

Pupil premium strategy statement – St Gregory’s Catholic Science College

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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
Number of pupils in school	1156 (947 Yr 7-11)
Proportion (%) of pupil premium eligible pupils	13.7%
Academic years that our current pupil premium strategy plan covers	2022-2023 to 2024-25
Date this statement was published	4 December 2024
Date on which it will be reviewed	31 December 2025
Statement authorised by	Mrs Moran, Headteacher.
Pupil premium lead	Miss McCarthy, Deputy Headteacher
Governor / Trustee lead	Mrs Allen

Funding overview (2024-2025)

Detail	Amount
Pupil premium funding allocation this academic year	£120,750
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	£120,750

Part A: Pupil premium strategy plan

Statement of intent

The school Mission Statement is “Pro Deo - For God the Best and the Greatest” and our aim is that each pupil in our school is able to be the best they can be in all aspects of their school lives: educationally, physically, emotionally and spiritually.

The school believes that this commitment extends to all pupils and explicitly towards disadvantaged pupils where there may be hidden structural barriers that are preventing them from achieving this potential.

Our intention is to provide tailored support to disadvantaged pupils to ensure that the particular barriers they face are able to be navigated and eventually overcome.

We provide a comprehensive program of opportunities within school for disadvantaged pupils that their more advantaged peers may be able to access at home. Where a pupil needs additional emotional support, we offer a comprehensive programme of pastoral support. Where a pupil needs homework support or a quiet place to study we provide an extensive range of locations and specialist advice to assist them. If a pupil cannot access online material, we will provide the necessary resources for them both in school and at home. If a disadvantaged pupil is found to require additional support in a particular subject area, we will ensure that they receive targeted intervention in order to prevent a gap opening that will be difficult to close.

As an outstanding school, we believe that high quality teaching is the best resource that can be offered to disadvantaged pupils. We continue to reflect and refine our curriculum to ensure that it is coherent and sequenced in such a way that all pupils, including disadvantaged pupils, will achieve the best possible outcomes. Disadvantaged pupils are at the centre of our internal tracking system and where they are identified as falling behind we take assertive action.

We have a history of success with disadvantaged pupils that has been recognised by both Ofsted and the Mayor of London.

“School leaders show a commitment to diminishing the differences between disadvantaged pupils’ and other pupils’ outcomes. Evidence from pupils’ work shows that disadvantaged pupils make the same strong progress as their peers, or even better progress than their peers.” (Ofsted 2018)

“Disadvantaged pupils also make exceptional progress. This, and the progress of other groups of pupils, is very strong because of the excellent teaching and care they receive.” (Ofsted 2019)

We aim to sustain and further develop this success so that our school continues to be a place of high expectations and outstanding outcomes for pupils from disadvantaged backgrounds.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Progress of Disadvantaged Pupils at KS4</u></p> <p>At national level there is a historic gap between the progress of disadvantaged pupils at KS4 and their non-disadvantaged peers. The national gap in progress was 0.6 grades in both 2017-18 and 2018-19.¹ The performance of disadvantaged pupils at St Gregory's has historically been very strong, in 2024 the attainment 8 score of disadvantaged pupils was 54.</p>
2	<p><u>Reading Age of Disadvantaged Pupils at KS3</u></p> <p>Assessments, observations and discussions with Key Stage 3 pupils indicate that a number of disadvantaged pupils have a lower level of reading comprehension than their chronological age.</p> <p>The ability to read at chronological age is critical to accessing the curriculum and achieving in all subjects at GCSE. Latent potential in critical thinking and problem solving is impeded by a pupil's inability to access the material being assessed by poor comprehension.²</p>
3	<p><u>Access to IT Equipment at KS3 and KS4</u></p> <p>Our observations during the period of remote learning in January 2020 indicated that a number of disadvantaged pupils did not have access to laptops and/or the internet at home and were therefore unable to access online lessons without the school's support.</p> <p>The school provided a range of IT support for these families during this period but our observations show that the need for support in this area needs to be continually monitored. If pupils do not have the infrastructure to access to online materials they are inevitably going to find it difficult to make the same relative progress as their peers.³</p>
4	<p><u>Access to Extra Curricular Activities and School Trips at KS3 and KS4</u></p> <p>Following the post pandemic return of extra-curricular activities and school trips, it was observed that disadvantaged pupils were only taking limited advantage of the opportunities being offered to them.</p> <p>The lack of social capital of disadvantaged pupils means that it is especially important that they take up the opportunities that school provide to give them access to areas outside of the academic school curriculum.⁴</p>

