

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school

School overview

Detail	Data
School name	St Gregory's Primary
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	1 December 2025
Date on which it will be reviewed	1 December 2026
Statement authorised by	J Farndale
Pupil premium lead	H Shears
Governor / Trustee lead	S Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,965
Recovery premium funding allocation this academic year	£0
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	£ 26,965

Part A: Pupil premium strategy plan

Statement of intent

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 ELSA 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 purposeful marking and feedback, so children understand their next steps.
- 1-1 support
- Additional teaching and learning opportunities provided by 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.

Challenge number	Detail of challenge
1	Emotional wellbeing – in some circumstances linked to changes at home
2	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
3	Children not having an excitement to read and do not fully engage in the 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.

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.	PP 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, 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 emotional 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, residential etc
Pupils will have access to regular ELSA or nurture as needed 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 ELSA sessions, 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 taking on roles of responsibility including pupil council. • 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 this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relational practice training for all staff	A consistent approach, focusing on building relationships, consistency and emotional coaching (£500)	1
Recruitment of Teacher for year 3/4	Small class sizes enables to ensure that pupils receive more direct support from the class teacher. This also means there are staff available to help children discuss their feelings and meet their emotional needs.	1, 3

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

Budgeted cost: £5,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timely interventions are put in place including phonics tutoring, precision teaching (spelling and number facts), speech and language interventions	• 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. •	1, 3
Purchase web-based programs to be used in school and at home. • Times table Rockstars • Nessy spelling and reading	EEF toolkit – parental engagement EEF guide to pupil premium – targeted academic support EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	1, 3
Little Wandle phonics subscription and resources	Schools which have a consistent approach achieve good results. Children need to experience, and be exposed to good quality texts in order to raise expectations and improve their language skills. Improvement of language skills can build pupils confidence and help them feel better about themselves.	1, 3

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

Budgeted cost: £3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. ELSA and Nurture sessions weekly for identified children	Pupils develop socially and emotionally supporting self-confidence and positive learning behaviours.	1,
2. ELSA to attend supervision session with EP	Taking a coordinated approach to mental health and wellbeing in schools and colleges leads to	

3. Well-being resources and mental health resources bought for school including selection of books and games etc 4. On going costs of guinea pigs used for nurture	improved pupil and student emotional health and wellbeing which can help readiness to learn. To provide children with opportunities to develop self-esteem and confidence in social groups, which is known to have a positive impact on learning. Children will feel happier being in school we will see an increase in their self-esteem and self confidence in class and school activities. Pupil surveys reflect greater enjoyment and engagement in school.	
50% contribution towards school trips, including residential (£1700)	Ensure finances are not a barrier to actively taking part in all the school has to offer. Children and families can feel isolated if not able to take part in all school events Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils Learning is contextualised in concrete experiences and language rich environments.	2
Library refit (£750)	An attractive reading environment and wide range of materials helps to engage pupils with reading. Offering a range of good quality texts to take home can help to engage all member of the family with reading.	3
Breakfast club and afterschool club	Ensuring that pupils basic needs are met helps them to be ready to learn and improves concentration.	1

Total budgeted cost: £20,658 (£5,500 to carry over for 2025-2026)

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 2024 to 2025 academic year.

We continued to implement our new Enquiry based curriculum, Curious City. The children showed high levels of engagement which was also reflected in pupil voice surveys.

PP pupils were fully engaged in a wide range of trips and experiences – examples of these: London theatre trip, residential, sailing. External opportunities to take part in events with other settings - these are all evidenced through photos / pupils' books / website

FSM children had trips to; the Sea City museum in Southampton; The Newt; the theatre in London to see Matilda; the Pantomime in Bournemouth; residential to Springhead in Fontmell Magna and Barton Hall in Devon.

FSM children engaged in cultural and many PE activities, including swimming and forest school – see PE funding report,
Opportunities to attend all clubs offered across the school – if externally paid for, cost met by school.

We offered Breakfast / After school care and 4 of these pupils regularly attended, which supported our parents – the costs were covered for this.

