Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2022 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	Information
School name	St. Gregory's
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	19 % (39)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	September 2021 – July 2024
Date this statement was published	13th December 2021
Date on which it will be reviewed	1st April 2022 1st July 2022 1st October 2022 (Final)
Statement authorised by	Megan Scullion
Pupil Premium lead	Bethan Rowlands
Governor / Trustee lead	Leanne Wale

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 34 970
Recovery Premium funding allocation this academic year	£ 6231.00
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
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	£41 201

Part A: Pupil Premium Strategy Plan

Statement of Intent

The aim of the Romero MAC and ours as St Gregory's, is to provide an innovative yet academically rigorous curriculum that inspires, empowers and enables all our students to recognise their full potential and respond to what God calls them to be. We partner and support parents in their role as primary educators and aim to create a welcoming, compassionate, diverse and vibrant community that develops within our students a greater global awareness and encourages both their academic and spiritual growth.

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Through effective use of the additional funding, sharing of best practice (internally and externally), careful consideration of research and application of our wider calling, our aim is:

For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.

Implementation Statement

The strucutre for aligning out action to achive our intent is drawn principally from the combination of the Department for Education's 'Using Pupil Premium: Guidance for School Leaders and the Education Endowment Fund's Guide to Pupil Premium. We have considered how the layers of priorities fit within the strucutre of implementing the best pracrice three tiered approach. This naturally aligns with our ongoing strategic thinking which has been underpinned by Daniel Sobel's 'Narrowing the Attainment Gap', where there is a greater consideration for the whole child and the numerous barriers (social, emotional and family as well as educational) that can impact a child's learning.

(Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk)

We have analysed existing practices and other potential strategies and intiatives in line with these three considrations: Teaching, Targeted support and Wider Strategies/Enrichment. During this academic year, we are aware of the lasting impact pf COVID on all three areas and research shows that PP children have been disproportionatly negatively impacted by disruption to learning. As such, our PP work has been very closely aligned with our Catch-Up provision and will conitnue to be so.

High-quality teaching is at the heart of our approach, with ensuring that our disadvantage children receive the very best input as often as possible. This is a core belief of our school and is proven to have the greatest impact on closing attainment gaps. Additional targeted support can take the form of in class targeting through quality first teaching, additional intervention and therapy groups and additional targeted booster sessions and homework. Our wider strategies centre around the Romero Charter and ensuring that the most disadvantage children have the most access and opportunity to fulfil the and experience the elements of this.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Over the past four years, we have completed our 'Barriers to Learning' assessments for individual classes and have identified these areas as a current priority challenge areas. These work alongside daily classroom practice following the EEF's diagnostic model. These areas will have been influenced by the impact COVID has had on school and families over the past two years.

Challenge number	Detail of Challenges
1	Catching up on lost learning
2	Early reading phonic gaps and the enjoyment of reading
3	Lack of oracy skills and limited knowledge of vocabulary which impacts on reading and writing
4	Lack of enrichment and low aspirations
5	Parental engagement
6	Punctuality and attendance
7	Mental Health and Well-Being and lack of self-esteem
8	Behaviour for learning and attitudes towards learning

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to further transparency, we have divided these into outcomes for this academic year and outcomes we are aiming to achieve in the next three years (the strategic period).

Academic Year 2021- 2022	
Intended outcome	**Success criteria**
All children recover any lost learning and that disadvantaged children are recovering at the same rate as non-disadvantaged children. Increased levels of attainment for all children on previous end of year internal data.	• Achieve at least 0 in KS2 progress scores for Reading, Writing and Maths. • Internal comparisons with Summer 2019 to show net 0 or positive progress for Key Stage 2. • Use robust pupil progress meetings to track pupil's progress and ensure that the correct provision is in place to support progress. • Analysis of data will show that disadvantaged children's attainment is increasing and comparisons against all

