

# St Gregory's Catholic High School

## Pupil premium strategy statement 2019-2020



### What is Pupil Premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

### Why is this Important?

In a majority of schools, educational outcomes for pupils from disadvantaged backgrounds are much weaker than their peers. Disadvantaged pupils are more likely to not achieve GCSE grades according to their potential; they are more likely to have poor attendance; they are more likely to be excluded from school; they are more likely to not be in education, employment or training after leaving school. Pupils of all abilities are affected. There is evidence that life chances for disadvantaged pupils can be improved with targeted support and the pupil premium grant helps with this.

### Who is entitled to pupil premium funding?

Allocation	2019/20 Expected Funding		
<b>Pupils in year 7 to 11 recorded as Ever 6 FSM:</b> The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who have been eligible for free school meals (FSM) since May 2013, as well as those first known to be eligible at January 2019.	No. 160	@ £935	£149,600
<b>Looked-after children (LAC):</b> The pupil premium from 2019 to 2020 will include pupils recorded in the January 2018 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.	No. 10 CiC 2 adopted	@ £1,900	£22800
<b>Service Children:</b> For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2019 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2019 school census.	No. 2	@ £300	£600



Total 174	£173,000
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**How many disadvantaged pupils do we have at St Gregory's Catholic High in 2019-20?**

Year	Cohort			High Prior Attainment				Middle Prior Attainment				Low Prior Attainment			
	All No	PP No	PP %	All No	All %	PP No	PP HPA %	ALL No	All %	PP No	PP MPA %	ALL No	All %	PP No	PP LPA %
7	245	50	20												
8	241	45	19	77	32	11	5/24	94	39	11	5/24	62	26	16	7/36
9	195	23	12	69	35	5	3/22	69	35	9	5/39	45	23	8	4/35
10	193	36	19	69	36	8	4/22	55	28	11	6/31	53	27	12	6/33
11	195	23	12	66	34	6	3/26	76	39	12	6/52	44	23	5	3/22

**NB. The PP HPA% / MPA%/LPA% represents the percentage of PPs Vs the whole cohort and the percentage of PPs within the PP cohort**

**Broad strategic principles:** Whilst elements of our pupil premium strategy will change from year to year, the broad principles behind the strategy focus on seven aspects. The Educational Endowment Fund (EEF) toolkit suggests that all of these strategies have high impact on pupil learning. This document is not intended to reference the detail behind this EEF evidence. More detail can be found at:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

- 1. Ensuring that teaching & learning is the highest quality:** It is imperative that disadvantaged pupils have access to the best teaching. All teachers have the authority and ability to adapt their pedagogy in support of individual pupils. Marking work in such a way that feedback is timely and challenges pupils to think is an example of ensuring this quality. Micro strategies such as ensuring pupils can see the interactive white board or that pupils are equipped for lessons are critically essential in helping children to learn.
- 2. Ensuring that the curriculum is right for all pupils:** A school should provide a broad and balanced curriculum which is also exciting and relevant. We want our disadvantaged pupils to have access to courses which are relevant to their ability and aptitudes. In KS3, we want our pupils to develop skills. For a minority, as a precursor, it will be necessary to ensure that literacy and numeracy skills are developed to assist them in accessing the broader curriculum. For most, our aim is to lay the foundations of learning including the ability to become self-sufficient. We believe that pupils should have access to different routes of learning. Disadvantaged pupils are not pre-destined to study a specific set of subjects to examination level. Some will choose subjects seen as 'academic', some will choose subjects that are a mix of 'academic' and 'creative' and others will choose practical routes which may include vocational learning.

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**3. Ensuring that disadvantaged pupils have access to the best career education advice:** Our aim is to inspire disadvantaged pupils so that they are in education, training or employment when they leave school. All pupils possess different aspirations but sometimes, disadvantaged pupils do not perceive their own potential and are limited by other factors beyond school. We see our responsibility as stimulating the desire to take study routes appropriate to each's ability and aptitude.