1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863815/2019_KS4_revised_text.pdf

2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf

³ <https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/>

⁴ <https://academicjournals.org/journal/ERR/article-full-text-pdf/8BD71B95320>

5	<p><u>Mental Health of Disadvantaged Pupils at KS3 and KS4</u></p> <p>Our assessments and observations demonstrate that many disadvantaged pupils are suffering from emotional or social problems that are preventing them from achieving their full educational potential and that the additional stresses of the Covid Pandemic have exacerbated these issues. Poor mental health or wellbeing can become a barrier that prevents pupils from accessing the curriculum and keeping up with the demands of independent study.⁵</p> <p>The school saw a significant rise in referrals both to social care and to the school counselling service during the pandemic and a significant percentage of both sets of referrals were disadvantaged pupils.</p>
6	<p><u>Attendance of Disadvantaged Pupils at KS3 and KS4</u></p> <p>Our attendance data for 2023-2024 indicates that disadvantaged students attendance was 5% behind their non-disadvantaged peers. The correlation between attendance and attainment is documented in “The Link Between Absence and Attainment at KS2 and KS4”.¹¹ and also in the report by the Children's commissioner 'Missing Children, Missing Grades (website https://www.childrenscommissioner.gov.uk/resource/missing-children-missing-grades/) Our internal assessments, observations and tracking systems also demonstrate that poor attendance is negatively impacting the progress of a particular number of disadvantaged pupils.</p>
7	<p><u>Homework Completion of Disadvantaged Pupils at KS3 and KS4</u></p> <p>Our internal tracking systems have highlighted the challenges that a number of disadvantaged pupils can face with finding a space at home to complete their homework. Many of our disadvantaged pupils live in houses of multiple occupancy or in homes with limited private space. Our observations have shown that without targeted homework support, disadvantaged pupils struggle to consolidate their learning and find it harder to perform retrieval tests effectively.</p>

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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
<p>Reduce the gap in attainment of disadvantaged pupils across the curriculum at the end of KS4.</p>	<p>In 2023-2024 the Attainment 8 of disadvantaged pupils at St Gregory's was 54 which is almost a grade higher than disadvantaged pupils nationally (in 2023 disadvantaged pupils in England achieved an average Attainment 8 score of 46, 2024 data has not yet been published).</p> <p>By the end of 2024-2025 the gap in attainment between disadvantaged pupils and their peers will be reduced further.</p>
<p>To improve the reading comprehension among disadvantaged pupils in KS3.</p>	<p>There were 18 pupil premium students that received a form of reading intervention due to their lower than average reading scores.</p> <p>The average percentile rank for reading ability of these students showed they were in the bottom 24% of readers. On retest in 2024, they averaged at 44%, an increase of over 20%.</p> <p>During 2024-25, this targeted intervention for reading will continue to improve the reading comprehension of disadvantaged pupils.</p>
<p>To ensure that all disadvantaged pupils have access to online lessons and resources.</p>	<p>At the start of 2022-23 there were five disadvantaged pupils who did not have access to a functioning laptop at home.</p> <p>By the end of the academic year 2022-23 this number was zero.</p> <p>Disadvantaged students to be assessed in the first term for digital needs.</p> <p>The laptop loan program will continue to provide immediate IT support for disadvantaged pupils.</p>
<p>To achieve and sustain improved participation of disadvantaged pupils in extra-curricular activities and school trips.</p>	<p>By October 2024, 67% of disadvantaged pupils in KS3 participated in the extra-curricular program.</p> <p>By the end of 2024-25, all disadvantaged pupils in KS3 will participate in at least one extra-curricular activities per year. This will be helped with the new online registration system we have bought in called Evolve.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>By the end of 2023-24 attendance of disadvantaged pupils across KS3 and KS4 was 5.6% higher than the national average for disadvantaged pupils and 8.15% higher for KS4 pupils.</p> <p>By 2024-25, disadvantaged pupils' attendance will continue to be significantly above the national average.</p>
<p>To enhance the mental health of disadvantaged pupils.</p>	<p>During 2023-24, 34% of referrals to the various mental health support pathways were for disadvantaged pupils</p> <p>By 2024-25, disadvantaged pupils will continue to be prioritised for, and benefit from, targeted mental health support which includes the new provision of respite.</p>
<p>To reduce the number of disadvantaged pupils with persistent homework completion issues in both KS3 and KS4.</p>	<p>By the end of 2023-24, the school's internal tracking data showed a 0.4 difference between homework effort for disadvantaged pupils and "all pupils".</p> <p>By the end of 2024-25 the gap will be reduced between disadvantaged pupils' homework and that of "all pupils".</p>