	children will show that the gap with non-disadvantaged children is diminishing.
All children achieve at least national average for Phonics Screening Check including disadvantaged children. Resources and training are in place to enable staff to deliver phonics effectively to increase Phonics attainment. All children are able to read using different strategies even if phonics is not the approach for them. All children have the opportunity to have access to a wide range of texts and opportunities within the curriculum and through free choice to promote the love of reading and increase understanding	• All staff are trained to support the teaching of phonics. • All staff are trained to support children who are unable to learn to read using phonics (precision teaching). • Any children who did not pass the phonics screening have a more tailored teaching approach. • Increase the amount of books that will engage children with relevance to their own culture and interests. • Promote the love of reading throughout the curriculum and within school life and monitor pupil voice.
All children will have increased oracy skills. Higher level vocabulary will be accessible and used within oracy and writing. Writing attainment across school for all children will have increased on previous year's internal data with disadvantaged children's writing being in-line with non-disadvantaged children.	• Train staff and use Talk for Writing to improve writing outcomes in EYFS and KS1. • Train staff in the use of Widgit software to support the teaching of vocabulary through pictoral representation • Explicit teaching of Vocabulary to form a key part of lessons – English, RE, wider curriculum subjects • Writing outcomes are to be planned carefully to ensure an impact on writing attainment can be seen. Writing outcomes should take into account the interests of those studying the content, the skills progression of key writing skills for year groups and coverage of writing outcomes throughout an academic year. • Analysis of data will show that disadvantaged children's attainment is increasing and comparisons against all children will show that the gap with non-disadvantaged children is diminishing.
All children have opportunities to take part in extra-curricular enrichment activities to support their learning and increase their cultural capital. Children are inspired to achieve more and have increased aspirations to succeed in school life and beyond.	• Ensuring that a broad and balanced curriculum will give opportunities to further immerse themselves further into the wider world. • Opportunities for children to be inspired by aspirational members of society to increase their own aspirations and support their vocations.

	• Children who are disadvantaged with additional needs have a more tailored supported programme of study to enable all children to make measurable progress. • Disadvantaged children will be given opportunities to achieve all aspects of The Romero Child Charter. • Disadvantaged children will have access to a range of enrichment activities which will be subsidised by the school to ensure that they are able to participate
Parents are able to engage with all aspects of school-life. Parents can support their child with their education.	• Support parents pastorally with engagement in school and parenting. • Provide parents with academic workshops to support their child. • Provide more social opportunities to come into school to work with their child or staff member throughout the academic year
Increased attendance for all children and unnecessary lost learning is avoided. Children are punctual and disruption to learning for all children is reduced.	• Attendance will be higher than 96% which was the rate in 2020/2021 for all children and above 94% for disadvantaged children and the gap will have narrowed for 2021/2022. Support from the attendance officer will be integral to this. • Punctuality will have increased and will have a higher number of children in school on time. Monitoring by SLT will support this. • Pastoral staff will support families in need of support/assistance • Breakfast extracurricular activity clubs, wraparound care club and before school booster/tutoring sessions will be available to support in punctuality and attendance.
Children's Mental Health and Well-Being is improved and supported by all Children display more self-confidence and have better self-esteem which supports them to engage with school life and their learning	• Outside agencies will support the most vulnerable children. • Pastoral support for children who are struggling with mental health and well-being will be in place. • Soft data will show that opportunities to build self-confidence and self-esteem has had a positive impact on well-being and engagement. • All children will participate in well-being activities throughout the year to improve social skills. • E-safety and support will be given to pupils and parents to ensure that children are kept safe whilst online which will support mental health issues.

Strategic Period (Sep 2021 – Jul 2024)	
Intended outcome	**Success criteria**
Ensure all children recover any lost learning.	Return to positive progress scores for Reading, Writing and Maths and every data point. Return to at least national percentages at Phonics Screening Check, End of Key Stage 1 and End of Key Stage 2 assessments.
All children achieve at least national average for Phonics Screening Check including disadvantaged children. All children are fluent readers that are engaged and have embedded a love of reading.	Achieving 100% pass rate in Phonics Screening Check for all (including disadvantaged) children. Reading attainment for the vast majority of children are ARE and that the gap between disadvantaged and non-disadvantaged is minimal. Pupil voice to show that the very large majority of disadvantaged children enjoy reading.
Writing attainment across school for all children will have increased.	Oracy and higher level vocabulary has improved writing outcomes for all pupils with a very large majority attaining ARE and the gap between disadvantaged children and non-disadvantaged children is minimal
Increased attendance for all children and unnecessary lost learning is avoided. Children are punctual and disruption to learning for all children is reduced.	There will be no difference between disadvantaged and non-disadvantaged children's attendance and school's attendance will be above national average. The vast majority of pupils will be in school promptly with no disruption to lessons and there will be no discrepancy between disadvantaged and non-disadvantaged children.
Children's Mental Health and Well-Being is improved with children regulating their own behaviours. Children display more self-confidence and have better self-esteem which supports them to engage with school life and their learning	Children and staff will have a better understanding of how to support their own and other's mental health. The curriculum will be developed further to incorporate well-being in all area of school life including outdoor learning and more specified learning. Pupil voice will show that children feel more confident and secure in themselves.