**4. Ensuring that disadvantaged pupils maintain high rates of attendance and punctuality:** There are three reasons for this. The first is that children will only make progress in their learning if they are in school. The second is that being in school supports the overall safeguarding agenda relevant to all pupils. The third is that healthy attendance and punctuality helps young people develop life skills which will impact on attitudes to work in the future.

**5. Ensuring that rates of exclusion for disadvantaged pupils are the same as the low rates for other pupils:** Evidence shows that the opposite happens. This further disadvantages the disadvantaged and tends to place vulnerable pupils at greater risk. It is possible to create systems for all pupils which are fair and reduce the need to exclude from school. As for attendance, the aim is to keep pupils in classrooms so that progress is maintained and children are not placed at risk.

**6. Ensuring that we develop a better dialogue and engagement with parents and carers of disadvantaged pupils:** For many disadvantaged pupils, there are more barriers to parental engagement than for other pupils. Put simply, it can be harder for some families to physically visit school because of hardship and other reasons. We will develop strategies to help overcome these barriers.

**Ensuring that disadvantaged pupils experience a nurturing, caring and supportive Catholic ethos:** We know that hierarchically, children develop when physiological, safety, belonging and self-esteem needs are met. These are our aims for all pupils but the challenges and barriers for disadvantaged pupils are usually greater.

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### Allocation, Spend and Impact Expected Funding

1. Summary information					
School	St Gregory's Catholic High School				
Academic Year	2019-20	Total PP budget	£173000	Date of most recent PP Review	18/01/19
Total number of pupils	1062	Number of pupils eligible for PP	174(16.3%)	Date for next internal review of this strategy	December 2019

2. Current attainment																		
	School P8	School PP P8	National NPP P8	School A8	School PP A8	National NPP A8	School +4 English	School PP +4 English	National NPP +4 English	School +5 English	School PP +5 English	National NPP +5 English	School +4 Maths	School PP +4 Maths	National NPP +4 Maths	School +5 Maths	School PP +5 Maths	National NPP +5 Maths
2017	+0.23	-0.18	-0.5	51	33	50	85	70	65	70	40	48	80	45	69	59	20	48
2018	-0.07	-1.05	-0.57	47	32	50	82	63	62	60	38	45	73	41	60	45	16	40
2019	+0.02	-0.42		50.4	36.69		85.5	62.5		69.3	37.5		81.3	56.3		58.4	31.3	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	<p><b>Ensuring that teaching &amp; learning is the highest quality, ensuring that teachers adapt their pedagogy in support of individual pupils within a broad and balanced curriculum which is also exciting and relevant.</b> In 2015 the PP P8 score was -0.36. However, in 2016 there was a significant difference between the progress of disadvantaged pupils compared with other pupils and the Progress 8 score was – 0.82. In 2017 the gap was significantly closed to -0.13. Two Pupil Premium pupils did not complete GCSE courses, resulting in a 2017 progress 8 score of 0.00 for PP students entered for examinations. In 2018 the Disadvantaged progress 8 score was -1.05. 4 of these pupils were not educated at St Gregory's, this would be reflected in a P8 score -0.85. The</p>

