



Summary Statement

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| School | St Maria Goretti Catholic Primary | | | | |
| Academic Year | 2022-23 | Total PP Budget | £103,150 | Date of most recent PP Review | January 2023 |
| | | (This is calculated on £1,345 per PP pupil, £310 per Service child, £2345 CLA) | | | |
| Total Number of Pupils on Role | 228 | Number of Pupils eligible for PP | 71 | Date for next internal review of strategy | January 2024 |

Barriers to Future Attainment

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| A | Speech and language delay/development |
| B | Behaviour for learning |
| C | Attendance and punctuality |
| D | Personal, social and emotional development |
| E | Low aspiration, motivation and self esteem |
| F | Area of high social deprivation/unemployment |
| G | Influence and impact of toxic trio |
| H | Poor health and mental health |
| I | Crime |
| J | Family breakdowns, poor parenting role models, ineffective in establishing guidelines and boundaries with regard to children's behaviour |
| K | Parental attitude/own experience of education |

High impact activities funded by the pupil premium in 2021/22 have been maintained in 2022/2023.

INTENT 2022/23

At St Maria Goretti Catholic Primary School, we firmly believe that every child can reach their full potential. With the Catholic faith at the heart of all we do, our school family provides a safe, nurturing and stimulating environment in which our pupils can thrive.

We aim to close the gap between disadvantaged pupils in school with their peers and provide support for all vulnerable pupils. Our pupils' learning journey begins in our wonderful EYFS department where they begin their school life surrounded by dedicated practitioners whose aim is to provide a climate for success for each child. This is embraced by all staff, as all pupils journey through to Year 6. We strive to foster a love of learning and empower our pupils to become resilient, curious, enthusiastic, independent, and caring humans, as they learn with us and grow. We want to empower our pupils with a love for learning and encourage their aspirations before they move into secondary education.

St Maria Goretti's caters for a wide range of families. Our proportion of pupils with EAL has grown over the years and includes Polish, Romanian, Slovakian and Pakistani heritage pupils.

Several of our pupils receive support externally from Children's Social Care and Children and Family Wellbeing Services. Persistent absence and late attendances are an issue for many of our disadvantaged pupils and this has an impact upon learning progress and development.

A percentage of this cohort is also on the SEND register with SEMH needs becoming an increasing factor in pupil's progress. This PPG strategy has been created with our pupils at its heart. Working together, we aim to use our knowledge of these pupils, their barriers to learning and identified needs, to deliver a strategy that as suggested by the EEF, focuses on

1. High quality teaching,
2. Targeted academic support
3. Wider school strategies.

Our strategy will be responsive to the needs of our pupils, we will diagnose our pupils' needs, use this evidence to support our strategy, implement the strategy as a school team and monitor and review the strategy at regular intervals, responding to the needs of our pupils and adapting our practise as appropriate.

| DESIRED OUTCOMES | CHOSEN APPROACH | ESTIMATED IMPACT | LESSONS LEARNED | COST |
|--|--|--|-----------------|---------|
| All disadvantaged children to make excellent progress and aim to achieve expected outcomes for their year groups, in-line or better than their peers. | <p>Map out the disadvantaged need in each class so staff are aware.</p> <p>Additional teaching assistants employed specifically to ensure disadvantaged children progress in line or better than their peers.</p> <p>Pupil Progress meetings are held at the end of each term with a focus on progress of disadvantaged children.</p> <p>Vulnerable children and families are identified and additional support organised and delivered.</p> | <p>Through rigorous tracking and monitoring and intervention, all disadvantaged children to make excellent progress and aim to achieve expected outcomes for their year groups, in-line or better than their peers.</p> <p>The following barriers for learning will be addressed through our chosen approaches:</p> <ul style="list-style-type: none"> • Speech & Language Development • Behaviour for Learning • Attendance and Punctuality • Parental engagement/ involvement • Healthy eating/ lifestyle/healthy mind and body | | £20,000 |

| Improved attainment for all disadvantaged children | Quality First Teaching for all | CPD improves teaching and pupils learning | £0 |
|--|--|--|---------|
| <p>Improve the Speech & Language and Emotional Literacy Support.</p> <p>Develop strategies to build self-esteem across school.</p> | <p>We are a 'Communication Friendly School' and work with specialist teachers to provide sessions.</p> <p>Staff to attend ELSA training</p> <p>Staff to attend 'draw and talk' Therapy training</p> | <p>Improve communication and language development so that children are working at least within their typical range.</p> | £6000 |
| Enhance reading opportunities for our disadvantaged children | <p>Reading Plus –reading Programme. All children to subscribe to the RP programme and access it 20mins daily.</p> <p>Red Rose {phonic training for ALL staff</p> <p>New phonically decodable reading books</p> | <p>Further develop reading and reading comprehension.</p> <p>All children to have access to i-pad or laptop.</p> | £20 000 |
| Family Support Worker | <p>To support vulnerable families and children and increase parental involvement, attendance and punctuality. Signpost to other agencies as required.</p> | <p>To increase parental effectiveness, engagement, wellbeing. Offer a range of parenting classes.</p> <p>To enable disadvantaged children's attendance and punctuality to be in line or better than peers.</p> <p>To monitor attendance and punctuality.</p> | £17 400 |
| Learning Mentor Nurturing/Behaviour management | <p>To assist vulnerable children in making good choices with regards to their behaviour.</p> <p>Access mentoring scheme</p> | <p>To enable disadvantaged children to make good behaviour choices.</p> | £17 150 |

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| | and train in Mental Health First Aid. | | |
| | To provide counselling session and PAT sessions with school dog. | | |
| Educational Psychologist/Specialist Teachers | SEND CPD training | Provide expertise TA's are well qualified to support individual children Employ Extra TA's to work with classes. | £12000 |
| | Strategies to support children with learning difficulties. | | |
| | Educational psychology assessments. | | |
| Funded club activities/residential activity holiday/theatre visits | To ensure the children are able to participate and to give children the opportunity to experience new and challenging activities. Music tuition/choir Every child included in school production All children to visit live music event(MEN) | Through discussions with the HT the school is able to help families with funding if they are struggling so all children can participate. | £5000 |
| To provide breakfast club/child care facilities | <i>Appetising and nutritious school food is vital for children's health, for their education and for their future well-being.</i> <i>To ensure children eat breakfast and come to</i> | As well as promoting physical health, a balanced diet has contributed to children's mental health and well-being, leading to improvements in children's behaviour and ability to take advantage of the | £1600 |

school on time. Extend opening times and provide free places for PP

educational opportunities available to them.

Breakfast

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| CPD staff | Attachment and Trauma training | Pupils receive a knowledge rich curriculum to ensure progression of learning across year groups | £4000 |
| | NCETM Mastery Maths Hub | | |
| Subject Leader release time | Red Rose Phonics | Enrich the outdoor curriculum (Forest school) | |
| | Subject Leader training – | | |
| | Forest School Status | | |