

St Gregory's Catholic High School

Pupil premium strategy statement 2020-2021



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	2020/21 Expected Funding		
Pupils in year 7 to 11 recorded as Ever 6 FSM: The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census who have been eligible for free school meals (FSM) since May 2014, as well as those first known to be eligible at January 2020.	No. 193	@ £955	£184,315
Looked-after children (LAC): The pupil premium from 2020 to 2021 will include pupils recorded in the January 2019 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 3 adopted	@ £2,345 (included in PEPs)@£2,345	(£23,450) ringfenced £7,035
Service Children: For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2020 school census who was eligible for the service child premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2020 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 2020 school census.	No. 1	@ £310	£310
Total 197 (excluding 10 CiC ringfenced)			£191,660

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How many disadvantaged pupils do we have at St Gregory's Catholic High in 2020-21?

Year	Total Cohort			High Prior Attainment					Middle Prior Attainment					Low Prior Attainment				
	All	PP no.	PP %	All	PP no.	PP vs TC %	PP vs Total PP %	PP vs HPA total %	All	PP no.	PP vs TC %	PP vs Total PP %	PP vs MPA total %	All	PP no.	PP vs TC %	PP vs Total PP %	PP vs LPA total %
7	240	54	23%	26	3	1%	6%	12%	137	23	10%	43%	17%	75	28	12%	52%	37%
8	244	46	19%	88	12	5%	26%	14%	88	16	7%	35%	18%	63	18	7%	39%	29%
9	236	43	18%	77	11	5%	26%	14%	93	17	7%	40%	18%	60	13	6%	30%	22%
10	192	28	15%	70	9	5%	32%	13%	71	10	5%	36%	14%	46	9	5%	32%	20%
11	188	36	19%	70	9	5%	25%	13%	54	11	6%	31%	20%	56	15	8%	42%	27%
Total	1100	207	19%	331	44	4%	21%	13%	443	77	7%	37%	17%	300	83	8%	40%	28%

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

- Notes:
- 1 There are 26 students that currently do not have bandings.
 - 2 Of which 3 are PP students that currently do not have bandings.
 - 3 PP vs TC % is the Pupil premium students within that banding Vs the total number of students in that Cohort (year group)
PP vs Total PP % is the Pupil premium students within that banding Vs the total number of PP students in that cohort (year group)
 - 4 group)
 - 5 PP vs H/M/LPA total % is the Pupil premium students within that banding Vs the total number of students in that banding

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

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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.

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.

Allocation, Spend and Impact Expected Funding

1. Summary information					
School	St Gregory's Catholic High School				
Academic Year	2020-21	Total PP budget	£214525 (inc CiC funding)	Date of most recent PP Review	18/01/19
Total number of pupils	1099	Number of pupils eligible for PP	207(18.8 %)	Date for next internal review of this strategy	December 2020

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2. Current attainment

Year	School P8	School PP P8	National PP P8	School A8	School PP A8	National Non-PP A8	School +4 English and Maths	School PP +4 English and Maths	National Non-PP +4 English and Maths	School +5 English and Maths	School PP +5 English and Maths	National Non-PP +5 English and Maths
2018	-0.07	-1.06	-0.44	47	32.2	50.1	65.2	34.4	71.5	37	12.5	50.1
2019	-0.02	-0.46	-0.45	49.9	38.2	50.3	75.3	56	71.8	48.8	25	49.9
2020	0.15	-0.62	No data	52.43	41.14	No data	73.8	39.1	No data	52.4	26.1	No data

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	<p>Ensuring that teaching & 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. 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 overall 2018 score for disadvantaged pupils who were educated at St Gregory's for all their GCSE courses is -0.62. In 2019 the progress 8 score for disadvantaged pupils was –0.42 and improvement of 2/3 of a grade since 2018. In 2020 The PP P8 based on 2019 standardised national P8 data and scores improved to -0.27. As centres uploaded CAGs the SISRA estimate for schools taking part in data collaboration estimates the PP P8 against Centre Assessed Grades to be -0.62</p>
B.	<p>Ensuring that all pupils are supported to engage and thrive within the curriculum and wider school. 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. In 2020 there is not a comparable figure as the school partially closed from March 20th 2020 and was open for key worker and vulnerable pupils only. From Sept 2019- 20th March 2020 internal exclusion data demonstrated a downward trajectory where the percentage of pupils who were internally excluded and were disadvantaged fell to (22.83%)</p>
C.	<p>Maintain a focus on marking & feedback. 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</p>

