

Pupil premium strategy statement – St. Gregory’s

This statement details our school’s use of pupil premium (and recovery premium **for the 2023 to 2024 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, Stockton
Number of pupils in school	229 (exc.nursery 207)
Proportion (%) of pupil premium eligible pupils	25% 58 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Marie Best
Pupil premium lead	Jessica Rooney
Governor / Trustee lead	Anne-Marie Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,970
Recovery premium funding allocation this academic year	£8,120
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	£93,090

Part A: Pupil premium strategy plan

Statement of intent

At St. Gregory's, it is our intention that every child will develop a love of learning and acquire skills and knowledge to fulfil their potential. The key principles ensure pupil premium children are "given every chance to succeed." Sir Michael Wilshaw 2012.

The focus of our pupil premium strategy is to support our disadvantaged pupils, regardless of their academic ability, in order for them to make the best progress. We recognise that not all disadvantaged pupils are identified within the criteria set and we reserve the right to support pupils we have reason to believe are socially disadvantaged.

We make use of available evidence from others, including research-based evidence from the EEF, when considering how to have the most impact on our pupils' achievement. Quality First teaching is central to 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 attainment gap of disadvantaged pupils and at the same time, benefitting the other children in turn.

The funding will support children accessing the core subjects of English and Maths. Skills and knowledge in these subjects will help to break down barriers to accessing the full curriculum. High priority will also be given to transition periods – nursery to Reception, EYFS to KS1, KS1 to KS2 and KS2 to KS3.

Challenges

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

Challenge number	Detail of challenge
1	The lasting impact on pupil progress due to the pandemic – closing the gaps.
2	Low starting point for entry to EYFS, particularly in the area of language and communication.
3	Pupil premium pupils to perform at least in line with national average in phonics, and at the end of KS1 and KS2.
4	Mental health and wellbeing challenges for learners.
5	External barriers – attendance, social deprivation.

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 reading skills in EYFS and KS1.	<p>By the end of Reception almost all children know single sounds and set one in RWInc. programme of study.</p> <p>By the end of Y1 90%+ children achieve current standard in phonological awareness.</p> <p>By the end of Y2 90%+ achievement pass on phonics screening.</p>
Identified groups show improved progress through targeted support.	<p>Subject Leaders and class teachers know target pupils.</p> <p>All stakeholders take responsibility for accelerating the progress of identified pupils.</p> <p>Pupil Progress meetings include discussions about PP children.</p> <p>Gaps are narrowed/closed – shown in data records.</p>
Teaching assistants are highly trained and understand their role in helping pupils to achieve.	<p>CPD delivered to support the delivery of all interventions.</p> <p>Frequent monitoring of interventions and intervention records by SENDCo.</p>
Improved attendance of PP children. PP children's absence will at least be in line with non-PP.	<p>Attendance monitored closely.</p> <p>Reviewed weekly by</p>
Additional transition programmes for identified children.	<p>Vulnerable PP children identified quickly and transition interventions/support is timely.</p>
PP children and their families actively engage in the wider life of the school.	<p>Increased numbers of PP children attend our after-school clubs. PP families are encouraged to attend school events and access school's wellbeing support.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ *no additional cost*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching – all teachers.	EEF – evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Evidence gathered in lesson observations, drop-ins and pupil progress meetings.	1, 2 & 3
CT and TA training.	Improved pedagogy through effective CPD will improve the outcomes for all children. The EEF recognises that effective professional development plays a crucial role in improving classroom practice and pupil outcomes.	1, 2 & 3
ECT training and support	EEF ‘ensuring an effective teacher is in front of every class’ highlights the importance of investing in Professional Development. The Early Career Framework is part of the government’s teacher recruitment and retention strategy , which aims to improve the training and development opportunities available to teachers.	1 & 3
Mentoring and Coaching	Peer support – lesson studies.	1 & 3

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

Budgeted cost: £48,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Interventions linked to classroom teaching – TA/Sports Apprentice. £16,000	Small group interventions that provide the opportunity for children to recall and revisit prior learning to enable them to move forward to the next step.	1, 2 & 3
TA support £25,000	Intervention records. Pupil progress.	1, 2 & 3
HLTA support £5,000	Transition support.	2, 3 & 4
Tutoring of identified children – no cost: school-led tutoring fund.	Analysis of data and pupil progress meetings – spring and summer terms.	1, 2 & 3
Educational Psychologist services £2,000	Reports, review and interventions.	1, 2, 3 & 4
Investing in laptops or tablets to support home learning. £300 x 2 = £600	Opportunities to recall and revisit prior learning at home to consolidate learning.	1, 3 & 5

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

Budgeted cost: £36,744.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding educational trips including residential. £3,000	Financial records.	4 & 5
After school clubs. £1,500	Extra-curricular activities offered for Reception – Y6 throughout the year.	4 & 5
Attendance levels for persistent absentees/ disadvantaged pupils checked and acted	Early identification of issue and need. HT and Wellbeing team have a positive	3, 4 & 5

upon by Wellbeing Lead £5,400	impact on children and families to improve attendance.	
The Bungalow Project £7,200	Identified children and their families are supported through therapeutic services – review records.	4 & 5
Future Steps OT consultancy £3500	Assessment and provision for identified children.	1, 2 & 3
Music provision from TVMS Total cost 3844.80	Supporting upper KS with emotional wellbeing linked to KCSIE – review meetings.	4 & 5
Purchase of uniform/underwear etc. £200	Wellbeing records.	4 & 5
Breakfast club £1,800	Funding to offer Breakfast club to disadvantaged families.	4 & 5
Wellbeing support for children and their families. £21,000	Supporting the social, emotional and behavioural needs of our children. Supporting the wellbeing of parents.	1, 4 & 5

Total budgeted cost: £ 88,844.80

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 2022 to 2023 academic year.

Our end of year data showed two thirds of our PP children reached GLD at the end of Reception. This was in line with the previous year and similar to the performance of our non-disadvantaged.

In the year one phonics screening, 2 out of the 3 PP children met the expected standard. The child who did not reach the standard was a persistent absentee.

KS1 had a small cohort of only 3 PP children. The gap in writing is closing and 1 of the 3 PP children achieved greater depth in maths.

Our end of KS2 data showed planned interventions had closed gaps and PP children were performing better than non-PP children in reading and maths. There was no change to the combined data at the end of KS2 and again PP children were performing better than non-PP children. The only child who reached combined greater depth was a PP child.

Data also shows that the progress scores for our PP children have also improved this year, particularly in writing.

We will continue targeted interventions, pre-post teaching, small group teaching and partner working with external agencies to ensure these gaps close further next academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus intervention	Reading Plus
Speech and Language 1:1 support	NHS Speech and Language Department
Counselling – child/family support	The Bungalow Project
Therapeutic OT interventions	Future Steps Consultancy

Service pupil premium funding (optional)

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?	Educational visits/residentials paid by school. Laptops provided where required. Targeted intervention – small group work.
What was the impact of that spending on service pupil premium eligible pupils?	Ability to consolidate prior learning at home through on-line resources. Improved progress.

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.

PP strategy planning is considered for all children not just PP children.

Analysis of underachieving pupils, particularly in core subjects to ascertain why?

Use data half termly to check whether strategies/interventions are working and make adjustments accordingly.