

Pupil premium strategy statement: St Gregory The Great Primary 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 effect that last year's spending of pupil premium had for disadvantaged pupils within our school.

School overview

Detail	Data
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	15% (62/412)
Academic year/years that our current pupil premium strategy plan covers	2025/6, 2026/7, 2027/8
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Olivia Lines, Acting Headteacher
Pupil premium lead	Sarah Fairs, Inclusion Manager
Governor / Trustee lead	Anna Elliott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105565.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£105565.00

Part A: Pupil premium strategy plan

Statement of intent

At our school, Pupil Premium funding is strategically allocated to ensure that disadvantaged pupils receive the support they need to thrive both academically and emotionally. We invest in:

- High-quality teaching that meets the diverse needs of all learners
- Targeted interventions for individuals and small groups to close attainment gaps
- Pastoral and emotional support that nurtures wellbeing and resilience

Our goal is to ensure that pupils eligible for Pupil Premium make progress in line with their peers, empowering every child to reach their full potential and participate fully in the life of our school community.

We are committed to ensuring that every pupil, regardless of background or barrier, has equitable access to the knowledge, skills, and experiences they need to thrive. Through a culture of high expectations and inclusive support, we aim for all children to:

- Make strong progress across the curriculum
- Achieve highly in both academic and wider school life
- Develop the confidence and capability to succeed beyond school

Our Pupil Premium strategy is rooted in this ambition: to close gaps, raise aspirations, and empower every learner to fulfil their potential.

Our approach is evidence-informed. It is based on the three central pillars of our strategy are underpinned by the EFF's core strategies of Quality First Teaching, Targeted Academic Support, and Wider Strategies.

Challenges

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

Challenge number	Detail of challenge
1	Underperformance in core subjects. Assessments data indicates that those pupils entitled to pupil premium funding are working below age-related expectations in Reading, Writing and Maths than their peers. This gap is particularly prominent in all year groups in Writing
2	Powerful knowledge. EYFS Early Learning Goals, Foundation assessments, pupil voice and observations, show that children in receipt of pupil premium have significant gaps in their knowledge and understanding of the world which prevent them fully accessing the curriculum and building schema of powerful knowledge.

	This lack of knowledge affects their ability to visualise problems, and thus also prevents them from achieving in Maths and STEM subjects.
3	Quality-First Teaching. Teaching throughout the school is not yet consistently adapted to meet the needs of all pupils. Data suggests this adversely affects children in receipt of pupil premium relative to their peers. Ensuring consistent adaptations would make learning accessible and increase pupil engagement and confidence.
4	SEND & Pupil Premium. 29 disadvantaged pupils at St. Gregory's have SEND need. This is a small percentage of our cohort, however none of these pupils are currently working at the age-related expectation in combination of Reading, Writing and Mathematics.
5	Speech & Language. Data suggests pupils in receipt of pupil premium are more affected by difficulties in receptive and expressive language than their peers. This affects their ability to access the Systematic Synthetic Phonics programme (ULS) Literacy teaching. In turn, this a contributory factor for pupils in receipt of pupil premium who underperform compared to their peers in writing.
6	SEMH. Increasingly, pupils eligible for Pupil Premium funding are facing significant social, emotional, and mental health (SEMH) challenges that can impact their ability to engage with learning and thrive in school. This can present itself as limited self-esteem or confidence and challenges regulating behaviour due to stress, trauma or instability. Early identification and tailored support for these pupils is a key strand of our strategy.
7	Identification of need matching deployment of staff. Our Pupil Premium strategy is driven by a commitment to precision in identifying individual pupil needs and aligning staff expertise accordingly. We recognise that effective support begins with understanding the specific barriers faced by disadvantaged pupils and deploying the right adults to address them.
8	Attendance. Attendance for pupils eligible for Pupil Premium at our school is currently below the national average (93.3%). We recognise that poor attendance can significantly impact academic progress, wellbeing and long-term outcomes. Therefore, addressing this is a key priority in our strategy.

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
Our ambition is for all pupils eligible for Pupil Premium to make strong progress and achieve highly all subjects in all year groups.	A comprehensive assessment approach, including book scrutiny, pupil conferencing, standardised testing, and teacher judgment will demonstrate that Pupil Premium pupils are making clear progress towards, and in many cases beyond, age-related expectations (ARE) in reading, writing, and maths.

