

# Pupil Premium Action Plan and Review 2019-20

Saint Gregory's Bath



*Saint* GREGORY'S  
*Bath*

1/9/2019

## Pupil Premium

### Principle: “In Christ We Flourish”

At Saint Gregory’s we believe that all students should be given equal opportunity to achieve irrespective of their family and social circumstances. This action plan outlines how decisions will be made on the allocation of the Pupil Premium funding and how we intend to support our Pupil Premium students and families. It also reviews the previous academic year and the effectiveness of spending.

More details on our Pupil Premium Policy and objectives can be found on our website.

### Overview of the school 2019-20

There are several variations of the Pupil Premium grant and we receive different amounts per year accordingly:

- £935 for those eligible for Free School Meals (Or anyone who has claimed over the past 6 years – Ever6)
- £2300 Post Looked After Children
- £1500 Looked After Children (this is ‘standard’ allocation from B&NES although funding levels may be increased depending on the support required for the student involved. This is determined by the B&NES Virtual School.
- £300 Children of armed service personnel

### Number of Pupil Premium students 2019-20 (as of 1.9.19):

**Y7** = 19 Total (176 in year - 10.8% PP)

**Y8** = 30 Total (174 in year – 17.2% PP)

**Y9** = 32 Total (159 in year – 20.1% PP)

**Y10** = 44 Total (168 in year – 26.2% PP)

**Y11** = 21 Total (168 in year – 12.5% PP)

**Total Y7-11: 146 PP Students (17.3% PP KS3-4 cohort)**

| <b>Saint Gregory’s Bath - Pupil Premium Profile 2019-20</b> |  |
|---|--|
| <b>Total number of Students in the school</b>               | 845 in Key Stage 3-4   |
| <b>Number of PP-eligible students:</b>                      | 146  |
| <b>Amount received between April 2018-March 2019:</b>       | Funding for FSM & Ever6 :<br>Funding for Looked after Children/Post-Adoption :<br>Funding for children of Armed Forces parents : |
| <b>Total pupil premium budget (financial year):</b>         | <b>£128,474</b>  |

# Pupil Premium Strategy Statement 2019-20

| 1. Summary information   |                      |                                       |          |                               |        |
|--------------------------|----------------------|---------------------------------------|----------|-------------------------------|--------|
| School                   | Saint Gregory's Bath |                                       |          |                               |        |
| Academic Year            | 2019-20              | Total PP budget (Sep 2019 – Aug 2020) | £136,118 | Date of most recent PP Review | 1.9.19 |
| Total number of students | 845                  | Number of students eligible for PP    | 146      | Date for next internal review | 1.9.20 |

| 2. Current attainment        |                          |                 |              |               |
|------------------------------|--------------------------|-----------------|--------------|---------------|
| Year 11 Grades (August 2019) | Students eligible for PP | Non-PP Students | Whole Cohort | National Avg. |
| % achieving EBacc            | 0                        | 26.9            | 22.6         | tbc           |
| Progress 8 score average     | tbc                      | tbc             | +0.18        | 0             |
| Attainment 8 score average   | 36.18                    | 56.98           | 51.60        | 46.70         |

| 3. Barriers to future attainment (for students eligible for PP)   |   |
|---|---|
| <b>In-school barriers</b>   |   |
| A.  | Ensuring a broad & balanced curriculum offer                        |
| B.  | Careers and guidance information                                    |
| C.  | Financial constraints for equipment and extra-curricular activities |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| D.  | Low Attendance Rate for Vulnerable Learners                         |

| 4. Desired outcomes |  | Success criteria  |
|---------------------|--|---|
| A.                  | Provide students with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals. Introduction of new courses at Key Stage 4 such as Business Enterprise and Child Development to meet the needs of students and ensure a broad and balanced curriculum offer. | Students have access to a broad and balanced curriculum and GCSE options to support their post-16 choices.                                  |
| B.                  | Increase awareness of higher education and post-16/18 options.   | All Key Stage 4 students to meet with careers advisor. Continued organisation of trip to Bath University via Wider Participation programme. |

|           |  |  |
|-----------|--|--|
| <b>C.</b> | Students to be given access to all resources needed for learning and feel supported by the school.   | All KS4 students to be interviewed and given appropriate resources for revision.   |
| <b>D.</b> | Increased focus on attendance – praise for improvement, consequences for consistent poor attendance. | Average PP attendance to be monitored by Assistant Head for Pastoral Care (STU). Improvement on last year's figures to be achieved. Average PP attendance to be above 90% (with outliers removed). |

