# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | St Gregory’s Primary |
| Number of pupils in school | 79 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 01 December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | D Field |
| Pupil premium lead | D Field |
| Governor / Trustee lead | N Chapman |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £6862.50 |
| Recovery premium funding allocation this academic year | £3,330.00 |
| 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 | £10,192.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| When making decisions about using Pupil Premium funding at St Gregory’s, it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.  Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.  Our ultimate objectives are:   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to make or exceed nationally expected progress rates. * To support our children’s health and wellbeing to enable them to access learning at an appropriate level.   We aim to do this through   * Ensuring that high quality teaching and learning opportunities meet the needs of all the pupils * Ensuring that appropriate provision or adaption is made for pupils who belong to vulnerable groups, where appropriate * Engaging with our parental body to fully understand the external environment * Offering WEB sessions for individual children to support their wellbeing, emotional and behavioural areas   Achieving these objectives:   * Ensuring all teaching is good or better thus ensuring that the quality first teaching experienced by all children is high. * Ensuring staff deliver high quality marking and feedback, so children understand their next steps * To allocate ‘Catch Up’ funding to identified pupils / groups – focussed on overcoming gaps in learning * 1-1 support * Additional teaching and learning opportunities provided external agencies, if appropriate * All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. * Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations * Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Parental engagement / support at home |
| 2 | Emotional wellbeing – post lockdown |
| 3 | Some of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have - meaning knowledge of the world is limited |
| 4 | Children not having an excitement to read and do not fully engage in process |

## 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.

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| Intended outcome | Success criteria |
| Pupils make at least expected progress in reading, writing and maths. | Gap will close in progress made between PP and non PP. |
| Pupils will have a love of reading and be excited by different exploring texts. | Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition and enable them to become life long readers |
| Pupils will be regularly accessing home learning – homework / reading / online programmes set by school / WEB strategies – supported / encouraged by parents | Parents fully committed to encouraging / supporting their child with home learning – which will in itself help close progress gap  Parents indicate there are strong links between home and school for a wide range of needs  Children are provided with WEB support to raise self-esteem and develop the skills of resilience, independence and perseverance |
| Pupils access a wide range of enrichment experiences both in and out of school. | Pupil questionnaires / pupil voice reflect enjoyment in school and improved attitudes to learning.  Social skills, independence, perseverance and team work are developed.  Clubs will be offered for our PP children having priority at specific times  Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residentials etc |
| Pupils will have access to regular WEB sessions in a secure, safe area, with a trusted member of staff – these will be flexible and individualised according to need. | Pupils will be fully engaged in WEB sessions, relationships embedded and individual plans securely in place. Improvements seen across all areas of school life |
| PP children continue to feel happy and safe at school and engage with their learning. | * Pupil premium children will engage with the wider life at St Gregory’s by joining the pupil parliament / pupil ambassador groups * Children’s attendance will remain at national or above because they are happy coming to school * Pupil voice questionnaires will report that PP children are happy and safe in school |

**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: £4,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TA delivering WEB (Wellbeing, Emotional, Behaviour) sessions regularly to PP pupils.  Use of whole school ‘Trick Box’ approach | Children who feel more emotionally supported and stable, research has show are more liable to make progress in their learning as barrier removed.  Research shows that children who have strategies to support their wellbeing / mindset are able to access learning in a more open- minded way | 1, 2 |
| Purchase a new reading (whole school) and phonics scheme and train up staff members to use this  Use VIPERS - Vocabulary. Infer. Predict. Explain. Retrieve. Sequence as a consistent approach across all classes | Use VIPERS - Vocabulary. Infer. Predict. Explain. Retrieve. Sequence across all classes  Schools which have a consistent approach achieve good results. | 4 |

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

Budgeted cost: £3,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Quality first teaching for all pupils. * TA CPD is ongoing for Maths and English by leads * Reading / writing and Maths are on SDP – with closely linked individual action plans. * Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. | * EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. * Training and supporting highly qualified teachers deliver targeted support. | 1,2,4 |
| Purchase web based programs to be used in school and at home.   * Bug Club * Times table Rockstars * Nessy | EEF toolkit – parental engagement  EEF guide to pupil premium – targeted academic support  EEF – digital technology – clear evidence technology approaches are beneficia for writing and maths practice. | 1,2,4 |
| * Tas to deliver high level intervention to pupils – supported by individual subjects leads / SENDCO * WEB session delivery to specific children as needed and for variable timescale | * EEF – oral language interventions consistently show positive impact on learning. * High quality small group interventions * Specialist teachers will train up Tas with their work with in school, therefore upskilling them and increasing their knowledge. * Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. * EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. | 1,2 |