Children retain key information in all subjects and are able to produce coherent links across and between subjects	The enacted curriculum allows all children to access powerful knowledge, to retain it, and to connect it to other domains. Teachers use accurate assessment against the school's revised curriculum to swiftly identify gaps in knowledge and ensure every child has the necessary knowledge.
Teaching across the school will consistently reflect our structured approach to embedding Quality First Teaching. This ensures that a growing number of pupils entitled to Pupil Premium are achieving expected standards or exceeding them in core subjects.	Planning and lesson observations consistently reflect the use of evidence-based strategies, including pre-teaching of key vocabulary, structured recall of prior learning, chunking content, ongoing assessment with responsive adaptation, and scaffolded modelling to reinforce key concepts. Assessment data will indicate that all pupils have made at least expected progress.
Pupils with Pupil Premium, across all year groups attain Phonics benchmarks and are assessed as ARE for Speaking and Listening	WellComm screening is used consistently to identify and address weaknesses in pupils' expressive and receptive language. Overall assessment based on books, pupil conferencing, standardised testing, teacher assessment and WellComm screening will demonstrate that pupils have made progress towards or beyond ARE in Phonics and Speaking and Listening.
Pupil Premium pupils will thrive in a nurturing and inclusive school environment where they feel safe, valued, and understood. Staff will build strong, trusting relationships with these children, creating a foundation for emotional security and positive engagement. Carefully tailored interventions, delivered through consistent routines and responsive support, will help pupils develop the emotional resilience and self-regulation skills needed to access learning confidently.	Staff are trained to identify SEMH needs early and respond with empathy and expertise, ensuring that barriers to learning are addressed holistically All children across the school will have identified Emotionally Available Adults to support their SEMH needs. Pupils with Pupil Premium will demonstrate an increased confidence and feel safe, supported, and ready to thrive. These children, many of whom face significant social, emotional, and mental health challenges, will begin to show greater emotional stability and improved behaviour. With consistent routines, trusted adult relationships, and tailored interventions in place, pupils will develop the self-regulation skills needed to manage their emotions and respond positively to the demands of school life. Their academic progress will accelerate, with more children reaching or exceeding age-related expectations.
At the heart of our approach to supporting pupils with Pupil Premium is a structured cycle of Pupil Progress meetings, involving key staff and parents. These regular reviews ensure that teaching staff can deliver focused catch-up and	Success will be evident when pupils with Pupil Premium receive timely, tailored support that enables them to make accelerated progress across the curriculum. Staff will be deployed strategically, informed by robust pupil progress reviews and detailed provision mapping, ensuring that every intervention is purposeful and impactful. Teachers and support staff will have a clear understanding of each pupil's needs, and provision will be regularly reviewed and refined through termly meetings. These reviews will include specific focus

intervention strategies tailored to individual needs. Staff are deployed strategically, allowing for targeted support that leads to accelerated progress. SEND-specific meetings are embedded within this cycle, enabling early identification of additional needs and the development of detailed provision maps. This process strengthens accountability and ensures that support is both precise and responsive. Provision maps are reviewed termly, directly informing how teaching staff are allocated to maximise impact. As a result, pupils receiving Pupil Premium funding benefit from a coordinated, ambitious approach to learning that drives measurable progress and helps close the attainment gap.	on SEND, allowing for early identification and responsive planning. As a result, provision maps will become more precise, and accountability for pupil outcomes will be strengthened.
Pupils eligible for Pupil Premium funding will attend school regularly and punctually, Through early identification, personalised support, and strong relationships with families, pupils will develop a positive attitude toward school and understand the value of consistent attendance.	Success will be reflected in a noticeable and sustained improvement in the attendance of Pupil Premium pupils. Over time, persistent absence will decline, and attendance rates for disadvantaged pupils will move closer to, or exceed, national expectations. As pupils attend more consistently, they will benefit from greater continuity in their learning, leading to improved academic outcomes and stronger engagement in the classroom. Families will feel more connected to the school community, and staff will be confident in using data and pastoral insight to tailor support
More pupils are in school to benefit from the support and education on offer	Fewer children have attendance below 90%, children in receipt of Pupil premium in others are as likely to have attendance below 90%, Parental presence at school events increases.

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.

Where possible, our evidence is based on research-informed practices. The Chartered College of Teaching defines this as either/ or: the best available research, professional judgement or expertise, and contextual facts and understanding.

