



# **Pupil Premium Strategy Statement 2022 - 2023**

# St Gregory's Pupil Premium 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	Information
School name	St Gregory's
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	September 2022 – July 2025
Date this statement was published	December 20 <sup>th</sup> 2022
Date on which it will be reviewed	March 1 <sup>st</sup> 2023
Statement authorised by	Megan Scullion
Pupil Premium lead	Kerry McCormick
Governor / Trustee lead	Leanne Wale

## Funding overview

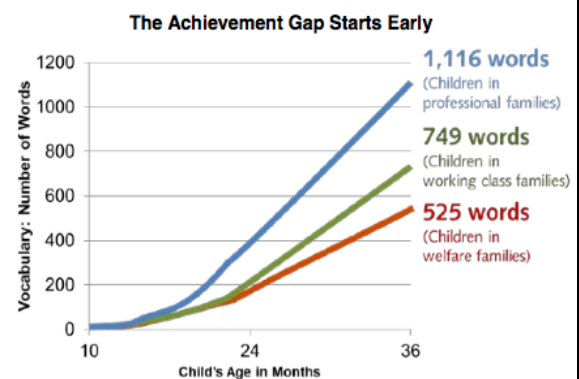
Detail	Amount
Pupil Premium funding allocation this academic year	£55, 400
Recovery Premium funding allocation this academic year	£5,800
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,200

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

The aim of the Romero MAC and ours at 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 face additional challenges in reaching their potential and that this starts from a very early age (see Word exposure graph). Even more worrying is the impact COVID has had on making disadvantaged children even more disadvantaged as shown by the growing gap at KS2 SATS (Disadvantaged Gap Index growing by 0.28 from 2019) 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:

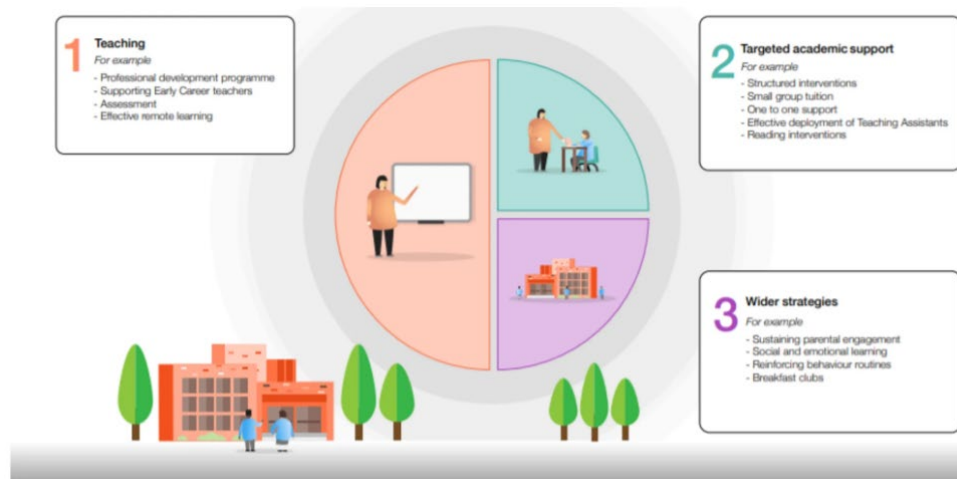


**For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.**



## Implementation Statement

The structure for aligning our action to achieve 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 structure of implementing the best practice 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 \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/Pupil-Premium-Guidance))

We have analysed existing practices and other potential strategies and initiatives in line with these three considerations: Teaching, Targeted support and Wider Strategies/Enrichment. During this academic year, 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. This year, we have placed increased emphasis on the overlap between SEN and PP and are therefore placing the EEF 'Five-a-Day' principle as the key teaching and learning tool. 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 five 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 wider improvement and priorities of the school, most significantly the Academy Improvement Plan

