



Pupil Premium Strategy Statement

'I have come so they may have life, and have it to the full' John 10:10

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 |
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| Number of pupils in school | 242 |
| Proportion (%) of pupil premium eligible pupils | 5% 12 pupils |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024 – 2025 2025 – 2026 2026 – 2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Joe Perree |
| Pupil premium lead | Joe Perree |
| Governor / Trustee lead | Terry Freeman |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £17,760 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £17,760 |

Part A: Pupil premium strategy plan

Statement of intent

At St. Gregory's, our Pupil Premium strategy is focused on improving outcomes for our most disadvantaged pupils through a three-tiered approach: quality first teaching for all; targeted interventions and wider strategies which consider the holistic development and their wider barriers to learning. We believe that a unified approach to child development is most efficient, and that parents/carers have a crucial role in the success and life-chances of pupils, therefore we value a close liaison with families, actively supporting families. Additionally, we know that excellent attendance is key for all our pupils, so work relentlessly to identify and overcome barriers to good attendance, leading to good and improving attendance for all pupils, especially those who are disadvantaged.

We intend all children, irrespective of their background or wider challenges, will make good and exceptional progress in their learning and development. Quality first teaching is the core of our practice at St. Gregory's, with particular focus upon the attainment and progress of our most disadvantaged pupils. We rigorously monitor the progress of these pupils to ensure our strategy meets their specific needs and working to the benefit of all our children, including and specifically targeted towards our children identified Pupil Premium. Our teachers are highly skilled at delivering high quality teaching and learning opportunities daily, with the necessary scaffolds and adaptive strategies to ensure all children can achieve well from their individual starting points. Our disadvantaged pupils are prioritised in all aspects of school life, and their barriers to learning and individual needs are considered in all professional discussion and decision making.

St. Gregory's pupil premium strategy is a shared approach that is known and understood by all teaching staff, meaning each member of our team knows and understands their roles and responsibilities when supporting our pupil premium children. All children deserve the best start at life, and at St Gregory's we take seriously the impact we can make upon enhancing the life chances of each individual. We intend all our pupils to thrive by accessing our aspirational and challenging knowledge-rich curriculum, to ensure that *'they may have life, and have it to the full'*.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Analysis of internal, local and national attendance data identifies that attendance of those with PP is lower than that of their non-Pupil Premium peers in school, locally and nationally. For the academic year 2023-2024, children with PP were in attendance for 90.3%, compared to their peers without PP at 95.6%. This is a barrier to those children accessing a full, aspirational and challenging knowledge-rich curriculum and not only affects children's academic attainment and progress but also their wider holistic development. |
| 2 | Analysis of pupil data and moderation of pupils' books shows that the attainment of PP children is lower than that of their peers, indicated by the fact that they are working towards the expected standard, or working at the expected standard though not yet secure. |

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| 3 | A proportion of our PP children require ongoing pastoral care to support the positive development of their mental health and wellbeing, including personal, social and emotional development. |
| 4 | We have identified that an increase in parental engagement would enhance and accelerate the outcomes of children with PP. When parents are less involved in their child's education, children's academic learning and support, alongside their emotional mental health and wellbeing, behaviour and attendance can be adversely affected. Recognising the importance of parental engagement and acting upon this, we intend to address these challenges to create a unified and ever-growing positive partnership amongst our PP families and indeed all families. |
| 5 | Developing positive attitudes and behaviour for learning is crucial to maximising engagement leading to improved experiences and outcomes, an area for some of our PP children. Addressing this challenge would help to promote good habits for lifelong learning for all pupils, including and particularly for children who are PP. |

