**St Gregory's Catholic Primary School Statement 2024-2027** **Pupil Premium Strategy**

This statement details our school's use of Pupil Premium Funding for the 2024-2027 funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in each academic year and the effect that last year's spending of pupil premium had within our school.

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 291 |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2025<br>2025-2026<br>2026-2027 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | D Walker |
| Pupil premium lead | D Walker |
| Governor / Trustee lead | D O Shea |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £136,160 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £ 136 160 |

## Pupil Premium Strategy

## Statement of Intent:

At St Gregory's School we are passionate in our belief that we will never accept that learning of disadvantaged pupils will be reduced by their family income. We recognise that this is a barrier but not an unassailable one. Unemployment levels in Thanet are nearly twice those of the South East of England as a whole, and this has the potential to generate a cycle of disadvantage. Wherever they are growing up, children will have multiple, overlapping needs. ***What we must never accept is that where a child starts determines where they will finish in education or in life.*** We have the highest of expectations for all our pupils, irrespective of their backgrounds.

The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress.

Our strategy intends to be rooted in assessment and not assumptions of disadvantaged pupils. It aims to address the controllable factors that prevent disadvantaged pupils from attaining as well as they could. We will have a learner led approach and not a label approach as we believe that pupils are not at risk of underachievement because they are 'pupil premium' or any other label, but because of the impact of socio-economic disadvantage on their learning over time. We recognise that this is a long-term process and not an event.

We aim to develop a culture of early intervention for addressing need, using an evidence informed, tiered model of teaching and learning, academic intervention and wider approaches, as advised by the Education Endowment Foundation (EEF) research.

Alongside academic intervention, we aim to support opportunity for these pupils. Opportunity to engage in experiences they might not be able to otherwise access; opportunity for social and emotional learning; and opportunity to develop cultural capital

A high-quality pastoral system will be the foundation of this culture. Excellent relationships will be fostered between school staff, students, and their families and high aspirations will be key.

High quality teaching and learning is at the heart of this approach, with a focus on the needs of our disadvantaged cohort. The attainment and progress of our non-disadvantaged students will be sustained and improved alongside their disadvantaged peers. There will be high expectations for all, with carefully scaffolded steps to open access to everyone.

We hope to avoid 'over intervention' and as such recognise the importance of curriculum equity to ensure that a narrow curriculum does not double disadvantage. We believe that addressing disadvantage is not a 'one off' intervention but a process over time that builds on the quality of every interaction. This is why the quality of what we do is critical.

Our strategy focuses on using research to define and enhance the support offered by the school to our disadvantaged pupils and their families. The Education Endowment Foundation (EEF) particularly is a core tool in driving decision making with regards to the impact of strategies employed and value for money.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Level of Academic Achievement**<br>*Assessments, observations and data analysis suggest disadvantaged children have greater difficulties reaching the academic outcomes of their peers. Promising progress has been made but more is needed to ensure that Pupil Premium children equal the progress and outcomes of other pupils in the core subjects particularly.* |
| 2 | **Emotional Regulation , Mental Health and Well-Being Issues.**<br>*Our monitoring, including assessments and observations and the amount of referrals to outside agency support indicates that our children have more social and emotional issues that make it challenging to focus and concentrate on their learning. We need to reduce these barriers to effective learning* |
| 3 | **Low Attendance.**<br>*Historically our attendance data highlights that attendance amongst disadvantaged pupils is lower than for non-disadvantaged pupils. Attendance is a key issue affecting the school since return from lockdown. Attendance at school is an essential component of effective pupil progress academically and socially* |
| 4 | **Lack of Opportunity and Cultural Capital**<br>*Our knowledge of our cohort and our school and local context shows that Pupil Premium children are experiencing a lack of opportunity to engage with learning outside the school, be this academic or social, sporting or musical because of the fees involved in accessing this type of opportunity outside of school.* |
| 5 | **Parental Engagement.**<br>*Communication with parents indicate that some of our disadvantaged families find it challenging to understand the importance of school and engage with and support their children's learning in school. This also affects attendance. We recognise that parents tend to be more involved with their children's learning the younger they are and this in turn affects outcomes for children. Therefore, it is important to establish positive relationships and engagement with school from a young age.* |

## 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 Academic outcomes for Pupil Premium Pupils. | Proportion of PP pupils who achieve age appropriate standards in reportable national outcomes (Phonics; KS2 SATS; MTC) will be in line with national averages and the gap between Pupil Premium and Non Pupil Premium pupils will close. |

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|---|---|
| Ensure strategies are in place to support children who are struggling with emotional regulation, mental health or wellbeing | Emotional wellbeing of targeted pupils increases which results in improved attendance, behaviour, engagement and progress from starting points. |
| Improve attendance. | Ensure attendance for disadvantaged pupils is equal to or above that of 'all pupils' and for the % of persistent absentees to reduce further |
| Improve opportunity for disadvantaged pupils | The number of disadvantaged pupils who access extra-curricular opportunity at the school will be in line with non-disadvantaged peers. Pupils will experience a wide range of opportunities and cultural capital experiences while at school. |
| Improve parent engagement | Clear and effective communication will exists between school at home and parents will feel they can contact the school and are listened to. Increased opportunities will exist for parent to come into school to work alongside pupils, engage in their learning experiences, or involve in workshops that support learning at home |