Interventions / Support

- Reading – daily reading support with an adult to have opportunities to explore books more readily.
- Nessy (spelling and reading) this is an evidence-based intervention we had hoped would help to engage the pupils. However, analysis of data showed that nearly all the pupils did not make the anticipated progress in their spelling. Each were offered an hour in school and advised to complete 30 minutes at home – the home target was rarely achieved. We have since decided not to continue this and are looking at another spelling program so staff can directly teach spelling to their pupils.
- 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.
- ELSA and Nurture run as needed. 6 PP pupils accessed these over the year. 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. The nurture room was enhanced to offer a dedicated space for this and to make resources more accessible. We observed a difference in the children when they selected to go to their safe space and use activities as modelled.
- Daily morning nurture for an individual pupil who needed enhanced support to transition in to school in the mornings. This child's engagement in morning learning tasks, especially maths, increased as a result of the intervention

Animals in school:

- Guinea pigs – children de-escalated very quickly when they are able to hold our guinea pigs. These pupils also show an increase in self-worth, needing to take responsibility for these animals.

Library refit

The old library was relocated to a more suitable room. The reading materials were sorted to ensure they were appealing and appropriate, and additional books ordered. New storage was purchase to ensure the books were accessible, and lights and rugs were added to the room. The children report that they like using this space and each class visits the library weekly which was not practical in the previous location. Pre-school also visit to borrow books so we can help promote the love of reading even before they join as at St Gregory's. A reading café has also been started to invite parents into school to share books with their children and to help promote sharing a love of books.

Data

During this academic year we had 18 pupils on PP. Due to changes in pupil pupils leaving or joining the school, in year, it is hard to accurately compare data to monitor progress.

Reading

		2024-2025 Sum2 Main Assessment					
2023-2024 Sum2 Main Assessment	No Data	3 pupils (17%)		1 pupil (6%)	2 pupils (11%)		
	Below		1 pupil (6%)	2 pupils (11%)			
	Working Towards			1 pupil (6%)			
	Expected				1 pupil (6%)		
	Greater Depth					1 pupil (6%)	1 pupil (6%)
	WBS		1 pupil (6%)				
	Just Below		1 pupil (6%)	1 pupil (6%)	1 pupil (6%)		
	On-Track				1 pupil (6%)		

2 pupils consistently achieved Below ARE

1 pupil progressed from Below ARE to Just below

2 pupils stayed at Just below

4 pupils were consistently ARE

1 pupils consistently working at GD

1 pupil being monitored for moving from GD to approaching GD

1 pupil moved from Just Below to Below but this was closely monitored due to individual needs

WRITING

2024-2025 Sum2 Main Assessment

		No Data	Below	Working Towards	Expected	Greater Depth
2023-2024 Sum2 Main Assessment	No Data	3 pupils (17%)		1 pupil (6%)	2 pupils (11%)	
	Below		2 pupils (11%)	2 pupils (11%)		
	Working Towards			1 pupil (6%)		
	Expected					1 pupil (6%)
	Approaching Greater Depth				1 pupil (6%)	
	WBS		1 pupil (6%)			
	Just Below		1 pupil (6%)	1 pupil (6%)		
	On-Track			1 pupil (6%)	1 pupil (6%)	

4 pupils were working Below which is consistent with the previous year

5 pupils working at Just below, which was slightly less than the year before

5 pupils were working at ARE or above

1 pupil progressed from ARE to GD

2 pupils progressed from Below to working towards

MATHS

2024-2025 Sum2 Main Assessment

		No Data	Below	Working Towards	Expected	Greater Depth
2023-2024 Sum2 Main Assessment	No Data	3 pupils (17%)		1 pupil (6%)	2 pupils (11%)	
	Below		1 pupil (6%)	2 pupils (11%)		
	Working Towards			3 pupils (17%)		
	Expected			1 pupil (6%)		
	Greater Depth					1 pupil (6%)
	WBS		1 pupil (6%)			
	Just Below				1 pupil (6%)	
	On-Track			2 pupils (11%)		

2 pupils progressed from Below to Just below

However, 3 pupils moved from ARE to just below