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	overall 2018 score for disadvantaged pupils who were educated at St Gregory's for all their GCSE courses is -0.62. <b>In 2019 the progress 8 score for disadvantaged pupils was -0.42 and improvement of 2/3 of a grade since 2018.</b>			
<b>B.</b>	<b>Ensuring that all pupils are supported to engage and thrive within the curriculum and wider school.</b> Historically, a disproportionate number of PP pupils have been referred for internal exclusion. In 2015-6 it was 33.5%, reducing slightly to 32.5% in 2016-17, 22% in 2017-18. In 2018 -19 the number of internal exclusions for disadvantaged pupils was 28% of the whole school population, but was heavily weighted by just 2 pupils. Overall, referrals for internal exclusion from disadvantaged pupils is falling.			
<b>C.</b>	<b>Maintain a focus on marking &amp; feedback.</b> Application of the new school marking policy requires consistent focus and rigour across the school, ensuring that pupils are able to act upon the feedback and make rapid gains in the next steps of their learning. This includes a consistent approach to supporting literacy skills and developing pupils' ability to improve their extended writing. Disadvantaged pupils' books such be marked first with additionality provided by the teacher where appropriate to help accelerate their progress.			
<b>D.</b>	<b>To ensure challenge</b> for all pupils employing differentiated, diagnostic questioning to extend the learning of H, M and L band disadvantaged pupils.			
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)				
<b>E.</b>	<b>Ensure that disadvantaged pupils' attendance rates are the same as non pupil premium pupils, through the development of bespoke dialogue and engagement with parents and carers of disadvantaged pupils.</b> Attendance rates for pupils eligible for PP has significantly improved in recent years, but is still below the target for all children. PP attendance increased from 89% in 2014/15 to 92% in 2015/16 to 94% in 2016/17, NPP attendance was 95% over the same period. In 2017-18 PP attendance improved to 93% but there is still a gap 3% with NPP pupils. In 2018-19 attendance for disadvantaged pupils was 91% versus 95.57% for NNP which is a gap of 4.5%			
<b>Review of 2018-19 strategy</b>				
	<b>Focus</b>	<b>Impact</b>	<b>Cost</b>	<b>Funding allocated in 2019-20?</b>
<b>1</b>	Attendance SLA	attendance figures for disadvantaged pupils was 91%,. NPP attendance 95.57% gap of 4.57%	£3,500	Yes
<b>2</b>	Careers Guidance	One to one and whole group support, also advising families. Provided impartial CIAG to pupils and families and ensuring the pupils at risk remains negligible. Only one pupil remained NEET at the end of 2019. That pupil was Non PP and was medically unable to access school, support is ongoing.	£5,215	Yes

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3	Literacy Coordinator (Initiatives such as 'Small Group Reading')	Ensuring that barriers to literacy and therefore access to the curriculum is improved at every year group (see literacy plan). KS3 data shows pupil to be reaching aspirational targets	£4,500	Yes, via Catch up funding
4	SISRA for Academic Analysis of Vulnerable Groups	Detailed and accurate analysis facilitating the ability to provide bespoke interventions and support and challenge. All teachers able to confidently analyse data	£1,194	Yes
5	Alternative Provision	Provision of curriculum to PP pupils who are educated offsite. Including close monitoring and regular communication with external providers to ensure provision meets needs. Family support and co-ordination of the offsite provision praised in external review and by Ofsted	£8,000	No
6	SLE Support for Departments	Department support for all depts via 4 internal SLEs with focus on closing the PP gap as part of the whole department review process.	£1,200	Yes
7	Literacy Assistant (Working with key students 1:1)	Additional hours of Library Assistant time to support literacy programmes working with small groups of PP students across year groups, impact demonstrated with increased access to the curriculum	£19,000	Yes
8	Faculty Bids	Use of PP funding to purchase additional resources and facilities to improve PP progress. Further departmental support and intervention is implemented from Y7 and spend tracked by pupil	£20,000	Yes
9	School Comms	Providing two-way communication with parents and families via text and email, also ensured the smooth running and deployment of PP intervention in holidays and before and after school	£2,587	Yes
10	SLT Pupil Premium Lead and outcomes	Deputy Headteacher with responsibility for closing the gap in PP achievement, leading on CPD and strategies. PP progress has been accelerated across the school and is in line with the national data. St Gregory's target is for there to be no gap between PP and Non PP progress	£7,000	Yes
11	SLT lead for Monitoring of Progress Data	Additional capacity on SLT to analyse data and support leaders at all levels in the analysis and subsequent interventions leading to improved progress in each year groups	£5,000	Yes
12	General Pupil Welfare E.g. Uniform	Improving attendance and pupil welfare	£500	Yes, within faculty bids
13	Pupil Premium Support Manager/Parent Liaison	Ensured PP pupils and families suffering difficult circumstances were well supported and had access to additional services. Improved attendance and attainment /progress	£9,650	Yes
14	External Review	External PP review to evaluate provision and make recommendations for accelerating progress towards closing the gap	£700	No
15	CPOMS	Communication tool to manage safeguarding and pastoral concerns and actions for vulnerable pupils; impact of which is measured on a weekly basis.	£2,587	Yes
16	Expert teachers to accelerate progress	Progress intervention groups across the curriculum	£13,500	Yes
17	Weekend / holiday Intervention	Bespoke small group interventions to engage and improve attainment and progress	£587	No
	<b>Total Expenditure</b>		<b>£104,720</b>	



