accounts for any challenges pupils face that may negatively affect their education and their readiness to engage with school	1, 4 £2500 £2692
Extra-curricular activities Pupils will have the opportunity to take part in funded extra-curricular activities including dance, football and craft club.		1,2,4 £100 in school £100 out of school

	• Setting high expectations for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being • Constructing, adopting or adapting a curriculum that is ambitious, broad and balanced, informed by the best available evidence, and designed to give all learners, especially the groups of pupils listed above, the knowledge they need to achieve and thrive in later life In 2008, the National Foundation for Educational Research & TDA, found that, <i>'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'</i> 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. <i>'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.'</i>	
School trips To subsidise/part subsidise school trips (including the Year 6 residential to Thorpe Woodlands).	As above	1,2,4 £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 **2024 to 2025** academic year.

Intended Outcomes:	Impact
(School Key Priority1) Staff to accelerate the progress of vulnerable pupils, including lower attaining pupils and Pupil Premium children.	The school has used Collective Worship time to release teachers and support staff to run interventions for lower attaining and vulnerable pupils. These interventions also take the form of social skills and group work. Interventions have also taken place in the afternoon for phonics, resulting in less KS2 pupils needing additional catch-up intervention work. Performance management observations show that lessons and tasks are being adapted for vulnerable learners to allow those children to access the same learning as the rest of the class. Reading, Writing, and Maths subject leaders met with vulnerable children to observe them in class during their release time. Sharing the information gathered with class teachers meant they were able to support them to make progress. The school's SENCO has spent more time observing pupils in mainstream classes this year, providing resources and training opportunities for staff to help them support vulnerable learners. The end of year data for Year 6 shows that there have been significant attainment improvements across RWM for both groups (All and PP). In addition, the attainment gap between All and PP mainstream children has reduced significantly across RWM compared to last year. The employment of an additional LSA to provide additional teaching support for Years 5 and 6 has played an important role in these improvements.

1. Year 6 Attainment At St Gregory CEVC Primary School – July 2025

	Reading %		Writing%		Maths%	
Group	EXS+	GDS	EXS+	GDS	EXS+	GDS
All mainstream (Include SSC)	87 (79)	27 (24)	73 (67)	10 (9)	77 (70)	20 (18)
PP mainstream	81	19	69	13	75	13
	-6	-8	-4	-3	-2	-7

2. Year 6 Attainment At St Gregory CEVC Primary School – July 2024

	Reading%		Writing%		Maths%	
Group	EXS+	GDS	EXS+	GDS	EXS+	GDS
All mainstream	56	18	63	14	33	18
PP mainstream	40	13	47	20	40	13
	-16	-5	-16	-6%	-7	-5

(School Key Priority4) Increase aspiration amongst the pupils.	• Staff have audited the role models taught in the curriculum to ensure that there is sufficient diversity – where there is not, they have added role models as appropriate. Many of the role models identified were referenced rather than taught. This has been rectified with the editing of medium term/ longer term plans. • The Science and maths curriculum has been adapted so that each year group learns about specific scientists. • The school has had training on careers-based learning in primary schools and is developing a bank of professionals who are happy to talk to the children about what they do in school. There have been themed days and special activities to support raising aspiration. These include inviting parents and members of the local community into school on Number Day to show how they use maths in their jobs. • The Rock Kidz workshop on raising aspiration was very popular with the children. Although there is evidence that there were many successes this year, this did not translate effectively enough into the improvement of outcomes in KS2. We have made the decision to not repeat this as a Key Action as it has not shown to be a high impact action.
(School Key Priority5) Improve pupil's knowledge of their multiplication facts.	Numbersense has had a positive impact on the Year 4 Multiplication Tables Check. All the evidence to date shows that this Key Priority has been met and, although Numbersense will continue next year, it no longer needs to be a key priority for the school. There was a significant improvement on last year's outcomes in the Year 4 Multiplication Tables Check. Last year the average score was 19.6, this year it is 22.2. The national average last year was 20.6. Last year 5% of children got 25 out of 25, this year 28% did. Last year 50% of children scored 20 or more, this year 79% did.
Attendance	The school has issued 26 fixed penalty notices in total this year. Overall attendance for the year was 95.6%. It was 95.9% in March and 96.1% in October. The attendance figure for Suffolk and national was 94.9% and 94.8% respectively. SLT will continue to monitor and support families to ensure all pupils are in school and receiving their best opportunities in education.

SSC pupils	SSC pupils have continued to benefit from the weekly Music Therapy sessions. Measuring the impact of this provision is not possible due to the individual needs of the pupils.
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