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: £ 15,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training and resources	The purpose of phonics is to quickly develop pupils' word recognition and spelling. This involves developing a child's phonemic awareness, which is their ability to hear, identify, and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (a letter or combination of letters used to represent a phoneme) that represent them. There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1. Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence. In systematic phonics programmes that use synthetic phonics approaches, this often means teaching the skills of decoding new words by sounding them out and combining or 'blending' the sound spelling patterns. The sequence is generally organised to introduce children to the most common graphemes and familiarise them with the most useful frequent pairing of graphemes in words first; 'satpin' is a prevalent example of this, but other initial sequences are possible. It is necessary to teach these skills explicitly, but pupils should also have the opportunity to apply and practise these skills outside of phonics sessions during other reading and writing activities. **Improving Literacy at KS1 September 2020**	1, 2
Maths training and Resources	Manipulatives and representations can be powerful tools for supporting young children to engage with ideas across many areas of mathematics. They can help children make sense of mathematical concepts, develop visual images, increase engagement and enjoyment, help practitioners see what children understand and provide a bridge to abstract thinking.33 Children	

	benefit from practical, first hand experiences of moving and interacting with manipulatives to develop mathematical ideas. **Improving Mathematics in EYFS and KS1 January 2020** **Improving Mathematics in KS2 and KS3 November 2017**	
Writing training inc Oracy and vocabulary	There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Ensuring all children experience effective language support requires a considered approach appropriate to the needs of individual children as well as staff training for good implementation A review of the evidence as part of the Better Communication Research Programme led to the identification of key elements and processes involved in classroom environments which enhance language development. These features are presented in the Communication Supporting Classrooms (CsC) Observation Tool, the effectiveness of which was assessed in 101 Reception, Year 1, and Year 2 classrooms and can be accessed on the Communication Trust website. **Improving Literacy at KS1 September 2020** **Improving Literacy at KS2 January 2021**	1,3
Reading Resources	Reading requires two broad skills: word recognition and language comprehension.20 Word recognition initially involves decoding (the ability to translate written words into the sounds of spoken language) but later progresses to more fluent word reading. Language comprehension is an understanding of the language being read. **Improving Literacy at KS2 January 2021**	1,2,7
Quality First Teaching & support with a focus on CPD	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. To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms. Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour— they have been found, in contexts beyond teaching, to change practice. Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning.	1,2,3,5,7,8

	Those who select PD should look for mechanisms in prospective programmes; those who design PD should include mechanisms in their design. Careful consideration is also required to ensure that PD is evidence-based, and that content is drawn from trusted sources. **Effective Professional Development EEF October 2021**	
Retrieval training and resources for embedded understanding	Rosenshine's Principles Retrieval practice describes the process of recalling information from memory with little or minimal prompting. Low stakes tests (such as individual questions or quizzes) are often used as methods of retrieval practice as these require pupils to think hard about what information they have retained and can recall. When used in this way, tests can be a strategy for learning in addition to being an assessment of learning. The retrieval practice evidence base (both basic and applied) suggests that testing learning is often a better strategy for learning than restudying or recapping the same information. Cognitive science informs us that memory has a 'strength', referring both to how easily something can be recalled and how deeply information is embedded. When content is studied and recalled, both types of memory strength increase, meaning that information is more easily accessible and that this accessibility is more durable. **Cognitive Science: Approaches in the classroom. A review of evidence July 2021**	1,2
SEND training – supporting all children	Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND. The SEND Code of Practice recommends that schools use a graduated approach, incorporating cycles of 'assess, plan, do, review', to best understand and respond to the learning needs of pupils with SEND. This chapter outlines the difference between needs and diagnosis, and then outlines the graduated approach to assessment and the importance of including multiple stakeholders—including parents and carers, and the pupils themselves—in the assessment process. **SEND in Mainstream: Evidence Review. March 2020**	4,7,8

