



Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Data
School name	St. Gregory's RC Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emma Shaughnessy Acting Headteacher
Pupil premium lead	Emma Shaughnessy Acting Headteacher
Governor / Trustee lead	Natalie Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,465
Recovery premium funding allocation this academic year	£0
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	£33, 465



Part A: Pupil premium strategy plan

Statement of intent

At St. Gregory's, we seek to promote the development of every child's personal wholeness, integrity, gifts and creativity in a welcoming and loving school community. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We make careful decisions about the funding provided for our disadvantaged and use research and strategies learned to ensure our spend is highly effective and impactful. We have a 'finger on the pulse' approach so that we are aware of each individual child's needs and can provide intervention at the point of need to support our learners. We look holistically at achievement within the wider curriculum and beyond the curriculum rather than just in the core subjects and ensure our children have access to high quality resources, rich texts and vocabulary and life experiences they may not otherwise encounter. We are aspirational for our pupils and want to inspire them and provide them with the tools and drive (reach) to challenge their aspirations and drive succeed now and in the future.

Common barriers to learning for disadvantaged children can be:

Due to their family circumstances some families find it hard to offer support at home, some pupils need to develop their vocabulary and communication skills, sometimes pupils' lack confidence and self-esteem may be low, pupils may display behaviour difficulties, sometimes financial disadvantage may limit the experiences/opportunities available to the families, accessing food, clothing and devices, sometimes there may be a lack of aspiration, a sudden change in circumstances (loss of job/ family separation) leading to disadvantage can affect emotions, mental health and emotional needs. There can be concerns around attendance and punctuality. There may also be complex family situations that prevent children from flourishing including safeguarding.

The challenges are varied and there is no "one size fits all" which is why we endeavour to champion every child as an individual and understand their needs to ensure we enable them to flourish and shine both as citizens and academically for now and in the future.

We believe that all children, no matter their circumstances, have a right and deserve to experience all that life offers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will endeavour to ensure the pupil premium funding reaches as many of these children as possible and endeavour to ensure those who could be eligible are supported to apply to receive the funding.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------



1	Gaps in essential skills or learning for example basic skills in Maths, spelling, phonics that are preventing children from working at Expected level or Greater Depth.
2	High speech and language need in EYFS, children entering EYFS with lower levels of speech & language than previously seen and a more limited vocabulary. Difficulties listening, understanding & communicating which impact on all areas of children's progress and development.
3	Emotional wellbeing/children not being in a learning frame of mind / ready to learn or be resilient
4	For some pupils complicated special educational needs in addition to disadvantage
5	Attendance including lateness and persistent absence
6	

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.

Y1 Phonics screening test to be passed by pupils who are pupil premium with no additional needs	100% of pupil premium pupils with no additional needs to pass the phonics screening test.
Phonics screening test to be passed by pupils who are pupil premium and SEND	At least 75% of pupil premium SEND pupils to pass the phonics screening test by the end of Year 2 with the exception of some EHCP who are working well below age expectations from low starting points and with complex needs but they will progress from starting points
Pupils who are Pupil Premium EHCP will make excellent progress from starting points	100% of pupil premium EHCP pupils will have made better than expected progress from starting points evident in books and data even if they are not able to reach the expected level for their age by the end of KS2
The attainment of our pupil premium pupils with no additional needs will be at expected levels or higher in reading, writing and maths	Data will show that accelerated progress is made over the three years. Attainment will show 100% of our pupil premium pupils with no additional needs are working at expected levels or higher by the end of the three years.
Our pupil premium pupils are engaging with mastering early number and times tables practise	Times table tracking data will show increased progress over time for our pupil premium pupils. 100% of all our pupil premium pupils (non-SEND) in Year 4 will pass the Multiplication Tables Check and our SEND pupil premium will have made progress from starting points



<p>Attendance of our pupil premium pupils is above 97% and pupils are on time to school</p>	<p>Attendance will be 97%+ for pupil premium pupils and lateness not an issue. Any individual genuine illness absence is accounted for within the context of this and evidence of intervention to improve any persistent absenteeism.</p>
<p>Pupils who are Pupil Premium will not be held back by financial restraints and will access extra curricular activities in line with their peers</p>	<p>100% of pupil premium children will attend trips, residential trips and other curricular activities.</p>

5

<p>Pupils who are pupil premium will actively given opportunities for pupil leadership/ representing the school</p>	<p>100% will have led a club/ responsibility or represented the school in each academic year (Age appropriate)</p>
---	--

