

# St Gregory' Catholic Primary School

## ST. GREGORY'S

### Pupil Premium Strategy 2022-23

#### Summary information

<b>School</b>					
<b>Academic year</b>	<b>2022/23</b>	<b>Total PP budget</b>	<b>£31,855</b>	<b>Date of most recent PP review</b>	<b>Oct 21</b>
		<b>Allocated Spending 2022/2023</b>	<b>£30,994</b>		
<b>Total number of pupils</b>	<b>217</b>	<b>Number of pupils eligible for PP</b>	<b>PP 23</b>	<b>Date for next internal review</b>	<b>Oct 21</b>

#### Current attainment

<b>Attainment for 201-22:</b>	<b>St Gregory's Ever 6 FSM =</b>	<b>Ever 6 FSM National Benchmark</b>	<b>St Gregory's all children =</b>	<b>All pupils national benchmark</b>
% achieving expected standard or above in reading, writing and maths				
% achieving expected standard or above in reading				
% achieving expected standard or above in writing				
% achieving expected standard or above in maths				

#### Progress

<b>Progress measures of 2022/23</b>	<b>St Gregory's pupils eligible for PP=</b>	<b>Non-disadvantaged (school)</b>	<b>Non-disadvantaged (national)</b>
% progress measure Reading			
% progress measure Writing			
% progress measure Maths			

In school barriers		
A	Attainment and progress for some PP in maths, reading and writing	
B	Self-esteem, confidence and motivation	
C	Limited experiences out of school for some PP	
D	The number of PP children working at greater depth	
External barriers		
E	Attendance and punctuality	
F	Parental engagement	
Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Quality first teaching that enables PP children to achieve and attain with others nationally <ul style="list-style-type: none"> <li>Analysis of data</li> </ul>	PP children attain with others' nationally. PP make progress in mastery maths. PP children are in line with other children in maths.
B	PP children have increased confidence and motivation <ul style="list-style-type: none"> <li>Observation of children</li> <li>Questionnaire</li> </ul>	PP have a positive attitude to learning. PP have a good self-image.
C	PP children's experiences are widened <ul style="list-style-type: none"> <li>Curriculum map identifies enrichment opportunities</li> </ul>	Awide range enrichment opportunities made available for pp children. All pp children attend an after school club. Learning is enhanced by visits and class visitors. All year 2 children have the opportunity to learn the recorder
D	Good attendance and punctuality for PP children <ul style="list-style-type: none"> <li>Analysis of attendance data for PP children</li> </ul>	Attendance for PP children will be in line with national data
E	Increase the number of PP children working at greater depth <ul style="list-style-type: none"> <li>Analysis of data</li> </ul>	Data will show that the most able PP children are in line with national data
F	Improve parental involvement for PP children <ul style="list-style-type: none"> <li>Record of attendance at meetings and workshops</li> </ul>	High attendance at parents evenings, workshops, information evenings, Popins etc

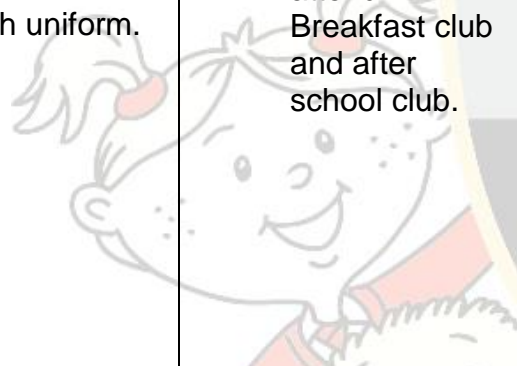
<b>Review desired outcomes</b>	
<b>Desired outcomes and how they will be measured</b>	<b>Evaluation against desired outcome</b>
Quality first teaching that enables PP children to achieve and attain with others nationally <ul style="list-style-type: none"> <li>• Analysis of data</li> </ul>	
PP children have increased confidence and motivation <ul style="list-style-type: none"> <li>• Observation of children</li> <li>• Questionnaire</li> </ul>	All children feel happy and secure in school. Observation of children has shown an increase in confidence in reading writing and maths. Weekly intervention of writing in particular has increased the confidence of all PP children
PP children's experiences are widened <ul style="list-style-type: none"> <li>• Curriculum map identifies enrichment opportunities</li> </ul>	All PP children were involved in Chorley SSP after school clubs Resources were provided for children to enable to him to take part in after school clubs E.g. sports kit, musical instruments Swimming lessons were paid for and this enabled PP to meet end of KS2 expectations Opportunities provided in school have helped PP children to be selected and involved in out of school clubs
Good attendance and punctuality for PP children <ul style="list-style-type: none"> <li>• Analysis of attendance data for PP children</li> </ul>	Attendance and punctuality for PP children is in line with non PP children Attendance and punctuality has been supported by providing access to breakfast club before school begins
Increase the number of PP children working at greater depth <ul style="list-style-type: none"> <li>• Analysis of data</li> </ul>	PP children are currently working at greater depth in reading PP children are currently working at greater depth in maths
Improve parental involvement for PP children Record of attendance at meetings and workshops	A range of meetings and workshops have taken place this year for parents. Good attendance of PP parents at meetings and those that did not attend had information given separately.