Targeted academic support

Budgeted cost: £ 14,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional online learning to support	Practice is an essential part of teaching and learning. Ensuring that pupils have repeated and varied opportunities to apply	1,3,5,7

	and use new skills and knowledge increases success.	
	Practice can help by increasing the fluency with which pupils can use skills they have learned or help pupils remember key concepts and ideas. As a consequence, a clear way in which technology could enhance learning would be to increase the quantity or quality of pupils' practice, in the classroom or at home.	
	Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning. **Digital Technology – The impact on learning. November 2012.**	
Pixl online platform to use in school for therapies and assessments plus training	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: [Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF](#) The average impact of small group tuition is on average a 4 month gain. Evidence shows that small group work is effective and as a rule of thumb the smaller the group the better (6 pupils). Studies suggest the greater feedback from the teacher, more sustained engagement in smaller groups, or work that matched closely to learners needs has the great impact. **Teaching and Learning Toolkit. EEF**	1,2,3,7
Key Stage Two Precision Teaching to support readers who are still not fluent – phonics and vocab ks2/	Evidence shows that small group work is effective and as a rule of thumb the smaller the group the better (6 pupils). Studies suggest the greater feedback from the teacher, more sustained engagement in smaller groups, or work that matched closely to learners needs has the great impact. **Teaching and Learning Toolkit. EEF**	1,2

Wider strategies

Budgeted cost: £ 11,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities for enrichment and increase cultural capital	Cultural experiences and education should not just be for the privileged few. Creative expression is in our DNA and we want all children to grow up experiencing a rich cultural life, supported by high-quality and engaging opportunities available in their local area. **Cultural Education: A summary of programmes and opportunities. DfE. July 2013** **Daniel Sobel and accompanying barriers to learning.**	4,5,7
Increase attendance and punctuation	Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	5,6
Support with wraparound care	As part of our whole school push towards widening our afterschool club offer we have ensured our PP children have full access to clubs. Physical activity	EEF (educationendowmentfoundation.org.uk)	4,5,7
Support with breakfast and nutrition by providing spaces in Wraparound Club	As we are ineligible for specific offer, evidence base is underpinning our move to introduce a subsidised breakfast club for PP. Magic Breakfast	EEF (educationendowmentfoundation.org.uk)	7
Supporting mental	Social, emotional support has proven impact wellbeing.	7,8

health & well-being	[Behaviour interventions	EEF (educationendowmentfoundation.org.uk)](#)	SEMHL and EPS costs
Parental Engagement and family support	Working with parents is proven to be high impact lost cost strategy for closing the gap. [Parental engagement	EEF (educationendowmentfoundation.org.uk)](#)	5,

Total budgeted cost: £ 41,201

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.

Aim	Actions Delivered	Outcome Data	Summary
To support the increasing number of vulnerable families and children needing support for learning, attendance, attitudes and punctuality.	Two days of learning mentor salary - To support pupils' self-esteem, attitudes to learning, sense of well-being, enjoyment of school and provide on-going support for families and pupils during school holidays.	Pupil voice has confirmed that children feel supported with personal issues. Parental questionnaires have confirmed that families feel they have support in school with at-home issues.	Children have the opportunity to discuss personal issues and are supported with these, preventing them from impacting on their learning.
To provide a variety of activities outside of their home with specific access to appropriate outdoor spaces. Data analysis and pupil interviews	50% of cost of Blooms and Grow - gardening sessions led by eco specialist. Eco specialist to maintain outdoor area and garden for use of these sessions		Face to Face gardening sessions were unable to continue due to the ongoing pandemic. PP children and those with additional needs have benefited from the eco area and have had the opportunity to take home seeds and vegetables to promote healthy eating.
To provide access to a wider range of activities leading to higher ambitions and self esteem.	Cost of Romero PP camp for Y4 children		Money was allocated for contribution to the PP camp run in conjunction with other Romero Schools. This was unable to continue due to the ongoing pandemic.