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

Budgeted cost: £3000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Close links between home – school * Dedicated link staff identified and in place * Opportunities for parents to come into setting regularly, discuss with link staff member * Wider community opportunities eg church / community hub | Parent surveys  Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker.  Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.  EEF toolkit– Parental engagement | 1,2 |
| * Admin officer phones families at 9am if pupil not in school and offers support. * HT will pick up child from home if required. * Admin officer / HT works closely with attendance officer, pupils below 96% are identified and attendance procedures followed followed. | Attendance data  Research shows pupils with highest attendance make the most progress, due to increased opportunities for overlearning and access to a personalised curriculum.  Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance. | 1,4 |
| * Cultural capital experiences promoted in the curriculum. * Essential experiences built into curriculum * Reduction in cost of trips for PP * Residential trip cost is covered for PP * Sports events promoted to PP are encouraged to attend * Outdoor learning encouraged – specific sessions offered out of school and cost covered | Learning is contextualised in concrete experiences and language rich environments.  Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.  Pupil surveys reflect greater enjoyment and engagement in school.  Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.  EEF – sports participation increases educational engagement and attainment.  EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence. | 3 |

**Total budgeted cost: £ 10,500**

# 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 2020 to 2021 academic year.

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| Covid led to National tests being cancelled in May 2020 & 2021. There is therefore no national data. Internal assessments show pupil progress.  Summer 2021 internal assessment data for PP pupils:  +0.3 Reading progress expected or above  +0.5 Writing progress expected or above  +0.2 Maths progress expected or above.  Pupils had regular Forest school sessions, as an external club, cost was met. It was noted these sessions showed our children becoming more able to work as a team and listening to each other in an external setting. Rules were established and children clearly followed these. The children benefitted from learning outdoors and having the freedom of space and not being enclosed in a classroom. Many of the children  appeared more relaxed and content in Forest school, thoroughly engaging with the  activities offered. Having been out to Forest school and then returning to the classroom setting, saw an improvement in engagement and concentration.  Leading up to lockdown (March 20th 2020) pupils were fully engaging in a wide range of trips and experiences – examples of these: London theatre trip, residential to Isle of Wight, Sea kayaking, external opportunities to take part in events with other settings - these are all evidenced through photos / pupils’ books / website  FSM children had trips paid for  FSM children engaged in cultural and many PE activities – see pe funding report,  Opportunities to attend all clubs offered across the school – if externally paid for, cost met by school.  During the lockdown – the PP link staff member (HT) supported the families / carers throughout this time. Visiting homes, delivering food parcels, food vouchers, providing technology for families, delivering individual learning packs, wellbeing packs for children, exchanging library books and being a port of call at anytime they needed.  Any parental concerns were followed up and monitored, with more frequent visits or phone calls.  PP link contacted any external agencies when necessary and guided families in the right direction, working closely with them throughout the process. |

**DF 2021**

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| **St Gregory’s Impact Statement for September 2022 – review of 2021-22**  During this academic year we had 9 pupils on PP. 4 of which only joined us in January 2022.  **Data:**    Each pupil = 11%  The children who are below / just below are those who joined our school later.  The children all benefitted from extra-curricular activities and including our school clubs.  We offered Breakfast / After school care and x4 of these pupils regularly attended, which supported our parents – the costs were covered for this.  Interventions / Support   * Reading – daily reading support to an adult / opportunities to explore books more readily * Nessy * Phonics – gaps were identified and the pupils who needed it, were given extra phonic support by a TA. Evidence in books showed pupils were starting to apply their phonic knowledge in their writing and using it in their reading to build up words. * Introduction of VIPERS / Sounds discovery scheme – this has helped support our PP children through a structured approach and focus on specific areas eg prediction * X2 pupils were very early identified as requiring a more personalised curriculum, the class teacher made adaptions in their learning, through resources, support, scaffolding, manipulatives. * WEB – Wellbeing / Emotional/ Behaviour support – these have taken regularly (weekly) or when needed, sometimes more often. Pupils have the opportunity to speak with an adult, use of a safe space to go to when their emotions have escalated and they need to calm down. We observed a difference in the children when they selected to go to their safe space.   Forest School:   * All children received the opportunity to attend lunchtime Forest School – 78% of PP children chose to do so. The time in Forest school helped to get the children in a positive headspace before returning to their classroom learning. They also had far less incidents at lunchtimes when they were engaged in this activity.   Animals in school:   * Guinea pigs – children de-escalated very quickly when they were able to hold our guinea pigs. * Daisy our Dog Mentor – some of our PP children find coming into school difficult in the mornings and required support. Daisy our dog mentor did a meet and greet for any of these children and took them to class. The children were always pleased to see Daisy and once contact with her had been established, happily came into the setting. If at any other times during the school day the children required Daisy time – they were given this. Staff monitor the impact of Daisy time in the classroom and engagement prior, to and after Daisy time. * Trick box parental course delivered by staff – this has allowed some of our PP parents to talk about behaviour at home / obtain strategies to support them and follow the school programme – ensuring consistent approach for their children. Feedback from our initial course has been extremely positive and parents have asked for further opportunities to take part. |

**DW September 2022**