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4. Intended outcomes (specific outcomes and how they will be measured)	Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	Date for Review	Ref No. £
<p><b>1</b> Ensuring that the school's marking policy is consistently applied so that all pupils receive high quality feedback.</p>	<p>Disadvantaged pupils are a priority focus for all Departments. Departments where disadvantaged pupils perform in line with or better than their non-disadvantaged peers, will share their good practice and effective strategies. Deployment of 4 internal SLEs to develop practice across all departments and colleagues. Departmental reviews and SLT and ML work scrutiny to highlight and share best practice and develop strategies where necessary. External SLE support and challenge is also implemented in Maths and English</p>	<p>EEF toolkit suggests that one of the most cost-effective ways of improving progress across the curriculum is through thorough, regular formative feedback. This will benefit all pupils in every year group</p>	<ul style="list-style-type: none"> <li>• Work scrutiny for SLT and HODs calendared points</li> <li>• Departmental monitoring records</li> <li>• Pupil Voice</li> <li>• Parent Voice</li> <li>• All departments are developing their Pupil Premium Promise to address any gaps in the curriculum / provision.</li> <li>• New school calendar provides a regular cycle of monitoring and evaluation of the effectiveness of marking and feedback in in books and lesson observations.</li> <li>• Core depts. have a nominated experienced teacher to track PP progress and intervention</li> <li>• PP progress is a standing agenda item on all links, and departmental meetings</li> </ul>	<p>HOD's SLT PPMs SLEs</p>	<p>Dec 19 April '20 July '20</p>	<p>1.3 1.5 1.6 1.9 2.0 2.4 3.2</p>
<p><b>2</b> Use of differentiation to challenge and extend the learning of all disadvantaged pupils</p>	<p>Identifying pupils in terms of low/mid/high ability in lesson plans, DDMs and seating plans to ensure personalised provision. Developing questioning techniques in lessons to promote higher order thinking. Developing resources so that pupils do not find work too easy or complete it too quickly. Most Able co-ordinator will focus on provision for PP HAPs to ensure that any previous disadvantage is eradicated.</p>	<p>Ensure consistency of good practice across the whole curriculum, by identifying successful strategies and using Middle Leaders' meetings to share and discuss. Departments who have developed successful strategies to be paired with those that do not.</p>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Performance Management cycle</li> <li>• Departmental Monitoring Records</li> <li>• Pupil Voice</li> <li>• Work scrutiny</li> <li>• Half termly Departmental reviews</li> <li>• Ensuring that the demands of the new GCSE specifications are embedded on schemes of work and learning activities from Y7-11</li> </ul>	<p>HOD's SLT SLEs All staff</p>	<p>Dec 19 June 20 Throughout year for Dept reviews</p>	<p>1.3 1.4 1.5 1.6 1.9 2.0 2.3 2.5 2.6 2.4 3 3.2</p>