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	<p>literacy skills and developing pupils' ability to improve their extended writing. Disadvantaged pupils' books should be marked first with additionality provided by the teacher where appropriate to help accelerate their progress. This continues to be a major focus for disadvantaged pupils including the use of online marking to be COVID secure. PP Pupils have been prioritised to receive assistance with technology were we are able to support those pupils and families to support with feedback during the pandemic. Assessment for Learning to provide live feedback is a focus for every department with PP pupils assessed every lesson to understand any gaps in learning and address them rapidly.</p>			
D.	<p>To ensure challenge for all pupils employing differentiated, diagnostic questioning to extend the learning of H, M and L band disadvantaged pupils. All pupils will benefit from the Ambition for All culture with a focus on PP pupils to consolidate and develop ambition. This is reflected in a new programme for disadvantaged pupils to benefit from virtual work experience to broaden horizons and aspirations in line with the challenge and ambitious culture in school.</p>			
<p>Additional barriers (including issues which also require action outside school, such as low attendance rates)</p>				
E.	<p>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. 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%. From 20th March 2020 the national lockdown means that we do not have a comparable set of data, but this is a major strategic focus for the school with a member of SLT appointed to lead on increasing attendance for FSM and PP pupils. From Sept 2019-20th March 2020 attendance data was PP = 91.14% Non-PP = 94.92%</p>			
F	<p>Ensuring that Pupils are supported in catching up with their learning and identifying and working on gaps in learning following the national lockdown and also whole year group / bubbles isolation</p> <p>All disadvantaged pupils were impacted upon by National lockdown from 20th March-24th July and further periods of isolation in this academic year. School has been focusing on identifying and meeting these gaps through targeted AfL and low stakes assessment, interventions, homework clubs and assessing access to technology at home. Technological support has been provided where possible. All year 11 and 10 disadvantaged pupils have access to technology at home and PP pupils in KS3 without any technological access have been provided with this. Additional training and support has been provided for PP families to support pupils working from home.</p>			
<p>Review of 2019-20 strategy</p>				
	Focus	Impact	Cost	Funding allocated in 2020-21?
1	Attendance SLA	Based on the time on school before the national lockdown, the gap between PP and NPP attendance has reduced from 4.59% to 3.78%	£3,500	Yes

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2	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. Support was provided to all pupils in their college application process during COVID, 2 disadvantaged pupils were NEET in October having left their college course	£3500	Yes
3	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
4	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 improvements in reading ages and data ahead of the lockdown.	£4,500	Yes,
5	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	\$25000	Yes
6	SLE support for English and Maths	External support for English and Maths departments to focus on closing the gap and assessment	£2100	No
7	SLE Support for Departments	Department support for all depts via 4 internal SLEs with focus on closing the PP gap as a whole school priority. Data ahead of CAGs evidenced a positive trajectory	£3500	
8	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 and rapid improvements in reading ages as evidenced by STAR and Suffolk tests ahead of lockdown	£20200	Yes

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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 PP Lead	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	£10000	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	£5000	Yes
12	Family Support Worker	FSW to support our most vulnerable disadvantaged families and pupils and liaison with agencies to support welfare, attendance and progress. Impact is measured through de-escalation and promotion of pupil welfare and advocacy	£9,650	Yes
13	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
14	Expert teachers to accelerate progress	Progress intervention groups across the curriculum and gap closing on a downward trajectory before national lockdown	£10,500	yes
15	Implementation of Edukey provision Maps and class charts	To track spend and provision map for disadvantaged pupils and support planning and T&L in the classroom	£3944	Yes
16	Most Able Co-ordinator	To support progress and achievement of most able pupils. Impact measured at data collections and GCSE results	£3,000	Yes