Challenge number	Detail of Challenges	
	Focus Area	How Need Was Identified
1	Mental Health and Learning Behaviours	Increase in teacher referrals for mental health and wellbeing support have increased significantly.
2	Outcomes in Maths	Summative Maths assessments show that in year data is lower than Reading and Writing particularly for disadvantaged children.
3	Communication Skills	Reception baseline and wider assessments and observations show a disparity between disadvantaged children and their peers
4	Lack of Enrichment	Barriers to learning assessment and wider discussions highlight need.
5	Low Aspirations	Barriers to learning assessment and wider discussions highlight need.
6	Remaining Lost Learning	Summative assessments, specific intervention data and teachers' in class observations show that some gaps are still evident.

## Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to add 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 2022- 2023	
Intended outcome	Success criteria
All children have access to mental health support where required. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Student and parent voice metrics show school values mental health and supports this well for PP children. Reduced number of red incidents on Arbor for PP children and closing gap.
Every child accesses high quality teaching for Maths and maths fluency (EYFS/KS1) every day.	Percentage of PP children reaching ARE in Maths to increase to above 75% Increase in the percentage of PP pupils achieving 80% and 100% in MTC. Maths Triads focus on enquiry question linking to PP children that evidences depth of reasoning for PP children
To provide a language rich environment where children are encouraged to use verbal communication, which includes improved oral language skills and vocabulary among disadvantaged pupils.	Triangulation (book looks, pupil voice and lesson observations) to show PP children applying language skills and using age-appropriate and topic-specific vocabulary correctly. All children can verbalise their thoughts and emotions at an appropriate level for their needs. (SEN children may need additional support).
Provide a broad, balanced and rich curriculum for all children.	PP children to have strong evidence in books (or padlet) across all subjects Pupil voice to show that whole curriculum is valued
Ensure additional opportunities for those PP children identified on the barriers to learning document.	Romero charter is embedded across the curriculum. PP children complete as much of the charter as non-pp children. Percentage of PP children attending extra-curricular activities to increase
All children to recover lost learning and close any gaps created by lost learning time. Ensure PP children are able to recover and close gaps at the same rate as non-pp children.	KS1 and KS2 children achieve at least 0 progress scores for reading, writing and maths. Increase in percentage of PP children achieving ARE in every year group. Year 1 phonics data to at least match pre-pandemic levels. Bottom 10% in reading across Early Years and KS1 receive early intervention and make rapid progress.

Strategic Period (Sep 2022 – Jul 2025)	
Intended outcome	Success criteria
Ensuring every pupil premium child has the best possible start to Early Reading	Achieving 100% pass rate in Phonics Screening Check for all (including PP) children.
Wider enrichment for PP	Every PP child to attend a club Every PP child to represent the school at a sporting fixture
PP children make rapid gains in their oral language skills	Triangulation (book looks, pupil voice and lesson observations) to show PP children applying language skills and using ambitious and topic-specific vocabulary correctly.  Vocabulary forms a key part of every lesson across school which provides daily opportunities for vocabulary development.
Provide a broad, balanced and enriching curriculum offer.	PP children have the opportunity to fulfil every aspect of the Romero Charter,  PP pupil voice and low stakes assessment shows that children are enjoying, learning and retaining more across a wide range of curriculum subjects.  Strong evidence in PP books etc to support wide curriculum offer.
Promote a love of reading for all children.	Pupil voice show that children have a love of reading and are immersed in a strong reading culture in school.
Ensure first quality teaching of maths closes the gap between PP and non PP.	KS1 and KS2 children achieve at least 0 progress scores for maths. Increase in percentage of PP children achieving ARE in every year group. Bottom 10% across year groups receive pre-teaching and early intervention to aid rapid progress.