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		<p>Including more opportunities for collaborative learning and challenges and supports pupils. Internal SLEs will support all colleagues in the development of questioning and quality of learning. External SLEs will support Maths and English in assessment and tier of entry. Bespoke interventions to meet needs of all Disadvantaged pupils through early intervention programme which is differentiated by ability. A curriculum review is underway to measure the intent and implementation of faculty curriculum to minimise cumulative dysfluency and maximise vocabulary and sequencing for progress.</p>		<ul style="list-style-type: none"> <li>Core depts. Have a nominated experienced teacher to track PP progress and intervention</li> <li>Whole school INSET to focus whole school and departmental priorities and subsequent CPD</li> </ul>			
3	<p>Improve Y6 to Y7 curriculum and pastoral transition.</p>	<p>Primary Visits to improve continuity and academic and pastoral transition.            Early intervention programme            Y5/6 Discovery days            Y7 pupil voice to identify successful strategies used at Primary school and those which can be sustained in secondary school.            Literacy and Numeracy leads to work with primaries to build on prior learning and transition strategies            Teachers from across the curriculum to provide support and smooth transition with Y5 and 6 lessons            Deputy PPM for Y7 to provide additional support and intervention for the additional</p>	<p>English and Maths progress tests at KS3 enable staff to have a more refined focus on the skills needed to improve.            Personal profiles on pupils will allow for a more tailored approach both pastorally and academically.            A more bespoke catch up plan for pupils who receive additional literacy and numeracy support</p>	<ul style="list-style-type: none"> <li>Closer monitoring of Y7 data.</li> <li>Rapid intervention after first data collection and CATS tests to be analysed in conjunction with SATs data.</li> <li>Additional PP interviews via LT and CP to identify where earlier intervention strategies are needed</li> <li>Use the Y7 form tutors evening to highlight early under achievement.</li> <li>PP transition focus in the summer term with visits to feeder primaries to be arranged.</li> <li>Literacy and Numeracy leads to provide strategic support to class teachers to provide smooth transition and additional support to PP</li> </ul>	<p>NMcL            KS            LT            CP            LH            SH            RM/EA            Y7            FT's            WD            KP</p>	<p>Nov 19            March 20</p>	<p>1.4            1.5            1.6            2.1            2.2            2.6            2.7            2.8            2.9            3.1            3.2            3.3</p>



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		number of disadvantaged pupils in Y7		pupils who have identified numeracy and literacy needs			
<b>4</b>	Improving literacy and numeracy skills in Y7 and Y8.	Use of literacy tool kit in all lessons. Focus on improving SP&G in light of new GCSE specifications. One to one/Small group tuition to be provided as required. Phonics embedded in Y7 scheme of work Paired reading and numeracy programme. Literacy marking in books Standardised numeracy methods to be used in all subjects. Use of SUMDOG and Literacy Planet and Accelerated Reader to build skills and track progress	Improving numeracy literacy across the curriculum and the use of phonics is proven to be highly effective at improving the attainment of all PP pupils. (See EEF toolkit)	<ul style="list-style-type: none"> <li>Regular monitoring of those pupils who have weak literacy skills.</li> <li>Ensuring that literacy marking is a whole school focus.</li> <li>Literacy initiatives such as 'Small Group Reading' and 'Reading Between the Lines'.</li> <li>Accelerated Reader, to be used in Y7 and 8</li> <li>See Whole School Literacy and numeracy Development Plan.</li> </ul>	LH SH/PS PPM's SLT	Dec 19 April '20 July '20	1.5 1.7 2.9 3.2
<b>5</b>	Ensuring the needs of disadvantaged pupils in the designated provision is adequately met.	Integrating pupils into mainstream lessons as appropriate, with targeted support. Additional opportunities to foster independent learning and life skills via extra-curricular activities that facilitate enhanced social interaction	Pupils in the DP to improve progress in English and Maths. Majority of lessons are integrated in mainstream school, with bespoke support timetabled for the DP  See DP Development Plan.	<ul style="list-style-type: none"> <li>Effective use of TA provision, working together with teaching staff.</li> <li>Use of bespoke pupil profiles to provide information for all staff, to give a tailored, bespoke approach using EEF strategies.</li> </ul>	MF AH TA's	March '20	1.3 1.4 1.5 1.6 2.1 2.4 3.3
<b>6</b>	Careers guidance for Years 8-11	Targeted support and aspirational careers guidance starting in Year 8, ahead of curriculum choices in year 9 and preparation for Post 16	To ensure that disadvantaged pupils are fully supported in decision making with access to aspirational choices post 16	Effective use of Young peoples' services and one to one support	JMcL	March 2020	1.2
<b>7</b>	School attendance figures for disadvantaged pupils to be at the same level as their non-disadvantaged peers.	Rapid communication First day response Meetings for PA's Regular follow ups. Use of link Governor responsible for Pastoral	Whilst there has been a significant improvement in the attendance of disadvantaged pupils, their attendance is still 4.5% lower than their non-disadvantaged peers in most	<ul style="list-style-type: none"> <li>Ensure that processes are working efficiently. Attendance to be standard agenda item at Pastoral meetings. Attendance</li> </ul>	PPM's PSM's VL RHR KP HMcS	Dec '19 April '20 July '20	1.1 1.2 1.3 2.1 2.8 3