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 |
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| Attendance of those children with PP is in line with their school peers and at or above national and local average. <i>(Challenge 1)</i> | <ul style="list-style-type: none"> • The attendance gap between PP and non-PP children will continue to narrow and diminish. • PP children will have a positive attitude towards school attendance. • All staff prioritise positive school attendance. • Weekly attendance meetings with key staff lead to effective action and outcomes. • SLT and key staff respond appropriately to attendance concerns, offering a high support approach to address barriers to achieving intended attendance outcomes. • Meetings with parents regarding concerning attendance/repeated holiday requests lead to better understanding and improved attendance. |
| The attainment of PP children will improve, and there will be more PP children making more accelerated progress to achieve the secure expected standard or above. <i>(Challenge 2)</i> | <ul style="list-style-type: none"> • There will be more children securely at the expected level in the core subjects, and combined core subjects. • PP children are fully engaged in a precise, aspirational, challenging knowledge-rich curriculum. • Quality first teaching with adaptive practice and enhancements where needed are effectively addressing barriers to learning and accelerating pupil progress. • Specific interventions for PP children support and accelerate progress and attainment. • Careful monitoring of PP children's progress and attainment leads to individual |

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| | <p>conferencing and personalised feedback to accelerate progress.</p> |
| <p>The school takes all reasonable and proportionate action to support pupils' personal, social and emotional mental health and wellbeing, where there are safeguarding or pastoral needs. (Challenge 3)</p> | <ul style="list-style-type: none"> • Specific support is in place for pupils who require additional and enhanced levels of pastoral care. • A graduated approach to children's personal, social and emotional mental health and wellbeing is in place, with suitable and effective interventions. • Our St. Gregory's 'Fullness of Life' curriculum is appropriate to our school context and embedded across school, supporting pupils' SEMH. |
| <p>Increased parental engagement will support pupils' educational outcomes, attendance, behaviour and attitudes to learning. (Challenge 4)</p> | <ul style="list-style-type: none"> • A schedule of parent workshops (both planned and responsive) provide wealth of opportunities for parents to be active participants in children's learning, as well as developing themselves to support school and home learning, i.e. learning theory workshops, curriculum insights/spotlights, strong start sessions, early reading/maths meetings. • School draw upon the expertise of local services to provide further workshops that reach beyond the academic, i.e. OT Sensory support, parenting workshops etc. • Increased parent engagement through curriculum showcases provide additional opportunities for parents to witness children's learning and progress. • Targeted communication provides updates on pupils' progress, upcoming events, bespoke attendance reminders, and ways to support learning at home. |
| <p>The number of PP children demonstrating exceptional behaviour and attitudes to learning will have increased. (Challenge 5)</p> | <ul style="list-style-type: none"> • PP children are engaged in learning across all curriculum areas. • A developed behaviour curriculum for the St. Gregory's child, personalised and individual where necessary, is supporting improving attitudes and behaviour, including addressing specific areas of need. • High quality CPD for teachers, teaching assistants and subject leaders continue to develop understanding and practice that support positive learning behaviours. • Reports show fewer to no incidents of low-level disruption. • Children are respectful, resilient and independent learners, ready to take ownership of their learning. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14, 022

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|---|
| Providing cover time to undertake Professional Development: NPQs to support development and retention of staff. | Protected time for professional development and leadership release allows teachers to be informed about evidence-based practice, and with dedicated leadership development time, allows this training to be filtered through to teaching and support staff so it may positive impact pupils' outcomes. Collaboration and reflection between teachers and leaders continues to enhance teaching and learning. | Challenges 2 and 4 £256.50 |
| Ongoing training for teaching and support staff in early reading, including phonics. | Continued Professional Development (CPD) is a vital element to the ongoing development of teaching practice in order to positively impact pupils' learning, especially when linked to PP children. Evidence suggests that the effectiveness of phonics and early reading teaching is directly related to the pupils' stages of reading development. It is therefore essential that teachers receive professional development in effective teaching and assessment of phonics and early reading techniques. | Challenges 2 and 4 £5,216.96 |
| Implementation of Reading Plus diagnostic and reading enrichment resource, with professional development for staff | The use of high-quality, informative and efficient resources is paramount to ensuring teacher and pupil time is used effectively with positive impact on outcomes. Reading Plus trials demonstrated considerable positive impact on pupil outcomes: across a two-month period, the majority of pupils made 9 months' progress, with fluency gains ranging from 10wpm to 28wpm. There were also improvements in pupils' engagement and enjoyment of reading. Reading Plus is currently subject to an Education Endowment Foundation (EEF) research study, the results of which will be published before the end of this three year strategy. | Challenges 2 and 4 £2,550 |
| Quality first teaching approaches, enhanced by knowledge and understanding of adaptive practice, are carefully considered as part of | Research-informed resources such as the EEF Teaching and Learning Toolkit and research-informed approaches such as WalkThrus, support the development of a toolkit which is bespoke to St. Gregory's and lived daily by all staff. An ongoing schedule of | Challenges 2 and 5 (Funded by school budget) |