## 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 (e.g. CPD)

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching model to support teaching of Maths Mastery	Limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-quality teaching on pupil attainment. On going professional development for all teaching staff and access to a coach will promote and sustain high quality teaching.  <i>'Putting Staff First' (Tomsett and Uttley 2020)</i>	2, 6
Investment in new take home books, matched to phonics scheme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	6
Investment in reasoning resources and CPD	Concrete, Pictorial, Abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils.	2,6
Writing CPD for all staff	Training based on Pie Corbett material. Talk for Writing (T4W) focuses on the extensive use of classroom talk to help children become familiar with a range of text genres. Many of the shared and guided elements have been validated in the research underpinning the national literacy strategy. Other T4W practices are commensurate with more recent research reviews, especially those that have highlighted the effectiveness of Self-Regulated Strategy Development (SRSD), which has similar theoretical foundations. <a href="http://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-WritingReview-of-related-research.pdf">www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-WritingReview-of-related-research.pdf</a>	3,6
Training on whole class oral language approach	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a>  Research shows that children's vocabulary is directly linked to their economic background with gaps emerging as early as the age of 3. Alex Quigley's Closing the Vocabulary Gap.	3,6



## Targeted academic support

Budgeted cost: £ 28, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics groups	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	6
Targeted 1:1 reading/maths support	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	6
Welcomm diagnostic tools and interventions	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a>	3,6
Teaching Assistant interventions	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistant-interventions</a>	2,5,6
Intervention and targeted support (PIXL)	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2,5,6

## Wider strategies

Budgeted cost: £ 14,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club</i>	As we are ineligible for specific offer, evidence base is underpinning our move to introduce a free breakfast club for all children. <a href="#">Magic Breakfast   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1
<i>Pastoral Team Interventions</i>	Social, emotional support is proven impact wellbeing. <a href="#">Behaviour interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1
<i>Mental Health training with thrive and mental health champions</i>	Social, emotional support is proven impact wellbeing. <a href="#">Behaviour interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1
<i>Extra-curricular club funding including Rock Steady</i>	As part of our whole school push towards widening our afterschool club offer we have ensured our PP children have full access to clubs. <a href="#">Physical activity   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	4,5
<i>Parental Workshops</i>	Working with parents is proven to be high impact lost cost strategy for closing the gap. <a href="#">Parental engagement   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	2,3,5,6
<i>Residential trip funding</i>	Research and case study shows residential trips have a positive impact on Primary age children. <a href="#">Learning Away Comparative Research Study</a> <a href="#">Final CL.pdf (cumbria.ac.uk)</a>	4

**Total budgeted cost: £ 61 200**

## 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 2021 to 2022 academic year.

Aim	Actions Delivered	Outcome Data	Summary
Ensure all children recover any lost learning.	Quality first teaching Pupil progress meetings Targeted interventions In-class focus groups Additional parental support	KS2 data showed positive progress	Huge progress has been made. Identified groups and children to be targeted for further, continued support
<p><b>All children achieve at least national average for Phonics Screening Check including disadvantaged children.</b></p> <p><b>All children are fluent readers that are engaged and have embedded a love of reading.</b></p> <p><b>Revised statement due to Phonics mid-year data and evaluation of phonics provision: <i>Ensure resources and training to enable staff to deliver phonics effectively.</i></b></p>	<p>Implemented new Phonics Scheme – Phonics Shed</p> <p>Phonics training Additional phonic groups</p> <p>The implementation of coaching</p>	<p>Teaching of phonics is more consistent across EYFS/KS1</p> <p>KS2 have phonics intervention programme to support children who have not passed phonics screening check</p> <p>Teaching profile of phonics is consistently good+</p> <p>Phonics progression mapped clearly and expectations shared with staff to ensure teaching is pitched appropriately</p>	<p><b>Revised statement due to Phonics mid-year data and evaluation of phonics provision: <i>Ensure resources and training to enable staff to deliver phonics effectively.</i></b></p>
Writing attainment across school for all children will have increased.	<p>CPD on teaching of reading through to writing</p> <p>Termly Romero network 'guided moderation' to support teachers in making accurate judgements</p> <p>Review of writing curriculum to ensure outcomes are engaging children</p> <p>Long term writing plan devised to ensure progression in grammar and writing skills</p>	<p>Writing 2021 vs 2022 (cohort comparison)</p> <p>Year 2: 68% vs 58% Year 3: 61% vs 64% Year 4: 50% vs 54% Year 5: 65% vs 67% Year 6: 69% vs 85%</p>	<p>Year 1 – no previous data to compare to</p> <p>Year 2 – spelling highlighted as an issue. Action: look at spelling curriculum and how children transition from phonics teaching to spelling teaching to make an impact</p> <p>Judgements were moderated at KS2.</p>
Increased attendance for all children and unnecessary lost learning is avoided.	Attendance officer employed to support attendance e.g. monitoring, home visits, direct communication with families	251 PP Lates recorded for 2021-2022 up from 2020-2021 which was 143 ( <i>data is not directly comparable given</i>	This continues to be a focus for us as a school due to the influence of the pandemic and subsequent school closures.