## 5. Planned expenditure

**Academic year**      **2019-20**

### i. Quality of teaching for all

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>  | <b>When will you review implementation?</b> |
|--|--|---|---|--|---|
| All learners will experience a quality teaching experience that will allow them to achieve to their potential. | Teachers know who their PP students are and plan appropriately (blue folders)<br>Heads of Faculty's Development Plans demonstrate how PP students will be supported to achieve and exceed their Minimum Target Grades. | Focusing specifically on PP students will help to ensure that their needs are being focused clearly upon as a priority. Personalised learning – a practical guide (DfE/DCSF, 2008). | Work scrutiny and observations to take place that focus specifically on PP students. Progress of PP seen as the responsibility of all.<br>Head of Faculty/subject Teachers to identify underachievement and put appropriate interventions in place. | Director of Studies (JTI)<br>Assistant Headteacher (Teaching and Learning) JCL                                 | Ongoing throughout 2019-2020                |
| Increased staff awareness of PP students, barriers to progress and desire outcomes.                            | Staff Professional Development; new staff induction; monitoring; Faculty Agendas to highlight PP students  | Need for data driven focus - 'Supporting the attainment of disadvantaged pupils' - DfE Briefing for school leaders (Nov 2015).  | Data and information regarding PP and strategies to be sent routinely to staff after each data drop.<br>New reporting system in place from September 2019.<br>Head of Faculty to monitor groups of learners and implement appropriate interventions | Director of Studies (JTI)<br>Assistant Headteacher (Teaching and Learning) JCL<br>Pupil Premium Champion (HTO) | September 2020 and throughout year          |

**Total budgeted cost**

£8,520

**ii. Targeted support**

| <b>Desired outcome</b>  | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>   | <b>When will you review implementation?</b> |
|---|---|--|--|---|---|
| Vulnerable PP student's emotional issues and wellbeing to be addressed to ensure access to school curriculum and general happiness in school. | Multi agency support e.g. Mental Health, counselling, anger management, etc. Support also from Heads of Year, from the Family Support Officer and from the Behaviour Support Manager. Year 8 Intervention Programme (50% PP students) | Need to meet individuals' learning needs - 'Supporting the attainment of disadvantaged pupils' - DfE Briefing for school   | Posters to be displayed in every tutor base highlighting where students can access additional support and who to speak to. Students raising concerns to be identified by Head of Year and sent to Family Support Officer. PSHE lessons to support wellbeing of students now part of KS3 Curriculum. PSHE Lead to liaise with Pastoral staff to ensure PSHE programme supports all lessons including the most vulnerable. | Family Support Officer and Attendance Manager (EMI)<br>PSHE Lead<br>Careers Lead  | September 2020 & ongoing                    |
| To ensure all students have access to equipment needed to achieve potential.  | Provision of Educational Equipment e.g. revision materials, laptop access, internet access, study guides, etc.  | Need to meet individuals' learning needs - 'Supporting the attainment of disadvantaged pupils' - DfE Briefing for school   | Teachers to identify needs of students within individual lessons. Application to access PP funds can be made by any member of staff via Appendix 3 on PP policy (on website).  | Assistant Headteacher (Teaching and Learning) JCL<br>Pupil Premium Champion (HTO) | September 2020 & ongoing                    |
| To promote and facilitate engagement in, and enjoyment of, learning music and drama.  | Music / drama tuition; participation in whole school productions  | A student engaging with music and drama lessons means they are able to enjoy experiences and develop talents that would otherwise have been unavailable to them. | School to track number of opportunities taken by PP students. This will enhance students' self-esteem which will have an additional impact on their wider school life and experiences.   | Finance team and Head of Performing Arts (APS)                                    | September 2020 & ongoing                    |