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| ongoing staff development; this includes using the Teaching and Learning Toolkit and WalkThrus, with a particular focus on the educational experience and outcomes of PP children. | continued professional development ensures that practice in these areas remains strong and developing, so all are positively impacted in their learning, particularly PP children. | |
| To draw upon the expertise of consultants for Maths and English, developing the teaching and leadership of core subjects to positively impact teaching and learning, including for PP children. | To enhance teaching and leadership for all pupil outcomes, including those of Pupil Premium students, St. Gregory's engages consultants specialising in education strategies. They utilise data analysis, incorporating mathematical metrics like progress scores and attainment gaps, alongside English language assessments to identify areas for improvement. Through diagnostic visits and subsequent tailored training sessions, these experts support staff in refining teaching practice, fostering leadership development, and implementing evidence-based practices to ensure equitable progress for every student. The consultants used have worked long-term in local schools which have been graded as Outstanding consistently, achieving exceptional outcomes for their cohorts over time. | Challenges 2, 4 and 5 Maths Consultancy: £3225 English Consultancy: £2775 |

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

Budgeted cost: £2186

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Reading Intervention: Reading Recovery teacher implementing Reading Recovery strategies within our St. Gregory's approach. | A dedicated Reading Recovery teacher implements evidence-based Reading Recovery strategies to enhance pupils' phonics and early reading outcomes. Working intensively with targeted students, the teacher provides personalised, one-to-one interventions focusing on developing phonic knowledge and practice, decoding, fluency, and comprehension skills. Progress data shows significant improvements in phonics screening scores and early reading assessments, with struggling readers gaining confidence and closing attainment gaps and making accelerated progress from their individual starting points. The strategies also support classroom teachers in embedding effective early reading practices. Parents are also actively learning from the process, through observing sessions and regular dialogue with our dedicated teacher. Evidence demonstrates the positive impact of phonics | Challenges 2, 4 and 5 Crossover - costed above |

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| | <p>interventions (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) and comprehension interventions (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies).</p> | |
| <p>Speech and Language Therapy and Interventions, particularly across EY and KS1: SALT with Mrs Chapman; 'Time for Sounds', leading in to 'Welcomm'. Specialist training and professional development for staff; families invited to share strategies for home learning and enhancements.</p> | <p>St. Gregory's employs a speech and language therapist to deliver weekly speech and language therapy, and work alongside leaders to enhance early language acquisition interventions, targeting EYFS and KS1 pupils, including those eligible for Pupil Premium. Research highlights the critical link between early language skills and future academic success, with the EEF reporting up to six months' additional progress through high-quality language interventions. These targeted sessions improve vocabulary, communication, and comprehension, equipping disadvantaged pupils with foundational skills essential for reading, writing, and overall learning development. Families are active participants in this work, invited to observe, join and replicate sessions and strategies at home.</p> <p>Communication and language interventions have a very high impact on pupil outcomes: https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1727626351</p> | <p>Challenges 2, 4 and 5</p> <p>£937.50</p> |
| <p>Maths Interventions: 1st Class at Number; 1st Class at Number 1</p> | <p>Training the maths lead and designated staff to implement <i>1st Class at Number</i> and <i>1st Class at Number 1</i> maths interventions from School Improvement Liverpool will accelerate progress for targeted pupils. Evidence from the Education Endowment Foundation (EEF) shows that structured, small-group interventions can lead to an additional four months' progress; outcomes from the programme itself, used in other settings, demonstrate positive outcomes for all children, including those with PP. These programs focus on developing core number skills, reasoning, and fluency, resulting in measurable improvements in maths attainment, particularly for disadvantaged pupils needing additional support to close attainment gaps.</p> <p>This intensive 10-week intervention has a proven impact for children to make on average an additional two months' progress. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</p> | <p>Challenge 2 and 4</p> <p>£26.64</p> |
| <p>Training for Teaching Assistants to support high</p> | <p>Well-implemented CPD for TAs leads to better support and challenge for children. TAs who are</p> | <p>Challenges 2, 3 and 5</p> |