Teaching

Budgeted cost: £ 66,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rigorous, detailed Pupil Progress cycles. Leaders capture impact through a plan-do-review cycle. Leaders establish thrice yearly detailed and rigorous pupil progress meeting cycles. Data is systematically gathered at those cycles to identify barriers to learning and involvement in school. For each barrier, leaders and teachers agree on evidence-informed, quality-first teaching strategies which will mitigate the effects of these barriers.	Having a detailed individual understanding of each pupil's learning needs means that leaders can make sure that academic and pastoral support is specific, well matched and carefully monitored for impact. Detailed, holistic monitoring of every child ensures no child's barriers are left unexamined because the child is 'coping'	1,3,4
Ongoing Continued Professional Development training in Assessment for Learning and adaptive teaching. CPD will target improving adaptations, Team Teaching, retrieval and metacognition opportunities, opportunities to apply skills and knowledge, teaching for mastery, pre-teaching and exposure to technical, subject specific vocabulary.	Sims et al (2021) identifies that dynamic PD has increased impact on pupil attainment. Evidence is clear that timely addressing of misconceptions and gaps in knowledge through 'live' feedback is most effective in addressing misconceptions and gaps in knowledge. EEF toolkit guidance suggests that this effective feedback (assessment) may increase pupil outcomes by +6 months. <u>EEF Teacher Feedback to Improve Pupil Learning</u> <u>EEF Effective Professional Development</u>	1, 2, 3,6

The Senior Leadership Team (SLT) outline expectations of Quality First Teaching (QFT) for all teaching staff. QFT at St Gregory's involves the gradual withdrawal of support over a learning episode, so that all children are exposed to sufficient levels of exposition, shared practice, guided practice and independent practice to enable them to learn. QFT targets are included on all PM documents. This forms the basis of monitoring and staff development.	Kirschner et al. (2006) provide an overview of how such instructional methods take account of the cognitive architecture of the learning process and how the advantage of guidance begins to recede only when learners have sufficiently high prior knowledge to provide "internal" guidance. Rosenshine's meta-analysis suggests that high quality direct instruction has the single greatest impact on pupil outcomes, especially for disadvantaged pupils. <u>Five a day: supporting high-quality teaching for pupils with SEND</u> <u>EEF Cognitive Science Review</u>	1, 3
Continued Professional Development training for teachers and teaching assistants in teaching Mathematics. Subject lead to attend Primary Subject Leader Network Meetings Staff Meetings to deliver CPD	Sims et al (2021) identifies that dynamic PD has increased impact on pupil attainment. GlowMaths is a tested, evidence-based programme with a record of raising student attainment. EEF Toolkit shows that Mastery Learning (+5 months) and targeted interventions (+4 months) raise pupil attainment <u>EEF Improving Mathematics in Early Years and key Stage 1</u> <u>EEF Improving Mathematics in Key Stages 2 and 3</u>	1
Continued Professional Development training for teachers and teaching assistants in developing and supporting foundational aspects of writing. Subject lead to attend Primary Subject Leader Network Meetings Release time to focus on developing a Writing Curriculum secure in foundational skills Staff meetings	Sims et al (2021) identifies that dynamic PD has increased impact on pupil attainment. EEF Toolkit shows that Mastery Learning (+5 months) and targeted interventions (+4 months) raise pupil attainment <u>The Writing Framework</u> <u>EEF Improving Literacy in Key Stage 1</u> <u>EEF Improving Literacy in Key Stage 2</u>	1, 3
Reading comprehension strategies	EEF Toolkit suggests that consistent and explicit teaching of key	1, 3

Leaders to develop a clear progression for the taught reading strategies across school Leaders ensure all children are regularly accessing decodable texts with explicit focus on key strategies Teaching balances scaffolding reading, fluency reading, extended reading and close reading in ways appropriate to the development of pupils	comprehension strategies can raise attainment by 7 months <u>EEF Improving Literacy in Key Stage 1</u> <u>EEF Improving Literacy in Key Stage 2</u>	
Meta-cognition Adopt and fund a consistent Zones of Regulation scheme Subject Leads to identify key strategies for each subject and embed across school	EEF Toolkit suggests that using metacognitive strategies to develop resilience and self-direction in learning can raise attainment by up to 8 months <u>EEF Updated Metacognition and Self-Regulated Learning Report</u>	1,2, 7