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|--|--|---|---|--|---|
| To support PP uptake on educational visits across the curriculum.                        | Support for curricular and extra-curricular trips /activities                  | To ensure students receive out of classroom opportunities to enrich their learning and promote engagement in the curriculum. To support the development of student cultural capital.                            | Number of opportunities accessed by PP students and general cohort to be monitored and reviewed by EVC on annual basis.   | Educational Visits Co-ordinator (MLE) & All Staff.                     | September 2020 & ongoing                    |
| To ensure Most Able PP students are on track to achieve targets.                         | If not achieving targets intervention in place.                                | Need to ensure that more able PP students continued to be tracked and intervened with as is appropriate for their learning needs. To proactively seek opportunities for more able PP students ie Brilliant Club | Data systems to highlight students not currently achieving targets and intervene as appropriate.  | Inspire Champion (MAL)<br>Pupil Premium Champion (HTO)                 | September 2020 & ongoing                    |
| Every Pupil Premium student to have a clear post-16 plan in place by the end of Year 11. | Pupil Post 16 progression and strong careers information, advice and guidance. | Need to ensure students have access to future opportunities in education and employment.  | If successful this will help students to recognise the areas that they may need to develop for their future careers. The aim will be for 100% of all Year 11 students to progress on to employment, further education or training. Success if no NEETS. | Head of Careers (CPA) & external careers advisor                       | May/June 2020                               |
| <b>Total budgeted cost</b>   |  |   |   |  | £67,190                                     |
| <b>iii. Other approaches</b>   |  |   |   |  |   |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>  | <b>When will you review implementation?</b> |
| Average PP attendance to be above 90%. Improvement on last year's figures to be achieved | Attendance & Punctuality   | Attendance is crucial barrier to learning and remains a key priority. Tutors will reinforce the importance of good attendance and rewards will be used where attendance improves.                               | Where attendance falls below expected levels, students will receive appropriate intervention to include parental contact and other formal procedures.   | Assistant Head for Pastoral Care (STU)<br>Family Support Officer (EMI) | Every week during SLT meetings              |

|  |  |   |  |  |                |
|--|--|---|--|--|----------------|
| Whole School Focus<br>Literacy and Numeracy                                | Literacy and Numeracy focus across school. Head of Faculty responsible for targeted intervention for all students including key groups of learners such as PP. | Need to improve results and outcomes for all learners in English, other writing based subjects and in Maths       | Predicted grades in English and Maths to be met by the majority of PP students in KS3-5. Improved literacy skills support in English as well as performance in all GCSE subjects.    | Head of English (JDA)<br>Head of Maths (MDA)<br>All Heads of Faculty<br>Director of Studies (JTI)<br>Assistant Headteacher (Teaching and Learning) JCL | September 2020 |
| To support students where attendance, behaviour or wellbeing is a concern. | Pastoral Support   | To ensure personalised approach to student's wellbeing and appropriate action is taken to respond to those needs. | Heads of Year/Director of Pastoral Care, Family Support Officer & Pupil Support Manager will have close relationship with PP students and monitor them throughout studies. Increased | Director of Pastoral Care (KMD)<br>Assistant Head for Pastoral Care (STU)  | September 2020 |
| <b>Total budgeted cost</b>   |  |   |  |  | £71,110        |

## 6. Review of expenditure

**Previous Academic Year**

**2018-19**

### i. Quality of teaching for all

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>Key Points</b>   | <b>Cost</b> |
|--|---|---|-------------|
| Increased staff awareness of PP students, barriers to progress and desired outcomes. | Staff Professional Development including HotSpots, Faculty meeting time, twilight sessions and BET INSET. | Data was acted upon by Heads of Subject and used to inform interventions to support most vulnerable learners. Awareness of staff to needs of PP students and how to support them has increased and is a key focus for all staff and Heads of Faculty. | £670        |

|   |   |   |               |
|---|---|---|---------------|
| <p>All learners will experience a quality teaching experience that will allow them to achieve to their potential.</p> | <p>Focus on Quality First Teaching throughout the year during learning walks.</p> | <p>Ensured seating plans identified vulnerable students.<br/> Learning walks displayed signs of differentiation and adaption of teaching for vulnerable students evidenced Quality First Teaching<br/> Consistent approach to marking and feedback used through WWW/EBI – Comment.<br/> Faculty time – achievement of PP students key factor for all Faculty Development Plans. Head of Faculty to monitor and implement interventions to support student achievement.<br/> Planning identified key groups of Learners.<br/> Student Voice demonstrated students felt supportive.<br/> Resources made available to all PP students.</p> | <p>£5,770</p> |
|---|---|---|---------------|