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 (for example, CPD, recruitment and retention)

Budgeted Cost £48,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Learning Mentor has been appointed to ensure that pupils facing emotional distress have a trusted member of staff to help them to overcome the challenges they are facing. The Learning Mentor also acts as an advocate for pupils who are facing issues complying with the school's strict behaviour policy. A significant number of the referrals are disadvantaged pupils.	Pastoral Initiatives in Schools – What Should They Include. ⁶	5
A Home Liaison officer has been appointed to ensure that pupils who have a low attendance rate are able to receive home visits to try to build strategies to enable the student to return to school. They work with the student and their family to try to achieve sustained high attendance. A significant number of the referrals are disadvantaged pupils.	The link between absence and attainment at KS2 and KS4. ⁷	6
An attendance officer has been appointed to track attendance of all pupils and to set up early intervention and response systems in conjunction with the Head of Year, the Education Welfare Officer and any other professionals working with the student. A significant number of the referrals are disadvantaged pupils.	The link between absence and attainment at KS2 and KS4 ⁸	6

⁶ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

⁷

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf

⁸

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf

An additional highly experienced English teacher has been appointed with the remit of raising attainment and progress of disadvantaged pupils at KS4.	Improving the impact of teachers on pupil achievement in the UK-Sutton Trust ⁹	1
An additional highly experienced Maths teacher has been appointed with the remit of raising attainment and progress of disadvantaged pupils at KS4.	Improving the impact of teachers on pupil achievement in the UK-Sutton Trust ¹⁰	1
A chaplain has been appointed to offer spiritual and pastoral support to pupils who are facing emotional or social challenges.	Pastoral Initiatives in Schools – What Should They Include. ¹¹	5,6
Prospects, an independent Careers Advise Service, have been appointed to provide advice and guidance to all KS4 pupils to ensure that they make informed decisions about their future education or training. All pupils at risk of being classified as Not in Education, Employment of Training after Year 11 are prioritised for these interviews. Disadvantaged pupils make up a significant number of this priority list.	Pastoral Initiatives in Schools – What Should They Include. ¹²	1
KS3 and KS4 Intervention Managers have been appointed to oversee the respective intervention programmes and ensure that no student, but especially disadvantaged pupils, are allowed to work at a level that is not commensurate with their natural ability.	Effective Interventions – Promoting Learning, Tackling Workload ¹³	1,6,7

⁹ <https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf>

¹⁰ <https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf>

¹¹ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

¹² <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

¹³ <https://www.nasuwf.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf>

Targeted academic support

Budgeted Cost £50,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After School Classes – We have a tailored programme of supportive and intervention activities available after school until 3:30pm. This is to provide additional structured support for all pupils (especially disadvantaged pupils) who may not have access to a quiet work space at home or who may not have a supportive familial structure. This includes extended school library opening times before school from 8:00am and after school until 4:00pm.</p>	<p>Effective Interventions – Promoting Learning, Tackling Workload¹⁴</p>	<p>1 4</p>
<p>Achievement Tracking System – Pupil achievement data is collected frequently and swiftly analysed to highlight achievement gaps and individual pupils who require additional support. Disadvantaged pupils are analysed as a specific group at each data point.</p>	<p>Effective Interventions – Promoting Learning, Tackling Workload¹⁵</p>	<p>1,6,7</p>
<p>Whole School Literacy Focus – We have provided all pupils who are making the least progress in writing with a dictionary. A Literacy Co-ordinator post was created and they monitor pupils' (especially disadvantaged pupils) Literacy achievements. We organise 3 annual themed days, a reading buddy scheme and author visits to further raise the profile of literacy across the school.</p>	<p>Improving Literacy in Secondary Schools.</p>	<p>1,2</p>