## Activity in the academic year 2024-5

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: £44,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Improve teaching through engagement with high quality external CPD<br>In conjunction with our own internal and Trust CPD this ensures teachers access the latest pedagogical, | Feedback \| EEF<br>Mastery learning \| EEF<br>The same yet different? Teaching quality differs across a teacher's classes, but teachers with higher knowledge make teaching quality more similar - ScienceDirect<br>EEF: The best available 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. | 1,2,4,5 |

| | | |
|---|---|---|
| knowledge to maximise effectiveness in all areas of T&L. | 1. High-quality teaching \| EEF | |
| RWI training and ongoing support: Ensure all staff throughout the school have RWI refresher training during inset to impact Reading achievement across the school . | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1 |
| Additional Teacher appointed to ensure that EYFS and KS1 classes can remain small and focused to benefit disadvantaged pupils | Evidence from the National Council of English Teachers (NCET) shows that children in smaller classes perform better in all subjects and on all assessments when compared to their peers in larger classes. In smaller classes students tend to be as much as one to two months ahead in content knowledge, and they score higher on standardised assessment<br>In addition, small class sizes ensure a greater focus on PSED and C&L, which we know our cohorts need<br>Reducing class size \| EEF<br>Why Class Size Matters Today - National Council of Teachers of English | 1, 2 |

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

Budgeted cost: £22,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Phonics 1:1 Tuition | Phonics approaches have a strong evidence base indicating a positive impact of children, especially from disadvantaged backgrounds.<br>One to one tuition \| EEF<br>Phonics \| EEF | 1,2 |
| Core subject intervention – small group tuition | Tuition targeted at specific needs and gaps can be an effective method to support low attaining children or those that may have fallen behind. These groups may be run by teachers or by TAs<br>Small group tuition \| EEF | 1,2 |

| | | |
|---|---|---|
| | Teaching Assistant Interventions \| EEF | |
| Before school intervention in Maths in Y2 and Y4 to ensure maths foundations are in place | Tuition targeted at specific needs and gaps can be an effective method to support low attaining children or those that may have fallen behind.<br>Small group tuition \| EEF<br>Teaching Assistant Interventions \| EEF | 1,2 |
| Speech and Language 1:1 | Strong evidence that oral language interventions have a high impact on children being able to articulate ideas, consolidate understanding and extend vocabulary.<br>Oral language interventions \| EEF | 1,2 |

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

Budgeted cost: £69260

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Attendance officer in place and accessing training to support attendance. Attendance initiatives in place including minibus pick up in mornings | Working together to improve school attendance - GOV.UK<br>Why is school attendance so important and what are the risks of missing a day? – The Education Hub | 3, 5 |
| Learning Mentors<br>Mentors help children engage with their learning. They access training in ELSA and Thrive and use this learning to support children academically and with behaviour . They also engage with parents to support them | Social and emotional learning \| EEF<br>Mentoring \| EEF<br>Behaviour interventions \| EEF | 2,3 |
| Family liaison support. FLO support for families to help them overcome barriers that stop them bringing children to school or supporting learning opportunities | Working together to improve school attendance - GOV.UK<br>Why is school attendance so important and what are the risks of missing a day? – The Education Hub | 2,3,5 |

| | | |
|---|---|---|
| Thrive<br>Thrive offers a trauma-informed, whole school or setting approach that helps to improve the mental health and wellbeing of children and young people. This enables better understandingof the needs of pupils and provide targeted, effective support where it's needed. Teachers need training linked to this and support from in-house staff | Impact of Thrive evidenced in various independent studies \| The Thrive Approach<br>Impact and Evidence \| The Thrive Approach | 1,2,3 |
| Free breakfast and after school club places | Public Health England HERE | 2, 3 |
| Magic Breakfast<br>Membership and staffing to cook & deliver bagels | The Nutrition Society research indicates that breakfast improves cognitive function in school. HERE | 2, 3 |
| Forest School | Enrichment promotes critical thinking and problem-solving skills, improve student's ability to concentrate, and make learning more meaningful, valuable, and rewarding. Enrichment activities are fun, which helps students to become more engaged in their learning and retain more information.<br>Forest School: a marvellous opportunity to learn<br>Summary of research studies<br>FS research & reports \| Forest School \| Muddy Faces | 1, 2, 3,4 |
| Trips and residential | Based on the knowledge of our school's needs, a fund to ensure that no child misses extra activities due to economic constraints.<br>Social and emotional learning \| EEF | 2, 3, 4 |
| Parent Opportunities and workshops | Opportunities for parents to learn with children, see and value the impact of their earning, or engage with courses from external providers that support parenting skills<br>Parental engagement \| EEF | 5 |