

## **Pupil Premium Strategy Statement**

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.

### **School overview**

<b>Detail</b>	<b>Data</b>
School name	St Gregory's RC Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022/23 to 2025/26
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Pupil premium lead	Kelly Watson Headteacher
Governor / Trustee lead	V Lane

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£99,160
Recovery premium funding allocation this academic year rolled over into pupil premium funding	£0
National tutoring programme grant this academic year	£0
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	£99,160

## Part A: Pupil Premium Strategy Plan

### Statement of intent

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 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge
1	Oral language skills on entry to school are low. This potentially hinders reading, writing and phonics attainment in Reception and KS1.
2	Behaviour for Learning on entry to school is not well established.

3	Parental engagement in home reading routines is sporadic, thus decoding skills may be below age-related expectations.
4	Pupil and community levels of aspiration are low, therefore personal expectations of achievement are low. Many pupils live in households where adults are not working. Career expectations are low and the perception of potential appears capped.
5	Many pupils will be witnesses to crime and victims of crime impacting on their engagement in learning.
6	Health deprivation is also a major issue. Some parents and pupils may be struggling with poor health (including mental health), impacting on their engagement in learning.
7	Attendance of disadvantaged pupils is lower than that of non-disadvantaged pupils (although higher than rates found nationally). Low attendance would impact on academic achievement.
8	Disadvantaged pupil's opportunities to engage with enrichment activities is limited – therefore cultural knowledge is less.
9	Children suffer from food poverty and are not ready to learn due to hunger.

## 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
Improved oral literacy skills in Reception.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and ongoing formative assessment.
Children with social and emotional or mental health barriers to learning are identified and provided with targeted support (including support for parents, e.g. Triple P) to increase their capacity to engage with learning, leading to increased progress at KS2.	KS2 outcomes will be at least in line with national averages and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectations.
Children in KS1 make accelerated progress in reading, due to increased opportunities for 1:1 reading with an adult.	KS1 reading outcomes will be at least in line with national average of all pupils. Year 1 and Year 2 phonics screening test scores will be at least in line with national average.

Raise levels of child aspiration; develop a growth mindset, engage with enrichment activities – thus impacting on raised achievement through increased knowledge and cultural capital.	KS2 outcomes will be at least in line with national averages and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectations.
Improved attendance rates and fewer persistent absentees in the disadvantaged pupil group.	Attendance rates will be better than the national average for the comparative group.
Children are provided with food to enable them to focus and engage in lessons – impacting on raised attainment.	KS2 outcomes will be at least in line with national average and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectations.
Progress and attainment data at the end of KS2 will show that disadvantaged pupils are in line with national (all) and enter secondary school with their attainment gap having been narrowed towards the national averaged; thus, setting them up for future success.	KS2 outcomes will be at least in line with national average and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectations.

## Activity in this academic year

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

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching. Read the Education Endowment Foundation's (EEF) pupil premium guide for information about the tiered approach to spending.

### 1. Teaching

Investing in high-quality teaching, for example:

- Training and professional development of teachers
- Recruitment and retention
- Support for teachers early in their careers

### 2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- One-to-one tuition
- Small group tuition
- Speech and language therapy

### 3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges, for example:

- School breakfast clubs
- Counselling to support emotional health and well-being
- Help with the cost of education trips or visits

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **10,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve oral language skills through: <ul style="list-style-type: none"><li>• Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</li></ul>	EEF Teaching and Learning Toolkit – Oral Language Interventions	1

<ul style="list-style-type: none"> <li>• Purchasing resources and funding ongoing teacher training and release time.</li> <li>• Purchasing Speech and Language Therapy support to assess pupils and provide specific interventions.</li> </ul>		
<p>Accelerate pupils progress in phonics through:</p> <ul style="list-style-type: none"> <li>• Embedding RWI (a DfE validated phonics scheme) to secure stronger phonics teaching for all pupils.</li> <li>• Purchasing resources and funding ongoing teacher training and release time.</li> </ul>	EEF Improving Literacy in KS1	1,3
<p>Accelerate pupils progress in Maths through:</p> <ul style="list-style-type: none"> <li>• Enhancement of our Maths teaching and curriculum planning through White Rose Maths, a mastery approach.</li> <li>• Purchasing resources to support the delivery of the Maths curriculum.</li> <li>• Funding teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</li> </ul>	<p>EEF Improving Maths in the Early Years and KS1</p> <p>EEF Improving Maths in Key Stages 2 and 3</p>	4
<p>Pupils with SEN and EAL are provided with specific, appropriate provision to meet their needs, based on a thorough and accurate assessment of strengths and delivery of proven intervention strategies.</p> <p>Purchase resources and funding ongoing staff training and release time.</p>	EEF Special Educational Needs in Mainstream Schools.	1,2,3,4

