



Saint Gregory's Catholic College Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	1024
Proportion (%) of pupil premium eligible students	18%
Academic years that our current pupil premium strategy plan covers	September 2022- August 2025 (3 years)
Date this statement was published	Dec 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Ann Cusack, Headteacher
Pupil premium lead	Mike Leaman, Acting Director of Studies
Governor / Trustee lead	Simon Cooper, Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,939
Recovery premium funding allocation this academic year	£35,880
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
Total budget for this academic year	£193,819

Part A: Pupil premium strategy plan

Statement of intent

Challenges

Our Pupil Premium funding is spent on a variety of resources, which help identify and remove barriers to learning limiting students' progress. The key barriers of low attendance, limited aspiration and opportunity for enrichment are all focus areas to enhance student engagement and end a situation where disadvantaged students do not achieve in line with their peers. Some of the main barriers faced by Pupil Premium students at Saint Gregory's are outlined below within six categories:

Challenge number	Challenges
1	Readiness for Learning & Engagement
2	Safeguarding
3	Behaviour
4	Low Aspirations
5	Attendance
6	Academic

Intended outcomes

Improving the attainment and progress of vulnerable children and those from disadvantaged backgrounds is a key priority. The needs of each student is identified and assessed, ensuring that any academic or social barriers they have in their learning and progression are overcome. 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.

Challenge	Intended Outcome/Success Criteria
1. Readiness for Learning & Engagement	<ul style="list-style-type: none">• Every PP student has the required equipment for daily learning.• Students are regularly checked and supported in replenishing equipment• Students are fully prepared for internal & external examinations.• Students complete homework to a standard in line with their peers• Each PP student is properly dressed and wears the correct school uniform. Students also wear correct sports equipment.• Students are able to access their chosen curriculum fully and are well supported in their studies across KS3 and KS4.• Students confidently access the dining hall throughout the day.• Students use their FSM entitlement.• Students have access to all educational visit opportunities on offer.• Increased involvement of PP students in outdoor education, performing arts and extra-curricular activities

	<ul style="list-style-type: none"> • Students are able to fully access the curriculum and are well supported in their studies across KS3 and KS4. • Students are appropriately challenged to make the maximum amount of progress.
2. Safeguarding	<ul style="list-style-type: none"> • Students feel part of their House and tutor group – a ‘family’. • Students are confident around the school site and have a sense of ownership and belonging. • Students quickly form positive relationships with peers and staff alike. • PP students feel comfortable approaching staff about their problems. • Students are using talk2someone@st-gregorys.org.uk • There are clear boundaries and expectations throughout all aspects of the school. • PP students behave well around the school site. • Reduction of sanctions across the school for PP students.
3. Behaviour	<ul style="list-style-type: none"> • There are clear boundaries and expectations throughout all aspects of the school. • PP students behave well around the school site. • Reduction of sanctions across the school for PP students.
4. Low Aspirations	<ul style="list-style-type: none"> • PSHE lessons and tutor time regularly focus on character development • Students are able to articulate the hallmarks and give examples • Target of 100% attendance of PP parents/carers at parent’s evenings. • Students can identify their personal skills and qualities’. • Students speak highly of their achievements and accomplishments. • Students to have knowledge of options available to them after GCSE. • Students to have an action plan to ensure they are in education, training or employment
5. Attendance	<ul style="list-style-type: none"> • Target PP overall attendance above 95%. • Y10 PP attendance above 92.5%. • Y11 PP attendance above 92.5%. • PP students with good attendance will access the curriculum and therefore be making desired progress.
6. Academic	<ul style="list-style-type: none"> • Teaching of vulnerable and disadvantaged students is good to outstanding across the school. • Quality First Teaching is at the heart of our policy. • PP students show significant improvements in literacy and therefore can access the curriculum. • Students are working on target in all subject areas. • Homework completed more consistently and to a better standard (in line with their peers) across the curriculum. • Reduction in homework sanctions for PP students.