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17	Deputy PPM Y7+ PSM	To support the pastoral welfare and academic progress. Impact measured at PPP panels, pastoral meetings, and through analysis of academic, behaviour and attendance data	£10820	Yes within a reorganised structure
18	Wellbeing support / mental health first aid	To support pupils with mental health first aid, emotional well being support and liaison with CAMHs and other agencies. Impact measured through pupil pastoral support and well being initiatives	£8,000	
19	Homework club	Support offered to pupils to engage and progress with independent learning including access to support and technological resources	£2,212	Yes
20	Year 8 Oarsome Rowing Project	Cultural capital opportunity for Year 8s to participate in a weekly team event and benefit. Impact measured by engagement, attendance and behavioural improvements	£3796	Yes post covid
21	Transition programme for Disadvantaged pupils	Additional teaching lessons and pastoral visits and support and transfer of information between 17 schools. Impact measured through successful transition of pupils to St Gregory's	£3500	Yes
22	PP Co-ordinator	Appointment and implementation delayed due to partial closure of school and staffing reorganisation	£9,650	Yes
23	Additional printing to support pupils and parents	Additional resourced provided to parents to engage and support parents in their liaison with school . Impact measured through parental engagement	£60	Yes

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24	Breakfast club (FSM)	Breakfast and enhanced lunch provided for FSM pupils. Impact measured through increased attendance, academic progress and improved behaviour	£9000	Yes			
25	PP Engagement Evenings	Bespoke small group evenings to engage families and improve attainment and progress of pupils. Measured in parental engagement increasing, and progress.	£587	Yes via catch up fund			
Total Expenditure			£154000				
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. £
1	Ensuring that the school's marking policy is consistently applied so that all pupils receive high quality feedback.	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. internal SLE support and challenge and HAP focus also implemented across all	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	<ul style="list-style-type: none"> • Work scrutiny for SLT and HODs calendared points • Departmental monitoring records • Pupil Voice • Parent Voice • All departments are developing their Pupil Premium Promise to address any gaps in the curriculum / provision. • New school calendar provides a regular cycle of monitoring and evaluation of the effectiveness of marking and feedback in in books and lesson observations. • Core depts. have a nominated experienced teacher to track PP progress and intervention 	HOD's SLT PPMs SLEs	Dec 20 April '21 July '21	1.3 1.6 1.9 2.0 2.4 3.2 2.3

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		subjects. Technological support provided where possible to support PP pupils in accessing work during lock down and isolation periods		<ul style="list-style-type: none"> PP progress is a standing agenda item on all links, and departmental meetings 			
2	Use of differentiation to challenge and extend the learning of all disadvantaged pupils	<p>Identifying pupils in terms of low/mid/high ability in lesson plans, CCs 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. 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 including a bespoke CPD menu. Class movements for PP pupils to</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"> Lesson observations Performance Management cycle Departmental Monitoring Records Pupil Voice Work scrutiny Half termly Departmental reviews Ensuring that the demands of the GCSE specifications and recovery curriculum are embedded on schemes of work and learning activities from Y7-11 Core depts. Have a nominated experienced teacher to track PP progress and intervention Whole school INSET to focus whole school and departmental priorities and subsequent CPD menu to provide bespoke support 	<p>HOD's SLT SLEs All staff</p>	<p>Dec 20 June 21 Throughout year for Dept reviews</p>	<p>1.3 1.4 1.6 1.9 2.0 2.3 2.5 2.6 2.4 3 3.2</p>

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		<p>evaluated and authorised by the DHT.</p> <p>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> <p>A remote curriculum is uploaded for all pupils and PPs are called to check their welfare and ability to access resources and extend their learning. Seneca Premium has also been purchased to ensure that all pupils can self-assess and lesson plans then be adapted to address gaps in learning</p>		<ul style="list-style-type: none"> • Whole school and pupil training to access Seneca. • Technological support given where possible to support PP pupils in their independent learning using AI software that identifies gaps in learning and adjusts resources to support the individual 			
3	Improve Y6 to Y7 curriculum and pastoral transition.	<p>Primary Visits to improve continuity and academic and pastoral transition.</p> <p>Early intervention programme</p> <p>Y5/6 Discovery days</p>	<p>English and Maths progress tests at KS3 enable staff to have a more refined focus on the skills needed to improve.</p> <p>Personal profiles on pupils will allow for a more tailored</p>	<ul style="list-style-type: none"> • Closer monitoring of Y7 data. • Rapid intervention after first data collection and CATS tests to be analysed in conjunction with school 	<p>NMcL AB JD CP LH SH EA</p>	<p>Nov 20 March 21</p>	<p>1.4 1.6 2.1 2.2 2.6 2.7 2.8</p>