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,680



Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff on mental health of pupils	Designated Mental Health Lead (Qualified) to continue to lead training on mental health and strategies with staff to be ensure they are aware of, can identify, support and work with pupils with mental health needs in order to support them and enable them to continue to fully access learning. As part of the AKPS '5 ways of wellbeing'. Further CPD will also be provided by outside support agencies such as resilience coaching and sleep support. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	4,5,6
Mentoring and coaching for teachers	Using 'Effective Professional Development' and 'Mentoring and coaching of teachers' to support with ensuring high quality first teaching which responds to the needs of all pupils. NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf	1
Early reading training and phonics training whole school	Training from the SSP will continue to be provided by the phonics lead and shared with all staff, including TA's. Dedicated time will be set aside for 1:1 reading opportunities with a trained adult. Interventions will be monitored and RAG rated to ensure measurable steps of progress. Parent workshops will be offered to all parents to support with phonics and reading at home. Pleasure of reading will be prioritised by staff and will be modelled by all staff. Book clubs at lunch time will be provided by our trained reading leaders.	1,2,5

6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
SEND training on working memory, dyslexia, de escalation and autism	Training for all staff from and via SENDco to support all SEND pupils and particularly those who are also Pupil Premium. Staff meeting time will be used to deliver this training to ensure it is wide spread and supportive. SENDCo and PP lead to meet regular to discuss further training opportunities that could benefit Pupil Premium children and others. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development	1,4,5
Trained Senior mental Health Leader	Full training completed by nominated person, Headteacher who will oversee the mental Health and wellbeing strategy and policy in school. Working with a wellbeing team within the school.	4



<p>Ensuring access to and understanding of curriculum specific vocabulary</p>	<p>Exposing children to a wider range of subject specific vocabulary through the continuation of 'Focus 5' and ensuring understanding throughout our 'Shine Curriculum'. Exposing children to a wide range of rich and high-quality texts across the curriculum.</p> <p>Vocabulary will be prioritised using Isabel Beck's tiered structure and specifically taught. This will happen in discrete lessons and throughout the lessons.</p> <p>High quality rich and diverse texts purchased for full curriculum subjects by middle leaders and built in progressively across the 'Shine Curriculum' in all subjects.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4,5</p>
<p>Early language development and support</p>	<p>Focus on improving vocabulary and communication skills of our youngest children. Headteacher as part of a working party will share best practise and guidance with the EYFS and KS1 team to support all children, with a focus on Pupil Premium children. Early identification of Pupil Premium children and support for these children. Measurable points in the year to track GLod, primarily in literacy areas.</p>	<p>2,4,5</p>
<p>DA lead monitoring time with SENDco</p>	<p>Dedicated time for the Disadvantaged lead to be released to work with pupil premium pupils to collect pupil voice and views on learning and the curriculum, analyse data and ensure any pupils in lower 20% are supported academically, parents feedback/ contact, look in books do a learning exploration, prepare training, look at research, update case studies and measure impact of interventions.</p> <p>Additional time for Disadvantaged lead to jointly monitor with SENDco for pupils who are both pupil premium and SEND and work together on strategies and impact measuring.</p>	<p>1,2,3,4,5,6</p>
<p>Working as an affordable school</p>	<p>Training and networking on the affordable schools strategy, audit, policy and ensuring this is embedded within the culture of the school to ensure all pupils including those of disadvantage in receipt of pupil premium and those who are not have access to the full and rich Shine Curriculum and personal development offer of the school. School is</p>	<p>3.4</p>



	currently working at the Gold level for this. Affordable Schools	
--	---	--

7

Staff CPD	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings. We are part of Wiltshire Pupil Premium Partners, working with others to reflect upon and shape good practice and delivering best practice around PP leadership and teaching to other schools.</p> <p>Disadvantaged lead attending regular county training which is then feed back to staff.</p> <p>In addition, through pupil premium partners work and sharing best practice- to include the use of CPD for effective feedback for learners.</p> <p>Through work with the EEF, Cracking Communication project, headteacher to share best practice and training relating to early vocabulary and communication.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development</p>	1,2,3,4,5,6
-----------	--	-------------

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resources to support school's SSP programme.	<p>Validated phonics programme which better suits the needs of the children at St. Gregory's. This programme addresses concepts that our previous programme did not cover which will lead to less gaps in phonic knowledge.</p> <p>EEF – Extensive evidence showing +5 months impact when using SSP.</p>	1



Allocated CPD for staff based on areas of need SLA hours used and Trust CPD to upskill staff in specific areas	Senior leaders and subject leaders increasing their knowledge in their areas to upskill other members of staff and raise attainment across the school by ensuring a consistent approach in teaching and support for children. SEND/vulnerable children to continue to be supported. EEF – Teacher professional development – most schools benefit from targeted staff CPD and raise attainment of children. This is dependent on access and location.	1, 2, 3, 4
---	---	------------