¹⁴ <https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf>

¹⁵ <https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf>

<p>Whole School Focus on Improving Teaching and Learning – We have devised our Teaching & Learning Community (TLC) themes to focus on the areas for development of our disadvantaged pupils.</p>	<p>Improving the impact of teachers on pupil achievement in the UK-Sutton Trust¹⁶</p>	<p>1</p>
<p>Curriculum Access – Very high proportions of our disadvantaged pupils are entered for the EBacc qualification – 95% of Y11 (19/20 pupils) and 88% for Y10 (21/24 pupils) for the 2024/25 academic year. This avoids the issues faced by disadvantaged pupils elsewhere (ASCL ‘Leader’, “Impact of EBacc”, Jan/Feb 2017).</p>	<p>Changing the Subject¹⁷</p>	<p>1</p>
<p>One-to-one tuition – Targeted one-to-one tuition and intervention activities are utilised to improve the achievement of particularly disadvantaged pupils</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Homework Club – We provide a homework club, where teachers and a team of LSA’s provide support for individual pupils and small groups. This is to provide additional structured support for disadvantaged pupils who may not have access to a quiet work space at home or who may not have a supportive familial structure.</p>	<p>EEF- The Positive Impact of Homework in Secondary School¹⁸</p>	<p>1,3, 7</p>

¹⁶ <https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf>

¹⁷ <https://ffteducationdatalab.org.uk/2016/07/changing-the-subject-why-pushing-pupils-from-disadvantagedbackgrounds-to-take-more-academic-subjects-may-not-be-such-a-bad-thing/>

¹⁸ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

<p>Saturday Classes – The school is open on Saturday mornings for disadvantaged pupils. Pupils are engaged in a structured programme of subject-specific intervention activities to support their progress towards public examinations. ICT facilities are available alongside quiet private study areas to support disadvantaged pupils who do not have these facilities at home.</p>	<p>Effective Interventions – Promoting Learning, Tackling Workload¹⁹</p>	<p>1, 3, 4</p>
<p>Holiday Classes - The school is open during school holidays for disadvantaged pupils, who are engaged in a structured programme of subject-specific intervention activities to support their progress towards public examinations. ICT facilities are available alongside quiet private study areas to support disadvantaged pupils who do not have these facilities at home.</p>	<p>Effective Interventions – Promoting Learning, Tackling Workload²⁰</p>	<p>1, 3, 4</p>
<p>Purchase of Revision Materials - allows disadvantaged pupils of all ages to consolidate learning and deepen understanding of key areas in preparation for public examinations.</p>	<p>Effective Use of Pupil Premium Funding²¹</p>	<p>1,4</p>
<p>EAL Support – As part of the school's commitment to providing equality of access for all pupils, we provide an EAL Saturday school to support English language acquisition of KS3 pupils recently arriving to the UK.²² We have appointed a nationally renowned EAL lead teacher to support English Language acquisition of KS3</p>	<p>Effective Interventions – Promoting Learning, Tackling Workload²³</p>	<p>1</p>

¹⁹ <https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf>

²⁰ <https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf>

²¹ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

²² <https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/>

²³ <https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf>

& KS4 pupils (including disadvantaged pupils)		
<p>VLE - The schools VLE system has moved from My Homework to Google Classroom since the beginning of the academic year beginning 2020/21. Teachers are able to set homework, revision, tutorials, quizzes etc. which pupils can complete online or in class. Google Classroom has been used to allow disadvantaged pupils an additional platform to gain access to electronic material. Disadvantaged pupils have access to computer rooms from Monday to Friday allowing them to access Google Classroom, complete homework or revise if they have restricted access to computers or internet outside of school.</p>	<p>Bridging the Digital Divide -Sutton Trust²⁴</p>	<p>1,3,7</p>
<p>Transition Tutorial Program for Year 11 pupils into Year 12. Senior examiners and university lecturers run introduction to A Level Courses following the completion of the GCSE examinations to give all pupils, but especially disadvantaged pupils, a more comprehensive understanding of the content and style of A Level courses.</p>	<p>Pastoral Initiatives in Schools – What Should They Include.²⁴</p>	<p>4</p>
<p>Learning resource packs are purchased for disadvantaged pupils and are shared with pupils by the learning mentor.</p>	<p>Effective Use of Pupil Premium Funding²⁵</p>	<p>1</p>
<p>Outstanding progress and achievement is rewarded in termly ‘Colours’ assemblies. Pupil Premium pupils are prioritised for these prizes where appropriate.</p>	<p>Effective Use of Pupil Premium Funding^{26,27}</p>	<p>1</p>
<p>Refurbishment of old laptops and purchase of new laptops to loan to disadvantaged pupils</p>	<p>Bridging the Digital Divide -Sutton Trust²⁸</p>	<p>1,3,7</p>