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| <p>quality provision within the classroom, through regular dedicated CPD time from both internal staff and specialist visitors, including Inclusion Consultant etc.</p> | <p>equipped with evidence-based strategies can provide targeted interventions, personalised support and effective classroom support. This, in turn, improves pupil engagement, learning experiences and overall improved achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> | <p>£1222.08</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1512.52

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Actions which support excellent attendance:</p> <ul style="list-style-type: none"> • Weekly attendance meeting with key leaders and admin staff; • Attendance incentives targeted based on data; • Bespoke proactive and reactive communication with families based on emerging trends i.e. targeted text system; • Meetings with parents where patterns, trends or concerns arise; • Half-termly attendance reports; • First day response, including home visits where necessary; • Bespoke support for individual children and families, i.e. Early Help, School Nurse, Sefton LA Attendance Team and individual action plans. | <p>Education Endowment Foundation (EEF) attendance research helps schools identify effective strategies to improve attendance, a key factor in pupil outcomes. The research emphasises early intervention, personalised support, and family engagement to address barriers to attendance. For PP pupils, improving attendance can reduce learning gaps and enhance progress. Incorporating these evidence-based approaches into a pupil premium strategy ensures targeted support, fostering better engagement, academic success, and overall well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> | <p>Challenges 1 and 5</p> <p>£108</p> |
| <p>Music provision – all children to learn an instrument from Y3 upwards</p> | <p>The Education Endowment Foundation (EEF) highlights that music specialist teaching enhances cognitive development, creativity, and academic outcomes, particularly in literacy and numeracy. Music education fosters confidence, discipline, and collaboration, benefiting disadvantaged pupils by improving engagement and reducing learning gaps. Incorporating music specialists into a pupil premium strategy provides targeted enrichment opportunities, supporting personal development and academic success</p> | <p>Challenges 1 and 5</p> <p>Funded by school budget</p> |

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| | <p>while promoting a well-rounded education for all pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | |
| <p>Specialist sports coaching – all children to be active and have substantive knowledge and skills to be applied to a variety of sports</p> | <p>The Education Endowment Foundation (EEF) research shows that sports and PE positively impact pupils' physical health, social skills, and academic performance. Participation enhances engagement, teamwork, and resilience, particularly benefiting disadvantaged pupils by fostering confidence and well-being. Integrating sports and PE into a pupil premium strategy provides targeted opportunities to support holistic development, narrowing attainment gaps and promoting both personal growth and educational success.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>#</p> | <p>Challenges 1 and 5</p> <p>Funded by school budget</p> |
| <p>Training and resources to support pupils' personal, social and emotional mental health and wellbeing: Lego Therapy; Play Therapy.</p> | <p>The EEF has not conducted specific research on play therapy or lego-based therapy, however both interventions are recognised for the positive impact of play-based interventions, on pupil outcomes. Play therapy is a psychotherapeutic approach which supports emotional well-being, social skills, and academic progress, particularly benefiting pupils facing barriers to learning; it helps children to explore their lives and freely express repressed thoughts and emotions through play, particularly effective for children who have experienced trauma, anxiety or other emotional difficulties. Lego therapy is a structured, group-based intervention that uses lego activities to support collaboration and communication through structured play, and has proven effective in enhancing teamwork, problem-solving, and confidence through developing skills such as turn-taking, sharing, listening and communication. For pupils eligible for PP, these strategies can promote social interaction and teamwork whilst address specific challenges, fostering engagement and reducing learning gaps. By incorporating play-based therapies within a pupil premium strategy, we are able to provide targeted support that promotes both personal development and academic success.</p> | <p>Challenges 3 and 5</p> <p>Lego Therapy £134.20</p> <p>Play Therapy £13.32</p> |
| <p>Support in ensuring PP children can access the full range of opportunities at St. Gregory's, including extracurricular clubs, school trips and residential:</p> <ul style="list-style-type: none"> • 50% subsidy for school trips and residential (with | <p>The Education Endowment Foundation (EEF) highlights that extracurricular activities boost pupil outcomes by improving engagement, confidence, and social skills. These activities, such as arts, sports, and academic clubs, provide opportunities for enrichment and teamwork, particularly benefiting disadvantaged pupils. Incorporating</p> | <p>Challenges 3 and 5</p> <p>£917</p> |