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		support will ensure that leaders and staff are challenged. Maintain the rising trends of disadvantaged pupils' attendance to eliminate the 3% gap. Implement early interventions and support via the FSW and Mental Health and wellbeing officer	year groups. 201-19 PP attendance was 91% versus NPP which was 95.5%	<p>pyramid to be sent home with other correspondence.</p> <ul style="list-style-type: none"> <li>Tracking of attendance at parents' evenings, Family SEAL and other events.</li> <li>Alternative provision monitoring and evaluation.</li> <li>Rewards for attendance to be strategically used</li> </ul>	All FTs		3.1 3.2 3.4
<b>8</b>	Reduce the number of internal exclusions for disadvantaged pupils.	<p>Using internal/external mentors at KS3 and 4 to promote positive behaviour for learning and minimising the need for internal exclusions. Pastoral team to monitor behavioural issues on SIMs Behaviour Management and implement early interventions including family and mental health to minimise resultant internal exclusions. Expert teachers used to help pupils who are struggling and accelerate progress and engagement</p> <p>CPOMs used to track welfare issues and ensure support and communication is shared with appropriate staff. All Year 11 disadvantaged pupils have a key worker to discuss progress and solutions to barriers to learning.</p>	<p>School data shows a disproportionate number of disadvantaged pupils being referred to the Columba Room.</p> <p>EEF toolkit states that effective behaviour management in lessons will improve the progress of all.</p> <p>33.5% of referrals in 2015/16 were from PP pupils, 32.5% in 2016/17, 22% 2017/18 were disadvantaged students.. In 2018-19 the percentage for referrals from PP pupils was 28% but this was heavily weighted by just 2 pupils.</p>	<ul style="list-style-type: none"> <li>Monitoring of Columba Room Data.</li> <li>Use of Sims Behaviour Mgt and the Rewards system to praise and promote positive behaviour for learning.</li> <li>Regular communication between mentors, PPM's and parents.</li> <li>Use of PPM/SLT reports.</li> <li>Use of departmental progress reports.</li> <li>Whole school monitoring and emphasis on low level disruption in lessons.</li> </ul>	PPM's PSM's SLT HMcS RHR	Dec '19 April '20 July '20	1.1 1.2 1.4 1.8 2.1 2.2 1.6 2.1 2.2 2.3 3 3.1 3.2 3.4 3.5
<b>9</b>	To develop a regular forum for Pupil and Parent Voice.	Regular pupil voice sessions to gauge the impact of intervention on pupils. Sessions will be used to understand what pupils want from their education at St.	Pupils and parents raise issues enabling school to provide a rapid response to concerns or queries	<ul style="list-style-type: none"> <li>Act upon the information gathered from Pupil Voice.</li> <li>PP Passports</li> <li>What can parents do to support their child?</li> <li>Parents Information Evening.</li> <li>SEAL Evenings</li> </ul>	PPM's Dep PPM PSM KP WD All FTs	Dec 19	1.4 2.7 2.4 3.2 3.4 3.3 3.5