Planned expenditure					
Academic year		2021/22			
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff lead	When will you review implementation?
Quality first teaching ensures that all PP achieve and attain in line with other children	<ul style="list-style-type: none"> <li>• CPD linked to school development plan</li> <li>• Teacher appraisals with appropriate targets linked to teacher standards</li> <li>• CPD from local authority and yarrow teaching alliance</li> <li>• Moderation of work internally and with other schools</li> <li>• Referral for Golden Hill Support</li> </ul>	<p>Ensure that teachers and support staff are well trained to provide quality first teaching.</p> <p>Support Child and teacher with access to Mainstream education</p>	<p>School monitoring cycle. Pupil Progress Meetings. Staff Moderation.</p> <p>Evaluated Action Plans</p> <p>12 week programme</p>	<p>SLT and Subject Leaders</p> <p>Class Teacher, TA's, SLT &amp; £3150</p>	Termly

<p>Good progress and attainment for PP made by the end of KS2 including higher ability</p>	<ul style="list-style-type: none"> <li>Additional time given for intervention and booster groups</li> </ul>	<p>Quality intervention time by qualified teachers to make an impact in writing</p>	<p>Data analysis School monitoring cycle</p>	<p>SLT</p>	<p>Termly</p>
<p>Pupil premium children gain enrichment from learning to play a musical instrument</p> <p>PP children have access to peripatetic music lessons</p>	<ul style="list-style-type: none"> <li>All year 4 pupils access weekly recorder lessons and have the opportunity to perform to an audience</li> </ul>	<p>Children have the opportunity to learn a musical instrument they may not otherwise have the chance to do</p>	<p>Ensure lessons take place weekly and the children have the opportunity to perform to an audience</p>	<p>Year 4 teacher</p>	<p>July</p>
<p>Sporting opportunities for every class through a whole class after school club for every year group</p>	<ul style="list-style-type: none"> <li>All year groups have a compulsory sporting after school club</li> <li>Sports club run as part of after school club</li> </ul>	<p>Children have the opportunity to take part in an after school sports club that they may not otherwise be able to access</p>	<p>Ensure that all PP children their class after school club</p>	<p>Class teachers</p>	<p>July</p>

Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff lead	When will you review implementation?
Improved progress and attainment for PP children in reading, writing and maths	<ul style="list-style-type: none"> <li>• 1:1 precision teaching in interventions</li> <li>• Fast track phonics</li> <li>• PP tracking</li> <li>• Pupil progress meetings</li> </ul>		<p>Impact of interventions monitored by SENCo</p> <p>SENCo evaluate quality of precision intervention teaching</p> <p>Pupil progress meetings identify PP children not making expected progress and input timely intervention</p>	<p>SLT</p> <p>Provision of additional teaching and learning opportunities from Teaching Assistant delivering intervention such as ELS and fast track phonics <b>£8406</b>; and</p> <p>Provision of 1:1 support from Teaching Assistant <b>£12,598</b>.</p> <p><b>£2000</b> set in budget to release SENDCo to monitor progress</p>	Half termly

<p>Good attendance of PP children</p>	<ul style="list-style-type: none"> <li>• First day contact</li> <li>• Breakfast club for any identified children</li> <li>• Work closely with the attendance team</li> </ul>	<p>Improved attendance will ensure good outcomes for PP children</p>	<p>Improved attendance rates and less persistent absences amongst PP</p>	<p>SLT <b>£650</b></p>	<p>termly</p>
<p>PP children feel motivated to learn and have increased confidence and improved self-esteem</p>	<p>Professional Speech and Language Therapy</p> <ul style="list-style-type: none"> <li>• Buddy's support at lunchtimes, developing confidence and leadership skills</li> <li>• Financial support to ensure PP children can participate in school residentials and visits</li> <li>• Year 6 – gardening</li> </ul>	<p>PP will receive more 1-1 sessions enabling them to be ready to learn and will make better progress</p> <p>All children have access and opportunity to attend Y6 residential trip</p>	<p>Reports from Speech Therapist and action plans will support school TA's</p>	<p>SLT <b>£2500</b></p> <p><b>£1000</b></p>	<p>termly</p>

	<ul style="list-style-type: none"> <li>Enrichment activities offered to all PP children</li> </ul>	Forest school day		<p><b>£20 per pupil.</b>  <b>£1600 is allocated for 'Inspire' and Forest Day activities</b></p>	
PP children all have access for wrap around care and support with uniform.	<ul style="list-style-type: none"> <li>Invite all PP children to attend Breakfast club and after school club.</li> </ul> 	<p>Attendance by parents at any meetings or workshops</p> <p>PP children who make good progress are shown to have supportive families where the children read regularly and complete homework</p>	<p>Registers to show attendance at meetings or workshops</p> <p>Staff provide activity/support packs to support learners at home with their parents  Staff accommodate times to meet with parents</p>	<p>SLT  <b>£600</b> allocated to support Gregory's Gang.  <b>£2400</b> for uniform and resources</p>	termly
				<p>Funding educational visits £1,000;</p> <p>SEN support £2,000;</p> <p>Professional speech and language therapy £2,500;</p> <p>PPG resources including uniform £2,422;</p> <p>Participation in Forest schools £600;</p> <p>Gregory's Gang Fees £650</p> <p>Curriculum enhancement £1,000;</p>	



				<p>Golden Hill Inclusion Support Team £3,150;</p> <p>Provision of additional teaching and learning opportunities from Teaching Assistant delivering intervention such as ELS and fast track phonics £8,406; and</p> <p>Provision of 1:1 support from Teaching Assistant £7,895.</p> <p><b>Total budgeted cost:</b></p> <p><b>£ 30994</b></p>
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