

PUPIL PREMIUM

The Pupil Premium is allocated (by the government) to help schools support children from low-income families and children in care. In the academic year 2019 – 20, the Pupil Premium Grant allocated to St Gregory's was £172,508 and in the academic year 2020 – 21, the Pupil Premium Grant allocated to the school is £148,025. A review of the school's Pupil Premium Strategy was carried out in December 2020 and will be reviewed in December 2021.

As a popular school, pupils who relocate home often choose to continue their education at St. Gregory's and we have pupils who commute large distance to school. Given the lengthy commute times, many of our pupils do not enjoy a healthy breakfast at home and spend a considerable length of time travelling to and from school. This obviously impacts on the time available to them to engage in private study and or homework. Our disadvantaged pupils face many barriers and challenges which include:

- Lack of access to computers and / or the internet, which hinders access to Remote Learning.
- Limited or in some cases no area within the home to engage in private study. This is further exacerbated by a lack of educational resources in the family home for disadvantaged students.
- Students not having their own private space in the family home. This impacts on their ability to organise their study and educational resources.
- No history of post-16 education in respect of parents, siblings or indeed any relative. Consequently, many of our disadvantaged pupils do not have at home educational role models that can raise their educational aspirations or to support them with their private study.
- Many disadvantaged pupils relying on school to provide their main (hot) meal of the day. Although many families do not, we believe, apply for the free school meal to which they are entitled. This is despite the installation of a cashless restaurant to remove issues around stigma for disadvantaged pupils. As this allows disadvantaged pupils' accounts to be credited remotely and consequently other pupils are unaware of disadvantaged pupils' financial status.
- Many of our disadvantaged pupils play a significant role (at home) in supporting and caring for younger siblings.

The Pupil premium Grant funding was (last year) and will (this year, when government guidance permits)) continue to be used by the school to:

- Purchase IT equipment for individual pupils to support their Remote Learning.
- Provide pupils with vouchers to purchase food (this extended beyond the amount recommended by central government).
- Ensure Pupil Premium is part of our data tracking system.
- Develop a whole school focus on literacy.
- Develop a whole school focus on improving Teaching and Learning (including Remote Learning).
- Provide one-to-one tuition.
- Run a Breakfast Club.
- Run after school classes.
- Run a Homework Club.
- Run Saturday morning classes.
- Run classes in the school holidays.
- Run a Transition school.
- Purchase GCSE POD
- Provide staffing (EAL Consultant, Learning Mentor, School Liaison Officer, Attendance Officer, additional English teacher, additional Maths teacher, EAL teacher and careers information, advice and guidance).

- Purchase revision materials.
- Provide EAL support - Saturday classes for children attending St Gregory's.

Our reasons for this informed by DfE guidance, Ofsted reports and by NFER research, are:

- **Remote Learning** – To ensure ALL pupils have access to live face to face teaching by their classroom teacher. We have provided pupils with laptops, tablets, internet dongles and webcams.
- **Food Vouchers** – To ensure as far as we can, that no pupil at our school goes hungry. This has also included delivering weekly food parcels to some of our families in greatest need and **the establishment of a foodbank.**
- **Data Tracking System** – Pupil achievement data is collected regularly and swiftly analysed to highlight achievement gaps and individual pupils who require additional support.
- **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 who monitors pupils' Literacy achievements. We organise annual themed days and author visits to further raise the profile of literacy across the school.
- **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.
- **One-to-one tuition** – Targeted one-to-one tuition and intervention activities are utilised to improve the achievement of particularly vulnerable pupils.
- **Breakfast Club** – To provide a healthy breakfast for those pupils who either do not have the time (due to lengthy commute) or the opportunity (due to financial hardship) to eat a healthy breakfast, a Breakfast Club is an integral part of school life.
- **After School Classes** – We have a tailored programme of supportive and intervention activities each night of the week. This is to provide additional structured support for pupils who may not have access to a quiet work space at home. This includes extended school library opening times.
- **Homework Club** – We provide a homework club, where teachers and a team of LSAs provide support for individual pupils and small groups. This is to provide additional structured support for pupils who may not have access to a quiet work space at home or who may not have a supportive familial structure.
- **Saturday Morning Classes** – The school is open every Saturday morning for disadvantaged pupils. Pupils are engaged in a structured programme of subject-specific intervention activities to support their progress (particularly towards public examinations). ICT facilities are available alongside quiet private study areas to support disadvantaged pupils who do not have quiet study facilities at home.
- **School Holiday Classes** - The school is open during school holidays for all disadvantaged pupils, who are engaged in a structured programme of subject-specific intervention activities to support their progress (particularly towards public examinations). ICT facilities and private study areas are available for the reasons previously outlined.
- **Transition School** –The Special Educational Needs department run an annual Transition School (in the summer term) for eligible pupils to support their transition from Key Stage 2 to Key Stage 3.
- **GCSE Pod** – the GCSE Pod virtual content allows pupils to consolidate learning and deepen understanding of key areas in preparation for public examinations.
- **Staffing** – Our staffing structure and provision have been enhanced in order to support all pupils and provide additional support for disadvantaged pupils.

- **Revision Materials** - allows pupils of all ages to consolidate learning and deepen understanding of key areas in preparation for public examinations.
- **EAL Support** – As part of the school's commitment to providing equality of access for all pupils, we provide a weekly EAL Saturday school to support English language acquisition of KS3 pupils recently arriving to the UK.

We will review the effect of the Pupil Premium by comparing the progress and attainment of our Pupil Premium children with other disadvantaged students nationally.

We believe that Pupil Premium funding has had a positive effect on the educational attainment and achievement of pupils who attract the Pupil Premium Funding. Our evidence for this in 2020 (we have compared our own internal data in 2020 to 2019 national data – please see the links below) was:

In 2020, the Progress 8 score for disadvantaged pupils at St Gregory's was 0.34 higher than the national mean for all disadvantaged pupils. The 2020 Progress 8 score for disadvantaged pupils at St Gregory's was 0.16 higher in English and 0.09 higher in Maths compared to the national mean for all disadvantaged pupils. The Attainment 8 score for 2020 for disadvantaged pupils was 51.9 compared to a national mean of 36.7 for all disadvantaged pupils.

In 2020, 79% of disadvantaged pupils attained a standard pass in English and Maths compared to a national mean of 71.2% for all English pupils. The percentage of disadvantaged students attaining a Strong Pass (5+) is 20% higher at St Gregory's when compared to disadvantaged pupils nationally. 83% of disadvantaged pupils were entered for the English Baccalaureate compared to the national mean of 45% for all pupils and 28% for disadvantaged pupils.

At the end of Key Stage 3, disadvantaged pupils average class effort was in line with their peers (3.8 vs 3.71) and the gap between average effort for homework had narrowed from Year 7 (0.7) to Year 9 (0.34) as a consequence of the additional support targeted towards disadvantaged students during homework clubs.

100% of disadvantaged students across all 7 year groups were able to access and participate in live online lessons as a direct result of IT equipment purchased to support their access to lessons.

The attendance of disadvantaged pupils during the academic year 2019/20 was 94 % compared to 92.5% nationally.

References:

[DFE: Latest headline data for pupils at the end of key stage 4](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863815/2019_KS4_revised_text.pdf)

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

[Local Government: Percentage achieving 9-4 in English & mathematics in England](https://lginform.local.gov.uk/reports/lgastandard?mod-metric=9214&mod-area=E92000001&mod-group=AllRegions_England&mod-type=namedComparisonGroup)

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