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| <p>additional bespoke support where needed)</p> <ul style="list-style-type: none"> • 50% subsidy for wraparound provision • One free club per academic year for PP children. | <p>extracurricular activities into a pupil premium strategy ensures targeted access, helping to close learning gaps and enhance personal development, ultimately supporting both academic success and overall well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | |
| <p>Enhanced parent communication and workshops:</p> <ul style="list-style-type: none"> • Stay & Pray Class Worship; • Specialist Parent Workshops i.e. OT Sensory, ADDvanced Solutions etc. • Internal Parent Workshops, i.e. Cognitive Learning Theory, Supporting Long-Term Learning, Making Best Use of Knowledge Organisers, Supporting Spelling etc. • Curriculum Showcases, sharing curriculum learning in a celebratory session • Regular newsletter updates with 'Curriculum Spotlights' | <p>Effective communication with parents plays a vital role in our pupil premium strategy. Research consistently demonstrates a strong connection between parental involvement and positive student outcomes; parents are the primary care givers. When parents actively participate in their children's education, students tend to achieve higher academic success, maintain better attendance, and experience improved social and emotional well-being. Tailored communication with parents, with a clear focus on learning, helps build a collaborative partnership. By regularly sharing updates on student progress, attendance, and learning behaviours, we establish a shared source of external motivation for students. Our dedication to transparent and meaningful communication ensures that parents remain active partners in their child's education, fostering overall success.</p> | <p>Challenges 2, 3, 4 and 5</p> <p>Funded by school budget</p> |
| <p>Specialist teaching opportunities for Art and DT</p> | <p>Specialist expert teachers are integral to our pupil premium strategy, playing a key role in improving student outcomes. Their deep subject knowledge and pedagogical expertise enable them to differentiate instruction, adapting it to meet the unique needs of each student. This personalized approach ensures that pupils, particularly those eligible for pupil premium, receive targeted support to address learning challenges. Research highlights the significant impact specialist teachers have on student attainment and progress as well as the significant personal and emotional impact in pupil mental health and wellbeing, in self-esteem and attitude to learning. Their expertise elevates the quality of teaching, resulting in improved outcomes. Students benefit from tailored interventions, constructive feedback, and the implementation of evidence-based strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | <p>Challenges 3 and 5</p> <p>£340</p> |

Total budgeted cost: £17,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- *Data up to Sep 2024 indicates that Children eligible for FSM and ever 6 (This number has since increased.)*
- A small number of disadvantaged children did not achieve the expected phonic score. Their average score was 16, compared to their disadvantaged peers nationally averaging at 30.
- For the Y4 Multiplication Tables Check exercise, there were no disadvantaged children in our Year 4 cohort and therefore no statutory assessment data.
- For the end of KS2 Statutory Assessments, there were no disadvantaged children in our Year 6 cohort and therefore no statutory assessment data.
- Attendance data from the academic year 2023-2024 indicates that children eligible for FSM had overall average attendance of 90.1% compared with their non-FSM peers' average at 95.5%. School attendance as a whole averaged at 95.2%, 1% above local data and 1.3% above national data.
- Some of our children eligible for pupil premium require further support in managing their mental health and wellbeing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| n/a | n/a |
| | |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

n/a

The impact of that spending on service pupil premium eligible pupils

n/a