Targeted academic support

Budgeted cost: £ 27,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use targeted academic support effectively to maximise impact Implementation of a more rigorous and more focused Pupil Progress review cycle to identify barriers to learning Development and deployment of TA teams with particular specialisms	EEF Toolkit shows targeted interventions can improve student attainment by between 4 and 6 months. <u>EEF Deployment of Teaching Assistants</u>	1,4,6,7
Targeted Speech and Language Interventions WellComm screening embedded in EYFS Speech & Language support form GCC 2 Teaching Partners to deliver Speech and Language interventions	EEF Toolkit suggest Oral Language support and interventions can raise attainment by 5 months. <u>Teaching Assistant Interventions</u> <u>EEF Communication and language approaches</u>	5
Targeted reading, writing and maths Interventions to identify gaps	EEF Toolkit suggests targeted interventions can raise attainment by 4-6 months	1, 5

Teaching Partners to deliver focused interventions in core subjects Provision Map to record impact of interventions	<u>EEF Improving Mathematics in Early Years and key Stage 1</u> <u>EEF Improving Mathematics in Key Stages 2 and 3</u> <u>The Writing Framework</u> <u>EEF Improving Literacy in Key Stage 1</u> <u>EEF Improving Literacy in Key Stage 2</u>	
Pre-teaching of reading, writing and maths Unicorn and Pegasus intervention groups to support pupils working Well Below ARE – particularly those in receipt of Pupil Premium funding.	EEF Toolkit suggests targeted interventions can raise attainment by 4-6 months Clark, Nguyen and Sweller (2006) show the clear benefits of pre-teaching in reducing cognitive load, Smets & Struyven (2018) shows academic and broader benefits <u>EEF Improving Mathematics in Early Years and key Stage 1</u> <u>EEF Improving Mathematics in Key Stages 2 and 3</u> <u>The Writing Framework</u> <u>EEF Improving Literacy in Key Stage 1</u> <u>EEF Improving Literacy in Key Stage 2</u> <u>Teaching Assistant Interventions</u>	1, 5.
Phonics/Reading Support Specialist Teaching Partners to deliver Keep and Catch-Up interventions in KS1/LKS2 Nessy Dyslexia Quest and Literacy Programmes to support children	The EEF Toolkit suggests that an effective Phonics Programme adds 5 months to attainment.	1
Colourful Semantics 1r. Use of consistent colourful semantics approach to be incorporated into writing lessons 5e. Under guidance from SaLT, interventions to support oral sentence construction	Foundational knowledge is key to children's future attainment. Many of our disadvantaged children enter school unable to speak in full sentences. Evidence is clear that explicit teaching using visual prompts has a disproportionate impact on disadvantaged children.	1, 5

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

Budgeted cost: £ 11,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased funding of a pastoral team with a specific focus on increasing attendance and reducing persistent absence. Termly monitoring of attendance to ensure early identification and allocation of support Timely escalation to Attendance Improvement Meetings (AIM) support Plans Pastoral support for those families of children in receipt of Pupil Premium	Increased parental engagement can increase attainment by up to 4 months (EEF Toolkit) <u>EEF Supporting Attendance</u> <u>Working with parents to improve children's learning</u>	8
Ensure all children receive a home visit prior to arrival in school Release time for EYFS teacher and teaching Partner to visit every child home in the Summer Term prior to attending school Release time for whole team discussions to identify priority need and ensure support is in place SLT (SENDCo) to attend Nursery reviews and support Nursery SENDCos	Evidence supports swift identification of children's learning <u>Working with parents to improve children's learning</u>	4, 5
50% funded co-curricular activities and learning experiences Children in receipt of PP to be offered 50% discount on co-curricular activities Staff release to ensure co-curricular activities to be carefully planned and sequenced to support the class time curriculum. Children in receipt of PP to be targeted and offered places at co-curricular clubs of high interest to them	Lee Elliot Major's metanalysis in <i>Equity in Education</i> identifies lower cultural capital and code-switching ability as barriers to many disadvantaged children's learning. Targeted, planned co-curricular activities deepen understanding of the planned curriculum and encourages code switching between formal learning and episodic memories.	2
Pastoral Support 2 dedicated practitioners support highest need children with a range of therapeutic interventions Play therapy, Nurture Group, Counselling	EEF Toolkit suggests that using metacognitive strategies to develop resilience and self-direction in learning can raise attainment by up to 8 months	7

	<u>EEF Updated Metacognition and Self-Regulated Learning Report</u>	
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Total budgeted cost: £105565.00

Part B: Review of the previous academic year

KS1 SATs Results for Disadvantaged Pupils July 2025

KS1 Individual Reading, Writing and Maths Attainment For Disadvantaged Pupils at EXS+ (2024-2025)			
	St. Gregory PP	St. Gregory Non-PP	St. Gregory Gap
Reading	47	79	-32
Writing	48	64	-16
Maths	49	78	-29

Reading: Disadvantaged pupils achieve an average of 47% at expected standards compared to 79% of non-disadvantaged pupils, leaving a -32% gap. This indicates significant challenges in early decoding, comprehension, and phonics application.