| To identify and track gaps in attainment and knowledge.	Intervention material - 50% of PIXL annual cost.	PIXL used to track progress and identify gaps in learning through use of QLA analysis and data tracking.	PIXL purchased and all staff trained on how to analyse data, identify gaps and plan targeted therapy groups. Assessment using PIXL tracker to take place termly. All staff are confident in using PIXL to support the data tracking and analysis of pupil's progress to help identify areas for support. New staff are supported using the software.
Provide creative opportunities outside of school.	Music tuition from a specialist. Music tuition - 50% discount on music tuition offered to all those in receipt of pupil premium.	1 pp children has taken up the offer.	All PP children given them the opportunity to learn an instrument and provide an additional skill.
Supplementing the cost of residential trips to ensure all children have the access to enrichment opportunities.	50% subsidy for pp residential trip to Alton	Pupil voice and class teacher feedback has confirmed that children in receipt of this have shown increased levels of confidence which has contributed to a positive attitude and increased attainment in school.	Pupils have developed greater independence and life skills.
Help to improve the attendance and punctuality of PP children.	Employment of: Attendance Officer (AO) To monitor attendance, punctuality and work	Monitored by Principals in Romero Network every half term through The	Improved attendance percentages across the school; children arrive to school on time and families are well

	with families to ensure that their child is in school and on time each day.	Romero Partnership Network.	supported in our community.
To provide enrichment opportunities through tuition from a professional dancer.	Dance day with professional dancer.		This dance day will take place when the current Covid restrictions are lifted.
To ensure all children could access remote learning.	DFE funded devices and network sim cards shared with children.	Shared out by Principal.	All children could access remote learning when not in school.

Further information (optional)

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by the Pupil Premium or Recovery Premium. This will include:

- A movement towards self-reflective practitioners embracing a continuous improvement model towards their practice
- Teachers receiving coaching, setting a personal target and using research to improve their practice in line with '*Putting Staff First' (Tomsett and Uttley 2020)*
- Extensive work around a recovery Maths curriculum in line with the DFE 'Ready to Progress' documents.

Monitoring, Evaluating and Making Better
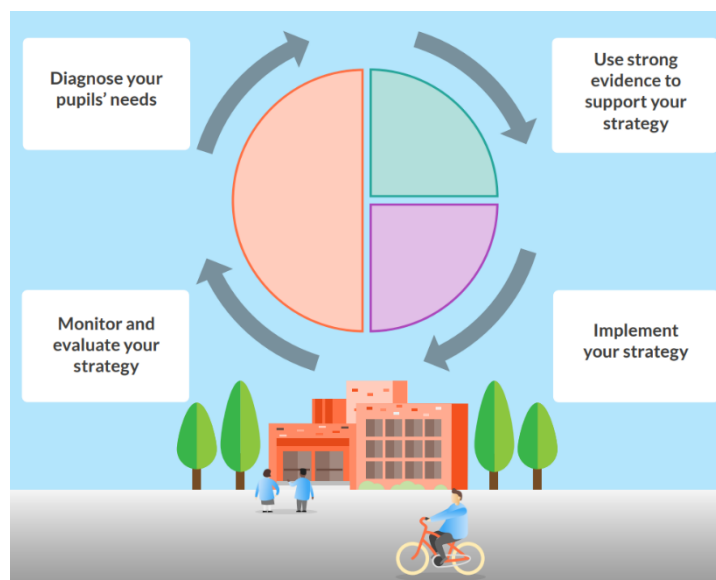
(Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk)

With a new framework for recording and the movement towards a more stable period of education in relation to COVID, we have taken this as the first year of our three year strategic cycle. The yearly and three year strategic aims have been set as outlined above. Individual actions will have built in review points and mechanism but at the end of this academic year we will review our current PP offer. This will allow comparisons across schools (within the MAC and externally) to ensure the most efficient use of money and the greatest impact for children. This will be supplemented by MAC level reviews of PP within the 3 year cycle.