²⁴ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

²⁵ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

²⁶ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

²⁷ <https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/>

unable to access online learning.		
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Wider strategies

Budgeted cost: £23,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational visits – Pupils have the opportunity to attend year group outings. For some, this is their first experience of a theatre, gallery or indeed countryside. Subsidised trips have been offered to disadvantaged pupils.	Effective Use of Pupil Premium Funding ³⁰	4
The Brent Centre – The school has employed psychotherapists from the BCYP who work over 3 days a week in schools. In 2023-2024 there were a total of 29 pupils who were seen by the therapist. She supported individual pupils and where necessary referred parents for parental sessions 42% of the pupils who used the service were identified as disadvantaged.	Pastoral Initiatives in Schools – What Should They Include. ²⁸	5
Music lessons are provided free to any Pupil Premium student who wishes to learn a musical instrument.	Effective Use of Pupil Premium Funding ²⁹	4
A School Foodbank was set up during the academic year 2019-20. It is open to all families facing economic hardship on Saturday mornings. The foodbank is exclusively used by the parents of disadvantaged pupils.	Hunger at School Widens the Attainment Gap ³⁰	5, 7
The new RSE Curriculum has been designed to offer support on wellbeing and develop resilience and confidence so that pupils, particularly disadvantaged pupils, can overcome the particular challenges they face.	Pastoral Initiatives in Schools – What Should They Include. ³¹	5
Discretionary top-up of disadvantaged pupils balances in canteen who had fallen into overdraft.	Pastoral Initiatives in Schools – What Should They Include. ³²	5, 6

Total Budgeted cost: £123,548

²⁸ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

²⁹ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

³⁰ <https://bold.expert/hunger-at-school-widens-the-attainment-gap/>

³¹ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

³² <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

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 2023 to 2024 academic year.

At the time of going to print the 2024 Progress scores have not been validated but unvalidated data indicates that the Progress 8 score of disadvantaged pupils was higher than non-disadvantaged pupils.

The Attainment 8 score in 2024 for disadvantaged pupils was 54 compared to a national mean of 46 for all disadvantaged pupils in 2023.³³ The attainment 8 score was therefore almost a grade higher than the national mean for non-disadvantaged pupils. (54 vs 46).³⁴

In 2024, 68% of disadvantaged pupils' attained a standard pass in English and Maths. 51% of disadvantaged pupils attaining a Strong Pass (5+) in both English and Maths which is 7% higher at St Gregory's (when compared to non-disadvantaged pupils nationally). 90% of disadvantaged pupils were entered for the English Baccalaureate compared to the national mean of (43% for **all** pupils).³⁵

During 2023-24, 34% of referrals to the various mental health support pathways (school chaplain, school counsellor, CBT therapy, peer mentoring, bereavements support and the pastoral support worker) were disadvantaged pupils. This is more than double their proportion within the school cohort.

The average percentile rank for reading ability of the disadvantaged students showed they were in the bottom 24% of readers. On retest in 2024, they averaged at 44%, an increase of over 20%.

By October 2024, 67% of disadvantaged pupils at KS3 participated in the extra-curricular program in the previous academic year. 8 disadvantaged pupils had their musical tuition paid for. 4 of these students appeared in the guitar ensemble at Prize Night and will be assisting with the Christmas Concert.

There are also two residential trips planned for this academic year. We are trying to ensure the percentage of disadvantaged students in the year group also attend the trips.

³³ <https://lginform.local.gov.uk/reports/lgastandard?mod-metric=6061&mod-area=E09000005&modgroup=AllLaInCountry&mod-type=comparisonGroupType&mod-period=5>

³⁴ <https://www.compare-school-performance.service.gov.uk/school/142560/st-gregory's-catholic-sciencecollege/secondary/results-by-pupil-characteristics?accordionstate=0>

³⁵ <https://www.compare-school-performance.service.gov.uk/school/142560/st-gregory's-catholic-sciencecollege/secondary/results-by-pupil-characteristics?accordionstate=0>

By the end of 2023-24 the average attendance of disadvantaged pupils across KS3 and KS4 was 5.6% higher than the national average for disadvantaged pupils and 8.15% higher for KS4 pupils.³⁶

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	

Service pupil premium funding

N/A

³⁶ FFT Aspire Attendance Tracker – 2022-23