

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	1164 (941 Yr 7-11)
Proportion (%) of pupil premium eligible pupils	18%
Academic years that our current pupil premium strategy plan covers	2021-2022 to 2023-24
Date this statement was published	8 December 2021
Date on which it will be reviewed	31 December 2022
Statement authorised by	Mr Prindiville, Headteacher.
Pupil premium lead	Mr Hogan, Assistant Headteacher
Governor / Trustee lead	Mrs Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 132,745
Recovery premium funding allocation this academic year	£ 20,590
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	£ 153,335

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 students 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 students. 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 students 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 students 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 students 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 students at St Gregory's has historically been very strong, in 2018 pupil premium students' 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 students 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 students 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 students 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 students were only taking limited advantage of the opportunities being offered to them.</p> <p>The lack of social capital of disadvantaged students 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>

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

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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 Students at KS3 and KS4</u></p> <p>Our assessments and observations demonstrate that many disadvantaged students 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 students.</p>
6	<p><u>Attendance of Disadvantaged Students 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 students.</p>
7	<p><u>Homework Completion of Disadvantaged Students 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 students live in houses of multiple occupancy or in homes with limited private space. Our observations have shown that without targeted homework support, disadvantaged students 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.	In 2020-21 Teacher Assessed Grades the gap between disadvantaged students Progress 8 score and their peers was 0.3 grades. By 2023-24 the KS4 outcomes will demonstrate a further reduction in the gap between disadvantaged students and their peers.
To improve the reading comprehension among disadvantaged pupils in KS3.	At the start of the 2021-22 academic year there were 10 pupil premium students in Year 7 and 8 who had reading ages more than one year below their chronological age. By the start of the academic year 2022-23 this number will have reduced to less than 5.
To ensure that all disadvantaged students have to access online lessons and resources.	At the start of 2021-22 there were currently 10 disadvantaged pupils who do not have access to a functioning laptop at home. By the start of the academic year 2021-22 this number will be 0.
To achieve and sustain improved participation of disadvantaged pupils in extra-curricular activities and school trips.	By the end of 2021-22 disadvantaged students will participate in an average of at least 3 extra-curricular activities and school trips per year.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	By the end of 2021-22 the average attendance of disadvantaged students across KS3 and KS4 will be higher than the national average for disadvantaged students.
To enhance the mental health of disadvantaged pupils.	By the end of 2021-22, disadvantaged students will report sustained high levels of wellbeing through quantitative and qualitative wellbeing surveys.
To reduce the number of disadvantaged students with persistent homework completion issues in both KS3 and KS4.	By the end of 2021-22, the school's internal tracking data will show a sustained reduction in persistent homework completion issues between the first and last data point of the academic year.

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 £68,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Learning Mentor has been appointed to ensure that students 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 students who are facing issues complying with the school's strict behaviour policy. A significant number of the referrals are disadvantaged students.	Pastoral Initiatives in Schools – What Should They include. ⁷	5
A Home Liaison officer has been appointed to ensure that students 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 students.	The link between absence and attainment at KS2 and KS4. ⁸	6
An attendance officer has been appointed to track attendance of all students 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	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>

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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

student. A significant number of the referrals are disadvantaged students.		
An additional highly experienced English teacher has been appointed with the remit of raising attainment and progress of disadvantaged students 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 students 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 students 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 students.	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 students to ensure that they make informed decisions about their future education or training. All students at risk of being classified as Not in Education, Employment or Training after Year 11 are prioritised for these interviews. Disadvantaged students 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 students, 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

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>

Targeted academic support

Budgeted Cost £64,460

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 students 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 students) ,90% Yr 10 (35/39 students) of disadvantaged pupils are entered for the	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/>

EBacc, avoiding issues faced by disadvantaged pupils elsewhere (ASCL 'Leader' "Impact of EBacc", Jan/Feb 2017)		
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

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>

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. We have appointed a nationally renowned EAL lead teacher to support English Language acquisition of KS3 & KS4 students (including disadvantaged students)	Effective Interventions – Promoting Learning, Tackling Workload ²³	1
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 students into Year 12. Senior examiners and university lecturers run introduction to A Level Courses following the completion of the GCSE examinations to give all students, but especially disadvantaged students, 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 students and are shared with students by the learning mentor.	Effective Use of Pupil Premium Funding ²⁶	1
Outstanding progress and achievement is rewarded in termly ‘Colours’ assemblies. Pupil Premium students 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 students unable to access online learning.	Bridging the Digital Divide -Sutton Trust ²⁸	1,3,7

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

²⁴ 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>

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

Wider strategies

Budgeted cost: £42,863

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 students 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 students.	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 students and provided support to students 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 students.	Pastoral Initiatives in Schools – What Should They Include. ³²	1,4,5
Year 7 and 8 Girls Club supports the emotional wellbeing of students who are struggling to develop stable friendship groups. This group includes disadvantaged students.	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 students who are shown to be reading below their chronological age. This group includes disadvantaged students.	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 students.	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 students balances in canteen who had fallen into overdraft.	Pastoral Initiatives in Schools – What Should They Include. ³⁷	5, 6

Total Budgeted cost: £176,223

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 2020 to 2021 academic year.

In 2021, the indicative Progress 8 score for disadvantaged pupils at St Gregory's was 1.4 grades higher than the national mean for all disadvantaged pupils during the 2019 GCSE exams. The 2021 indicative Progress 8 score for disadvantaged pupils at St Gregory's was 1.3 grades higher in English and 1.2 grades higher in Maths compared to the national mean for all disadvantaged pupils during the 2019 examinations. The indicative Attainment 8 score for 2021 for disadvantaged pupils was 53.08 compared to a national mean of 36.7 for all disadvantaged pupils in 2019.

In 2021, 84% of disadvantaged pupils' attained a standard pass in English and Maths compared to a national mean of 71.2% for all English pupils. 60% of disadvantaged students attaining a Strong Pass (5+) in both English and Maths which is 37% higher at St Gregory's when compared to disadvantaged pupils nationally. 96% of disadvantaged pupils were entered for the English Baccalaureate compared to the national mean of 45% for all pupils and 27% for disadvantaged pupils.

At the end of Key Stage 3, disadvantaged pupils average class effort was in line with their peers (3.7 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.

During the second national lockdown, 100% of disadvantaged students across all 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.

Externally provided programmes

Programme	Provider
Transition Lectures Programme for Year 11 into 12	Keynote Educational