## Targeted academic support – Pupil Premium

Budgeted cost: **£54,155**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve oral language skills through:</p> <ul style="list-style-type: none"> <li>• An additional TA in EYFS delivering communication and language interventions, to improve oral language skills.</li> <li>• Assessment of pupils in YR by the Speech and Language Therapist and implementation of targeted interventions.</li> </ul>	<p>EEF Early Years Toolkit – Communication and Language Approaches</p>	<p>1</p>
<p>Pupils with SEN and EAL are provided with specific, appropriate provision to meet their needs, based on a thorough and accurate assessment of strengths and delivery of proven intervention strategies, by staff who are trained and informed in these specified needs through:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist SLA</li> <li>• Ladywood Outreach</li> </ul>	<p>EEF Special Educational Needs in Mainstream Schools.</p>	<p>1,2,3,4</p>
<p>Accelerate progress in reading through:</p> <ul style="list-style-type: none"> <li>• Increased opportunities for 1:1 reading with an adult.</li> <li>• Before school reading club.</li> </ul>	<p>EEF Pupil Premium Guidance</p>	

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**Budgeted cost: **£57,827**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Children with social and emotional or mental health barriers to learning are identified and provided with targeted support (including support for parents) to increase their capacity to engage with learning through: <ul style="list-style-type: none"><li>• Provision of a Learning Mentor</li><li>• Boxall Profiling and delivery appropriate interventions according to Boxall Profile</li><li>• The Behaviour Support Service</li><li>• CPOMS</li><li>• Resources</li></ul>	EEF Pupil Premium Guide	5,6
Children are provided with food to enable them to focus and engage in lessons through: <ul style="list-style-type: none"><li>• Subscription to Magic Breakfast</li><li>• Staffing for Breakfast Club</li></ul>	EEF Pupil Premium Guide	9
Raise levels of pupil aspiration, develop a growth mindset, and ensure disadvantaged pupils engage with enrichment activities through: <ul style="list-style-type: none"><li>• Grow Your Mindset</li><li>• #Farnworth Matters Project</li><li>• Fort Alice</li><li>• After school clubs</li><li>• Music Service</li><li>• Food Discovery Project</li><li>• Comino Foundation</li></ul>	EEF Pupil Premium Guide	4,8
Improve the attendance of disadvantaged pupils through: <ul style="list-style-type: none"><li>• Embedding principles of good practice set out in the DfE's</li></ul>	DfE's Improving School Attendance Advice	7



<a href="#">Improving School Attendance</a> advice. <ul style="list-style-type: none"> <li>• Attendance Team</li> <li>• Inventory System</li> <li>• Reward Systems promoting good attendance</li> </ul>		
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**Total budgeted cost: £122,782**

## 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.

**Please note:** Comparisons with national data are based on provisional estimates of national outcomes and have not yet been validated.

#### **Our internal assessments of pupils at the end of EYFS show:**

- Pupils made good progress from their starting points in all areas.

#### **Y1 Phonics data:**

- 89% of pupils achieved the expected standard compared with 79% of pupils nationally.
- Disadvantaged pupils achieved in line with non-disadvantaged pupils nationally.

#### **End of KS1 Phonics data:**

- 93% of pupils achieved the expected standard compared with 89% nationally.
- 92% of disadvantaged pupils achieved the expected standard which is in line with non-disadvantaged pupils nationally.

#### **End of KS2 data:**

- Combined attainment of 75% is above the national figure of 60%.
- Pupils performed in line or better than pupils nationally in all areas.
- Disadvantaged pupils performed in line or better than pupils nationally in all areas. 81% of disadvantaged pupils achieved the expected standard in RWM and 13% achieved the higher standard.

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective in 2018-19.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, voice of stakeholders in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.