Children are punctual and disruption to learning for all children is reduced.	Learning mentor employed to support families with attendance advice	<p><i>closure of school due to pandemic)</i></p> <p>PP attendance: 2020-2021: 95.5% 2021-2022: 94.1% <i>Data not directly comparable given closure of school due to pandemic</i></p> <p><i>All Attendance:</i> 2020-2021: 96.6% 2021-2022: 95.3% <i>Data not directly comparable given closure of school due to pandemic</i></p>	
<p>Children's Mental Health and Well-Being is improved with children regulating their own behaviours.</p> <p>Children display more self-confidence and have better self-esteem which supports them to engage with school life and their learning</p>	<p>Barriers document directly impacts interventions</p> <p>Pastoral support a standing item on Pupil progress meeting agenda</p> <p>Pastoral intervention mapping, with context group of PP closely tracked and monitored.</p> <p>All PP children have access to LM, Rainbows, friendship groups as required.</p> <p>Thrive practitioner employed via Academy school linked and used to support identified children</p>	<p>Interventions analysis show that high number of PP children are accessing learning mentor support and Social/behavioural support groups</p>	<p>This is having high impact on wellbeing of both PP and non PP across the school however there is continued high needs for mental health and social development across school. This continues to be a huge area of need.</p>

Additional reflections on the year:

## Externally Provided Programmes

Programme	Provider

## Service Pupil Premium funding (if applicable)

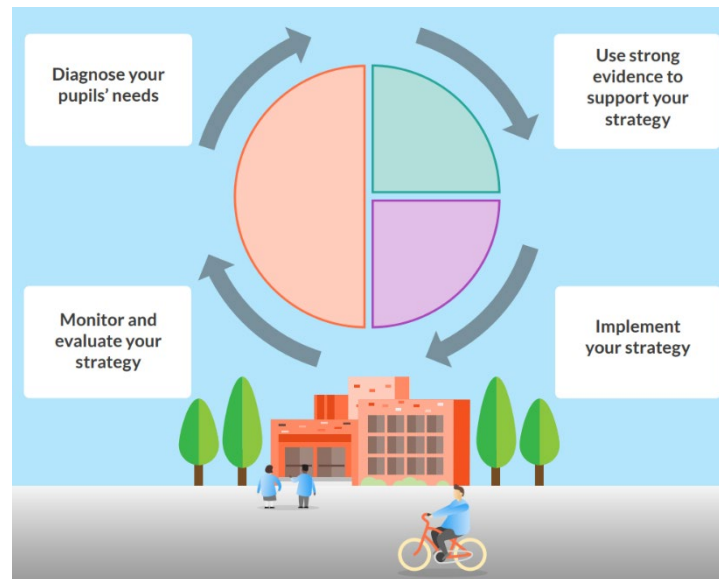
*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

### Monitoring, Evaluating and Making Better



(Pupil Premium Guidance iPDF.pdf ([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk)))

With the movement towards a more stable period of education in relation to COVID, we have placed increased emphasis on 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.