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance is monitored -children and families are supported to increase attendance.	Increased support enables families to share needs and issues they may be facing. Wellbeing role enables support for specific challenges. EEF – Parental Engagement	3, 6
Cultural Capital – Experiences provided within curriculum	Increased opportunities leads to increased knowledge of the world around us. Learning is contextualised in concrete experiences and language rich environments. Ofsted 2019 – emphasis on improving cultural capital, particularly for disadvantaged pupils. Raised attainment as children have concrete experiences to reflect on and these experiences will promote a love of learning.	1, 2, 3, 4, 5,
Reduction in cost of trips, clubs and residential	Children who are able to access opportunities without families having to worry about finance being a barrier will be able to find new	6



	<p>passions and will learn a significant amount more about the world around them.</p> <p>With this barrier being removed, parents almost always want their children to access these experiences.</p>	
Subject Leaders to provide targeted opportunities	Children who are able to follow their interests and access additional experiences in their favourite subjects or subjects they find more difficult will help to raise attainment and will promote a love of learning.	6, 7
Lunchtime supervisor to lead play initiatives	Children will be guided and feel supported during lunchtime breaks.	3
<p>All staff to complete 'zones of regulation' training.</p> <p>Mindfulness sessions with tranquil Treehouse and counselling sessions with Healthy Minds team.</p>	<p>Emotional Literacy and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>EEF – Targeted approaches to supporting social and emotional wellbeing have an impact of +4 months.</p>	3

Total budgeted cost: £37.809



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 2023-24 academic year.

Intended Outcome	Success Criteria	Outcome Summer Term 2022
<p>Children receive a consistent approach to phonics teaching throughout school. All children make rapid progress in their phonics development.</p>	<ul style="list-style-type: none"> All staff have access to CPD for Floppy's Phonics programme to enable a high quality, consistent approach throughout school. Gaps in phonics knowledge to be identified and addressed immediately 	<p>Year 1 - 88% of children met the expected standard at the end of Year 1. 100% of children entitled to Pupil Premium met the expected standard at the end of Year 1. Year 2 – 50% (1/2) of children met the expected standard for reading at the end of Year 2. 50% of children entitled to Pupil Premium met the expected standard for reading at the end of Year 2.</p>
<p>Improved reading and writing attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> Access to high quality teaching intervention programmes Children's attainment in reading, writing and maths for all pupils improves across the whole school compared to assessment in Summer term 2022 	<p>Targeted intervention programmes to support the needs of children. An additional Teaching Assistant was placed in Year 3 to help close gaps and raise attainment in this year group. The TA was able to support pupils 1:1 or in small groups enabling pupils to access a broad and balanced curriculum.</p>
<p>Children receive or have access to mental health and wellbeing support following the pandemic. Children to have positive experiences during unstructured times to the school day – playtimes and lunch break.</p>	<ul style="list-style-type: none"> Staff to support children appropriately with behavioural and emotional needs Children to access Healthy Minds where needed 	<p>Ongoing support from Healthy Minds Team Provision of ELSA resources have increased pupil resilience – impacting attendance and positive, purposeful engagement in lessons.</p>



	<ul style="list-style-type: none"> • All staff to engage in CPD to gain a greater understanding of emotional and behavioural support for children with SEND as well as vulnerable children • Access to mindfulness sessions for all classes • Qualitative data from student voice, student and parent surveys and teacher observations 	
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Children to be identified early and receive speech and language support frequently • Blast speech programme to be delivered consistently by skilled members of staff • Reception and Year 1 staff to engage in CPD for language support to enable them to deliver high quality speech and language support 	Blast intervention has helped to develop speech and language in the Early Years.
To provide rich, varied and enriching experiences for all children eligible for Pupil Premium.	<ul style="list-style-type: none"> • Staff plan visit/visitor aimed at eligible children to enable a broad range of enriching experiences across the curriculum • Opportunities discussed by SLT and whole staff and arranged throughout the school year 	All pupils have access to a range of extra-curricular clubs. Educational visits including Thurston residential are subsidised or paid for in full.
Increased attendance for children eligible for pupil premium funding.	<ul style="list-style-type: none"> • Attendance to be monitored by ES & 	Attendance data is monitored closely and attendance across the year for pupils entitled



	<p>LP (Attendance Officer)</p> <ul style="list-style-type: none">• Families to be supported to increase attendance• Incentives for increased attendance	<p>to pupil premium was 96%.</p>
--	--	----------------------------------

Externally provided programmes

Programme	Provider
TEST Base	TestBase
Spelling Shed & Literacy Shed +	Ed Shed
TT Rockstars	Maths Circle
Number Stacks	Number Stacks
Reading Plus	Reading Plus
IXL	IXL
Grammar support	Grammarsarus