Writing: Outcomes are slightly stronger, with disadvantaged pupils averaging 48% compared to 64% of their peers (-16% gap). However, sentence construction, stamina for writing, and spelling remain areas of concern.

Maths: Disadvantaged pupils average 49%, while non-disadvantaged pupils achieve 78%, a -29% gap. Number fluency and application of basic operations are weaker among disadvantaged pupils, requiring targeted intervention.

Summary for KS1: The widest attainment gaps occur here, particularly in Reading (-32%) and Maths (-29%). This reflects difficulties in securing foundational skills, which risks compounding as pupils move into KS2.

KS2 SATs Results for Disadvantaged Pupils July 2025

KS2 Individual Reading, Writing and Maths Attainment For Disadvantaged Pupils at EXS+ (2024*2025)			
	St. Gregory PP	St. Gregory Non-PP	St. Gregory Gap
Reading	54	80	-26
Writing	33	51	-18
Maths	57	76	-19

Reading: Disadvantaged pupils achieve 54% compared to 80% of non-disadvantaged pupils (-26% gap). While the gap narrows slightly compared to KS1, comprehension and inference remain weaker areas.

Writing: Disadvantaged pupils average 33%, compared to 51% of non-disadvantaged pupils (-18% gap). Written communication, extended writing, and grammar continue to be significant barriers.

Maths: Disadvantaged pupils achieve 57%, while non-disadvantaged pupils achieve 76%, leaving a -19% gap. Although the gap is smaller than in KS1, disadvantaged pupils still struggle with problem-solving and applying mathematical concepts to new contexts.

Summary for KS2: Gaps remain across all subjects, though they are narrower than in KS1. This suggests that interventions in KS2 have some impact, but disadvantaged pupils are not closing the gap, particularly in Writing (-18%). As a result Writing will continue to be a focus of this new Pupil Premium Strategy

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

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information

As a Catholic School at the heart of the community, St Gregory's provides the following support for families as part of this mission, independently of its pupil premium funding allocation. However, these programmes disproportionately benefit those families who face financial challenges.

Support with
Attending events When parents are invited into school (e.g. school plays, parent's evenings) a range of times are offered to suit all families, and alternative arrangements (including virtual meetings) made for those still unable to attend.
Clothing and Uniform The school has a uniform bank where quality second-hand uniform can be obtained for a voluntary donation.
Obtaining sanitary products Sanitary towels are available in Year 5/6 classrooms for children in any year group who need them.
Support with benefits and housing claims Where appropriate, St Gregory's will support families to obtain the financial support they are entitled to, either by providing evidence or advice in how to make claims.
Financial support. St Gregory's provides food parcels/vouchers on a discretionary basis, and works with other local charities or organisations to provide additional support, for example furniture, toiletries and clothing. This support is offered discreetly through the Pastoral Team Mrs Penelope Oliver and Miss Kate Heal.
Breakfast and After-School Club St Gregory's has an independent breakfast and after-school club on the school site provided by the Child Care Trust. Free or subsidised places are offered on a discretionary basis to support children being present and prepared for school.
Reading Volunteers When there are barriers which prevent parents hearing their children read in English, the school gives their children priority access to reading volunteers in school.
Participation on school trips and visits All children are entitled to places on trips and visits within our core curriculum. Where there are barriers to participating in visits and trips beyond our core curriculum, we work with families to ensure all can participate. This includes a 50% reduction in costs.
Invitation to school enrichment activities St Gregory's offer 'hot off the press' opportunities for PP families to book onto extracurricular clubs for one day before they are open to the whole school
Local Breakfast Programme. We participate in the local breakfast program which enables us to provide bagels to help against poverty. All children have access to bagels throughout the school day
Shaping Futures programme. St Gregory's are in collaboration with Pates Grammar School – this is a yearlong programme for Y4-5 children entitled to PP funding which provides them with familiarisation of grammar schools, a mentor from a grammar school and works with the parents of the child to raise aspirations within the family.
Free Events. St Gregory's provide free tickets for families in receipt of PP funding to attend some of our events that build cultural capital such as, our end of year show and Christmas events.