Activity in this academic year

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

Teaching

Budgeted cost: £160,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All PP students have access to subject material and reading books.</p> <p>All students are fully equipped with revision guides and reading books (this includes all revision materials for GCSE subjects being studied at KS4 and English, Mathematics and Science at KS3).</p> <p>All PP students have been offered reading material from English.</p>	Need to meet individual learning needs - 'Supporting the attainment of disadvantaged pupils' - DfE Briefings for school (2015)	Challenge 1
<p>Faculty Champions to ensure high quality teaching for all students.</p> <p>Each faculty has the following Champions responsible for ensuring the curriculum has been adapted to minimise barriers to learning:</p> <ul style="list-style-type: none"> o Literacy o Numeracy o PP/Inclusion o Challenge 	Evidence has shown that for disadvantaged students the difference between a good teacher and a bad teacher is a whole year's learning (Sutton Trust, 2011; Social Mobility Commission, 2014).	Challenge 1
<p>PP students have low expectations and sense of accomplishment.</p> <p>School contacts PP parents prior to parents evening to encourage attendance. PP students are prioritised for careers mentoring.</p> <p>Teachers are encouraged to mark books with lots of praise. Teachers are encouraged to regularly check during lesson time.</p>	Khattab, N. (2015). Students' aspirations, expectations and school achievement: what really matters? <i>British Educational Research Journal</i> , 41(5), pp.731–748	Challenge 4
<p>PP students can access the learning in every lesson.</p> <p>All staff are aware of individual needs and follow a set of standards directly relating to the teaching and learning of vulnerable and disadvantaged students.</p>	Sobel, in his recent book, <i>Narrowing the Attainment Gap</i> , argues that 'outstanding teaching can halve a school's attainment gap' (2018).	Challenge 6
<p>PP students have confidence in their literacy ability.</p> <p>Reduction in KS3 and KS4 English class sizes to ensure better student teacher ratio.</p>	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:	Challenge 6

<p>All PP students in KS3 are involved in a reading review competition.</p> <p>Students identified as having significant SPAG concerns are to be provided with literacy support workbooks.</p> <p>Reading Room Assistant to ensure active participation in literacy-based activities and the ability to access age and ability appropriate texts.</p> <p>Students participating in ReadWriteInc Programme. Students with additional barriers due to EAL are identified and have timetabled bespoke literacy support.</p>	<p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	
<p>Summer School</p> <p>The Summer School is a week long programme running between the hours of 9.30am and 3.00pm, aiming to support young people on their journey from primary to secondary school in line with the school's transition programme and events. The programme is offered to all students due to move from Year 6 to Year 7 in 2022.</p>	<p>Summer School:</p> <ul style="list-style-type: none"> Increases confidence and social skills before students start secondary school. Develop academic skills and learning. Helps students to learn new routines reduce any worries and/or anxieties gain a better understanding of individual student needs and academic abilities 	Challenge 1
<p>Easter revision sessions</p> <p>Y11 and Y13 students are invited to school over the Easter holiday period for revision, coursework catch up and exam preparation sessions.</p>	<p>Benefits of delivering this:</p> <ul style="list-style-type: none"> Cost effective tuition Personalised learning Instant feedback 	Challenge 6

Targeted academic support

Budgeted cost: £19,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP students can attend educational visits, represent the school in sport fixtures and are involved in extra-curricular and performing arts activities.</p> <p>Educational and curriculum trips are subsidised. Heads of Faculty & Trip Leaders contact parents to ensure they are aware of payment options to maximise PP participation.</p>	<p>Jæger, M. M. (2011). Does Cultural Capital Really Affect Academic Achievement? New Evidence from Combined Sibling and Panel Data. <i>Sociology of Education</i>, 84(4), 281–298.</p>	Challenge 1

All staff encourage all students, and especially PP students, to take part in trips, sport, outdoor education, performing arts and extra-curricular activities		
PP students with low self-esteem and self-belief. Tutors monitor the progress of students. Students are encouraged to achieve the school's four hallmarks (aspiration, responsibility, virtue and respect)	Khattab, N. (2015). Students' aspirations, expectations and school achievement: what really matters? <i>British Educational Research Journal</i> , 41(5), pp.731–748	Challenge 4
PP students have low aspiration regarding their future and Post-16 options. Students are prioritised for careers advice from internal staff. All students are interviewed regarding post-16 options. Students are prioritised for Careers advice with independent careers advisor in Year 10 and 11.	Ofsted Framework – 'at each stage of education, the provider must prepares learners for future success in their next steps'.	Challenge 4
PP students complete homework and are well prepared for assessments. PP students are encouraged to attend Homework Support Club (Monday to Thursday from 3.20-4.30pm). There is support from sixth form available. All students are fully equipped with revision guides and reading books Chromebooks are available for loan by request so students have access to Microsoft word, the internet, Classcharts and Google Classroom.	Education Endowment Foundation Evidence - Homework clubs help to overcome barriers by offering students the resources and support needed to undertake homework or revision.	Challenge 6