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		Gregory's, what works well and what does not. Parent SEAL evenings to improve communication and working together strategies with tangible rewards for pupils meeting targets. Pupil voice to be used to encourage more disadvantaged pupils to become involved in the student leadership of the school, enhancing their academic and social learning.					3.
10	Use of funding at faculty and pastoral level in order to remove barriers to learning and provide enrichment activities to further their learning beyond the classroom.	Staff training on effective strategies for using PP funding. School priorities outlined in detailed case studies and specific examples provided. Staff to monitor and provide opportunities to engage disadvantaged pupils	Providing pupils with resources to remove all barriers, academic and social, to learning in lessons. Providing pupils with opportunities for enrichment activities such as Theatre trips, field trips, music lessons etc. which are also of educational value and enrich the learning experience.	<ul style="list-style-type: none"> <li>Encouraging departments to be more imaginative in their use of the PP budget in terms of high impact, low cost strategies.</li> <li>Staff to be referred to the EEF toolkit for guidance.</li> <li>Ensuring that departments are using the information from data collections to quickly highlight under achievement.</li> <li>PP news bulletin</li> </ul>	HOD's PPM's	Dec19 April 20 July '20	1.4 2.4 3.2 3.3 3.5 3.
11	Implementation of Provision Maps and Class Charts from Edukey	Provide further information for teachers to plan for learning and progress. Track provision for all disadvantaged pupils to ensure pastoral and academic needs are met.	As a self-improving school, SLT have implemented this as a recommendation from peer to peer work with the Archdiocese to ensure that full provision is monitored and evaluated to improve outcomes.	Full training from the provider for all staff using the tool. On going monitoring to iron out any implementation issues.	EL, SLT, PF MS NC	Jan 20	2.4 3.2 3.5

### PP Expenditure 2019-20

	Item	Cost	Variance from previous year
1.1	Attendance SLA	£3,500	£0
1.2	Careers guidance	£3,500	-£1,715

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1.3	SISRA for academic analysis	£1,194	£0
1.4	Faculty Bids	£25,000	£5,000
1.5	SLE support for English and Maths	£2100	£900
1.6	Internal SLE support for PP	£3,500	£0
1.7	Literacy Assistant	£20200	£1200
1.8	School Communications	£2,587	£0
1.9	SLT PP Lead	£10,000	£3,000
2	SLT Pupil Progress Lead	£5,000	£0
2.1	Family Support Worker	£9,650	£0
2.2	CPOMS	£2,587	£0
2.3	Expert teachers to accelerate progress	£10,500	-£3,000
2.4	Implementation of Edukey provision Maps and class charts	£3944	+£3944
2.6	Most Able Co-ordinator	£3,000	£3,000
2.7	Deputy PPM Y7+ PSM	£10820	£10820
2.8	Wellbeing support / mental health first aid	£8,000	£8,000
2.9	Homework club	£2,212	£2,212
3.0	Year 8 Oarsome Rowing Project	£3796	£3796
3.1	Transition programme for Disadvantaged pupils	£3500	£3500
3.2	PP Co-ordinator	£9600	£9600
3.3	Additional printing to support pupils and parents	£60	£60
3.4	Breakfast club (FSM)	£9,000	£9000
3.5	PP Engagement Evenings	£750	£750

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Total	£154000 (excluding ring-fenced CiC funding)	
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