

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
School name	St Gregory's Catholic Science College
Number of pupils in school	1152 (936 Yr 7-11)
Proportion (%) of pupil premium eligible pupils	13%
Academic years that our current pupil premium strategy plan covers	2021-2022 to 2023-24
Date this statement was published	6 December 2023
Date on which it will be reviewed	31 December 2024
Statement authorised by	Mr Prindiville, Headteacher.
Pupil premium lead	Mr Hogan, Associate Deputy Headteacher
Governor / Trustee lead	Mrs Allen

Funding overview (2023-2024)

Detail	Amount
Pupil premium funding allocation this academic year	£ 128,340
Recovery premium funding allocation this academic year	£34,776
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£163 116

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 they 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 2018 pupil premium pupils' performance was in line with their peers.</p>
2	<p><u>Reading Age of Disadvantaged Pupils at KS3</u></p> <p>Assessments, observations and discussions with Year 7 and 8 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 2020-21 indicates the Pupil Premium 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”.⁶ 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>

⁵https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf

⁶

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

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
Reduce the gap in progress among disadvantaged pupils across the curriculum at the end of KS4.	<p>In 2022-23 The P8 score for disadvantaged pupils at St Gregory's was 0.21. This is nearly a grade higher than the national average for disadvantaged pupils and is greater than the national average for non disadvantaged pupils (0.17)</p> <p>By 2023-24 the KS4 outcomes will demonstrate a further reduction in the gap between disadvantaged pupils and their peers.</p>
To improve the reading comprehension among disadvantaged pupils in KS3.	<p>At the start of the 2022-23 academic year there were 12 pupil premium pupils in Year 7 and 8 who had reading ages more than one year below their chronological age.</p> <p>By the end of the academic year 2022-23 75% of this cohort of pupils were reading at their chronological age.</p> <p>By 2023-24 this targeted intervention for reading will continue to improve the reading comprehension of disadvantaged pupils.</p>
To ensure that all disadvantaged pupils have to access online lessons and resources.	<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>By 2023-24, this laptop loan program will continue to provide immediate IT support for disadvantaged pupils.</p>
To achieve and sustain improved participation of disadvantaged pupils in extra-curricular activities and school trips.	<p>By October 2023, 58% of disadvantaged pupils in KS3 participated in the extra-curricular program.</p> <p>By the end of 2023-24, all disadvantaged pupils in KS3 will participate in at least one extra-curricular activities per year.</p>
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<p>By the end of 2022-23 the average attendance of disadvantaged pupils across KS3 and KS4 was 5% higher than the</p>

	<p>national average for disadvantaged pupils and 8% higher for KS4 pupils.</p> <p>By 2023-24, disadvantaged pupils' attendance will continue to be significantly above the national average.</p>
To enhance the mental health of disadvantaged pupils.	<p>During 2022-23, 38% of referrals to the various mental health support pathways were disadvantaged pupils</p> <p>By 2023-24, disadvantaged pupils will continue to be prioritised for, and benefit from, targeted mental health support.</p>
To reduce the number of disadvantaged pupils with persistent homework completion issues in both KS3 and KS4.	<p>By the end of 2022-23, the school's internal tracking data showed a sustained reduction in persistent homework completion issues between the first and last data point of the academic year in each year group. Average Homework Gap Year 7 (1.2) vs Year 9 (0.7)</p> <p>By 2023-24, the gap between disadvantaged pupils' homework completion and their peers will be further reduced through targeted</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 £72,345

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. ⁷	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. ⁸	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.	The link between absence and attainment at KS2 and KS4 ⁹	6

⁷ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

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

⁹

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

A significant number of the referrals are disadvantaged pupils.		
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 ¹⁰	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 ¹¹	1
A chaplain has been appointed to offer spiritual and pastoral support to pupils who are facing emotional or social challenges. The chaplain runs both scheduled support sessions and drop in sessions as well as coordinating the school's foodbank. A significant number of the referrals to the school chaplain are disadvantaged pupils.	Pastoral Initiatives in Schools – What Should They Include. ¹²	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 or 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. ¹³	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 ¹⁴	1,6,7

Targeted academic support

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

¹¹ <https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf>

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

¹³ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

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

Budgeted Cost £64,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Effective Interventions – Promoting Learning, Tackling Workload ¹⁵	1 4
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.	Effective Interventions – Promoting Learning, Tackling Workload ¹⁶	1,6,7
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.	Improving Literacy in Secondary Schools.	1,2
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.	Improving the impact of teachers on pupil achievement in the UK-Sutton Trust ¹⁷	1
Curriculum Access – (2020/21 96% Yr 11 (24/25 pupils) ,90% Yr 10 (35/39 pupils) of disadvantaged pupils are entered for the EBacc, avoiding issues faced by disadvantaged pupils elsewhere (ASCL 'Leader' "Impact of EBacc", Jan/Feb 2017)	Changing the Subject ¹⁸	1

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

¹⁶ <https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf>

¹⁷ <https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf>

¹⁸ <https://ffteducationdatalab.org.uk/2016/07/changing-the-subject-why-pushing-pupils-from-disadvantaged-backgrounds-to-take-more-academic-subjects-may-not-be-such-a-bad-thing/>

One-to-one tuition – Targeted one-to-one tuition and intervention activities are utilised to improve the achievement of particularly disadvantaged pupils	One to one tuition EEF (educationendowmentfoundation.org.uk)	1
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.	EEF- The Positive Impact of Homework in Secondary School ¹⁹	1,3, 7
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.	Effective Interventions – Promoting Learning, Tackling Workload ²⁰	1, 3, 4
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.	Effective Interventions – Promoting Learning, Tackling Workload ²¹	1, 3, 4
Purchase of Revision Materials - allows disadvantaged pupils of all ages to consolidate learning and deepen understanding of key areas in preparation for public examinations.	Effective Use of Pupil Premium Funding ²²	1,4
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	Effective Interventions – Promoting Learning, Tackling Workload ²³	1