Wider strategies

Budgeted cost: £14,051

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP students are fully equipped for lessons. Pastoral teams regularly check equipment and request replenishments where required (GCSE student equipment is checked prior to all mock and external examinations). All students are issued with all desired subject specific resources where required (eg. Art packs, cameras, food technology ingredients). All PP students are offered a Chromebook to support their learning	The role of the pastoral and curriculum teams is to remove barriers for the most vulnerable children to enable them to access their education, without being disadvantaged in relation to their peers.	Challenge 1

<p>PP students wear the school uniform.</p> <p>Pastoral teams work with parents to ensure uniform is correct and replenished as required. Uniform is heavily subsidised for students who require assistance</p>	<p>EEF Evidence - Wearing a uniform helps the development of a school ethos and the improvement of behaviour and discipline.</p>	<p>Challenge 1</p>
<p>PP Students have access to food and drink at school.</p> <p>For FSM students, the biometric systems avoid sensitivity over accessing.</p> <p>Breakfast is available for students via morning Breakfast Club. PP students have been targeted with a letter about this.</p> <p>Students not accessing their FSM entitlement are followed up by the pastoral team.</p>	<p>Eating a healthy breakfast and having a calm start to the school day makes a huge difference to your child's learning and progress.</p> <p>There has been a wealth of research into the benefits of children eating a healthy meal. These include improved concentration, improved attendance and punctuality, better behaviour and improved attainment and achievement at school.</p>	<p>Challenge 1</p>
<p>PP students feel safe at school and part of the school community.</p> <p>All students have a tutor and are part of a House. Heads of Year routinely check in with PP students.</p> <p>Head of Faculty/department regularly monitors progress. Progress of students is monitored by Assistant Head Teaching & learning.</p> <p>Tutor and Heads of Year monitor friendships and social groups. PP students prioritised on staff meetings. Students are aware of who to talk to for any support.</p>	<p>Maslow's Hierarchy of Needs - Physiological needs are the first priority and must be satisfied first. These needs include nourishment, sleep, clothing, and shelter. People must have these basic needs met in order to focus on anything else – otherwise, their actions will focus solely on meeting these physiological requirements.</p>	<p>Challenge 2</p>
<p>Tackling poor behaviour of PP students.</p> <p>There is regular contact between Pastoral/SEND (where required) teams and parents to promote and maintain high standards. Students are prioritised for Heads of Year tutoring and meet to discuss 'barriers to learning' in and out of the classroom.</p> <p>Good behaviour is celebrated and rewarded through the schools 'positive' system. Students are able to purchase rewards from the class charts reward store.</p>	<ul style="list-style-type: none"> • Fulfilling legal requirements. • Promoting positive behaviour, empathy, respect, self-esteem and self-discipline • Clearly setting out the standards of expected behaviour and the consequences 	<p>Challenge 3</p>

	<ul style="list-style-type: none"> • Ensuring a safe, secure, and effective learning environment. • Ensuring that incidents are always dealt with fairly, consistently, and proportionately. 	
<p>PP students attend school with good-excellent attendance.</p> <p>Excellent/good attendance is celebrated.</p> <p>Pastoral team are aware of individual needs and follow a procedure relating pastoral support and attendance.</p> <p>Breakfast club, bus passes and transport support is offered to students with poor attendance or punctuality.</p> <p>Attendance officer works with families to reduce barriers to attendance.</p>	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>Challenge 5</p>

Total budgeted cost: £193,819

Part B: Review of the previous academic year

Outcomes for disadvantaged students – August 2022

Year 11 Grades (August 2022)	Students eligible for PP	Whole Cohort	National Average
Progress 8 score average	-0.97	-0.08	-0.03
Attainment 8 score average	36.9	52.2	48.7