**ii. Targeted support**

| <b>Desired outcome</b>  | <b>Chosen action / approach</b>                                      | <b>Key Points</b>  | <b>Cost</b>    |
|---|--|--|----------------|
| <p>Increased PP uptake on educational visits across the curriculum.</p>                                   | <p>Support for curricular and extra-curricular trips /activities</p> | <p>Pupil Premium students went on marginally less trips than the general cohort, however the gap has continued to close over the past few years. Trips to Bath University successful, PP students given priority.<br/> Trip leaders to continue to pay special attention to uptake of vulnerable students. Contact to made home if support required – funded places will continue to be offered on educational trips. A successful increased cultural capital.</p> | <p>£12,980</p> |
| <p>To promote and facilitate engagement in, and enjoyment of, learning music and drama inside school.</p> | <p>Music/ Drama Tuition</p>  | <p>PP students have private music and/or drama lessons. PP students are involved in school productions.<br/> The Performing Arts Faculty continue to encourage all students to participate in these opportunities.<br/> Head of Performing Arts to monitor take up of lessons by PP students and explore impact of Performing Arts on PP students through Student Voice (2019 – 21).</p>   | <p>£1,200</p>  |



|  |  |   |                |
|--|--|---|----------------|
| <p>To ensure all students have access to equipment needed to achieve potential.</p>                                  | <p>Provision of Educational Equipment e.g. revision materials, laptop access, internet access, study guides etc.</p> | <p>All Year 11 students met by mentoring staff and given revision materials to ensure successful revision study. All Y11 students provided with textbooks and revision guides for their GCSE subjects by Head of Faculty. All PP students supported with key resources as required. Head of Faculty to monitor and manage. This approach will continue to operate during 2019-20, with a higher emphasis on ensuring students have access to the internet at home and Show My Homework. Packs of resources to be given to Y10/11.</p> | <p>£17,700</p> |
| <p>Vulnerable PP students' emotional issues and wellbeing to be addressed to ensure access to school curriculum.</p> | <p>Multi agency support e.g. Mental Health, counselling, anger management etc.</p>                                   | <p>Heads of Year and Family Support Officer worked with teachers/ Head of Faculty to ensure students received the necessary support to access school.</p>   | <p>£10,970</p> |
| <p>To ensure most able PP students are on track to achieve targets.</p>  | <p>If not achieving targets intervention in place.</p>   | <p>More able PP students monitored by Hof F, Inspire and PP Champions. MLE's PP monitoring spreadsheet distributed to Hof F to identify underachievement. JCL/SBU/RPU reviewed and developed reporting systems to enhance monitoring and intervention.</p>  | <p>£2,220</p>  |
| <p>Every Pupil Premium pupil to have a clear post-16 plan in place by the end of Year 11.</p>                        | <p>Pupil Post 16 progression and strong careers information, advice and guidance.</p>                                | <p>MGA (former Applied Learning Manager) mentored PP Yr 11 students and supported independent Careers Advisor in ensuring all PP students in Yrs 9 – 11 had clear guidance and Post 16 choices.</p>   | <p>£1,410</p>  |

| <b>iii. Other approaches</b>   |   |   |             |
|--|---|---|-------------|
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>Key Points</b>   | <b>Cost</b> |
| To support students where attendance, behaviour or wellbeing is a concern.               | Pastoral Support  | Improved wellbeing and support led to higher achievement and engagement for PP students. Attendance for vulnerable students improving. Number of detentions and exclusions for PP students improving. Earlier interventions more effective – identify most vulnerable in early data drops and organise interventions in lower school. | £20,520     |
| Average PP attendance to be above 90%. Improvement on last year's figures to be achieved | Attendance and punctuality and interventions/actions reported to SLT on weekly basis<br>New Family Support Officer in post Jan 2019; reviewed systems and procedures to ensure greater consistency. Impact to be monitored by STU | Detailed interventions taken place which have had a positive impact on attendance of PP students. Family Support Officer has developed strong relationships that are enabling PP students to access school support where attendance is an issue.  | £22,470     |
| Personalised support for English and Maths.  | Introduction of two additional teachers in English and Maths to create smaller groups at GCSE   | We continue to diminish the differences between non PP and PP students and this progress can be seen in Maths and improving in English.   | £89,970     |