¹⁹ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

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

²¹ <https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf>

²² <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

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

pupils recently arriving to the UK. We have appointed a nationally renowned EAL lead teacher to support English Language acquisition of KS3 & KS4 pupils (including disadvantaged pupils)		
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.	Bridging the Digital Divide -Sutton Trust ²⁴	1,3,7
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.	Pastoral Initiatives in Schools – What Should They Include. ²⁵	4
Learning resource packs are purchased for disadvantaged pupils and are shared with pupils by the learning mentor.	Effective Use of Pupil Premium Funding ²⁶	1
Outstanding progress and achievement is rewarded in termly 'Colours' assemblies. Pupil Premium pupils are prioritised for these prizes where appropriate.	Effective Use of Pupil Premium Funding ²⁷	1
Refurbishment of old laptops and purchase of new laptops to loan to disadvantaged pupils unable to access online learning.	Bridging the Digital Divide -Sutton Trust ²⁸	1,3,7

²⁴²⁴ ²⁴ <https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/>

²⁵ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

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

²⁷ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

²⁸²⁸ ²⁸ <https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/>

Wider strategies

Budgeted cost: £26106

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 lack of a structured family life or financial hardship) to eat a healthy breakfast, a Breakfast Club is an integral part of school life. A significant number of disadvantaged pupils attend this club.	Effective Use of Pupil Premium Funding ²⁹	4,5,7
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 a psychotherapist from the BCYP. In 2020/2021 there were a total of 13 pupils who were seen by the therapist. She supported individual pupils and provided support to pupils throughout the period of school closure. 23% of the pupils who used the service were pupil premium.	Pastoral Initiatives in Schools – What Should They Include. ³¹	5
Year 7 Social Club supports the transition from Year 6 to 7 This group includes a number of disadvantaged pupils.	Pastoral Initiatives in Schools – What Should They Include. ³²	1,4,5
Year 7 and 8 Girls Club supports the emotional wellbeing of pupils who are struggling to develop stable friendship groups. This group includes disadvantaged pupils.	Pastoral Initiatives in Schools – What Should They Include. ³³	5

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

³⁰ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

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>

³³ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

Music lessons are provided free to any Pupil Premium student who wishes to learn a musical instrument.	Effective Use of Pupil Premium Funding ³⁴	4
Year 7 Reading Club offers a sustained program of reading support for pupils who are shown to be reading below their chronological age. This group includes disadvantaged pupils.	Improving Literacy in Secondary Schools	2, 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 ³⁵	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. ³⁶	5
Discretionary top-up of disadvantaged pupils balances in canteen who had fallen into overdraft.	Pastoral Initiatives in Schools – What Should They Include. ³⁷	5, 6

Total Budgeted cost: £163 116

³⁴ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

³⁵ <https://bold.expert/hunger-at-school-widens-the-attainment-gap/>

³⁶ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

³⁷ <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 2022 to 2023 academic year.

In 2023, the Progress 8 score for disadvantaged pupils at St Gregory's was 0.85 grades higher than the national mean for all disadvantaged pupils during the 2023 GCSE exams and 0.04 higher than the national mean for non-disadvantaged pupils.³⁸

The Attainment 8 score for 2023 for disadvantaged pupils was 53.9 compared to a national mean of 34.0 for all disadvantaged pupils in 2023.³⁹ The attainment 8 score was also a third of a grade higher than the national mean for non-disadvantaged pupils. (53.9 vs 50.2).⁴⁰

In 2023, 86% of disadvantaged pupils' attained a standard pass in English and Maths compared to a national mean of 70% for all pupils nationally. 59% 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. 93% of disadvantaged pupils were entered for the English Baccalaureate compared to the national mean of 43% for **all** pupils.⁴¹

At the end of Key Stage 3, disadvantaged pupils average class effort was in line with their peers (3.7 vs 3.8) and the gap between average effort for homework had narrowed from Year 7 (1.2) to Year 9 (0.7) as a consequence of the additional support targeted towards disadvantaged pupils during homework clubs.

During 2022-23, 38% 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.

By the end of the academic year 2022-23 75% of the disadvantaged pupils who had been targeted for reading intervention were reading at their chronological age and all

³⁸ <https://www.compare-school-performance.service.gov.uk/school/142560/st-gregory's-catholic-science-college/secondary/results-by-pupil-characteristics?accordionstate=0>

³⁹ <https://lginform.local.gov.uk/reports/lgastandard?mod-metric=6061&mod-area=E09000005&mod-group=AllLainCountry&mod-type=comparisonGroupType&mod-period=5>

⁴⁰ <https://www.compare-school-performance.service.gov.uk/school/142560/st-gregory's-catholic-science-college/secondary/results-by-pupil-characteristics?accordionstate=0>

⁴¹ <https://www.compare-school-performance.service.gov.uk/school/142560/st-gregory's-catholic-science-college/secondary/results-by-pupil-characteristics?accordionstate=0>

disadvantaged pupils were able to access online resources through the laptop loan programme.

By October 2023, 58% of disadvantaged pupils at KS3 participated in the extra-curricular program in the previous academic year and 9 disadvantaged pupils had their musical tuition paid for. Five of these pupils appeared in the school orchestration that accompanied the school musical in July 2023

By the end of 2022-23 the average attendance of disadvantaged pupils across KS3 and KS4 was 5% higher than the national average for disadvantaged pupils and 8% higher for KS4 pupils.⁴²

Service pupil premium funding

N/A

⁴² FFT Aspire Attendance Tracker – 2022-23