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	<p>Y7 pupil voice to identify successful strategies used at Primary school and those which can be sustained in secondary school.</p> <p>Literacy and Numeracy leads to work with primaries to build on prior learning and transition strategies</p> <p>Teachers from across the curriculum to provide support and smooth transition with Y5 and 6 lessons</p> <p>PSM and PPMs for Y7 to provide additional support and intervention for the additional number of disadvantaged pupils in Y7</p> <p>Homework club for Year 7s to be set up to support transition</p> <p>All year 7s to receive curriculum support to access Class Charts and Seneca learning .FT phone calls to all year 7s and PPM to oversee Y7 PP barriers to learning and liaise with DHT for solutions</p>	<p>approach both pastorally and academically.</p> <p>A more bespoke catch up plan for pupils who receive additional literacy and numeracy support in cluding low sakes testing and assessment in the absence of SATs data</p>	<p>data sent in the absence of SATs data.</p> <ul style="list-style-type: none"> • Additional PP interviews via AB and JD to identify where earlier intervention strategies are needed • Use the Y7 form tutors welfare calls to highlight early under achievement. • PP transition focus in the summer term with visits to feeder primaries to be arranged. • Literacy and Numeracy leads to provide strategic support to class teachers to provide smooth transition and additional support to PP pupils who have identified numeracy and literacy needs 	<p>Y7 FT's WD KP</p>	<p>2.9 3.1 3.2 3.3 2.3</p>
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4	Improving literacy and numeracy skills in Y7 and Y8.	<p>Use of literacy tool kit in all lessons.</p> <p>Focus on improving SP&G in light of GCSE specifications and gaps in learning from National lockdown.</p> <p>One to one/Small group tuition to be provided as required.</p> <p>Phonics embedded in Y7 scheme of work</p> <p>Paired reading and numeracy programme.</p> <p>Literacy marking in books</p> <p>Standardised numeracy methods to be used in all subjects.</p> <p>Use of SUMDOG and Rockstars and Accelerated Reader to build skills and track progress for all year 7s</p> <p>Purchase of additional texts to support Year 7s literacy following lack of access to reading from Year 6-7 during lock down</p> <p>Celebration of year 7 "millionaire" readers and PPs accessing the LRC</p>	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"> Regular monitoring of those pupils who have weak literacy skills. Ensuring that literacy marking is a whole school focus. Literacy initiatives such as 'Small Group Reading' and 'Reading Between the Lines'. Accelerated Reader, to be used in Y7 SumDog and Rockstars to be implemented for all year 7 See Whole School Literacy and numeracy Development Plan. 	EL /CH/K H/JM SH/PS PPM's SLT	Dec 20 April '21 July '21	1.7 2.9 3.2 2.3
5	Ensuring the needs of disadvantaged pupils in the designated provision is adequately met.	Integrating pupils into mainstream lessons as appropriate, with targeted support.	Pupils in the DP to improve progress in English and Maths. Majority of lessons are integrated in mainstream	<ul style="list-style-type: none"> Effective use of TA provision, working together with teaching staff. 	MF AH TA's	March '21	1.3 1.4 1.6 2.1

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		Additional opportunities to foster independent learning and life skills via extra-curricular activities that facilitate enhanced social interaction	school, with bespoke support timetabled for the DP See DP Development Plan.	<ul style="list-style-type: none"> Use of bespoke pupil profiles to provide information for all staff, to give a tailored, bespoke approach using EEF strategies. 			2.4 3.3 2.3
6	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. Implementation of INVESTin programme for PP pupils	To ensure that disadvantaged pupils are fully supported in decision making with access to aspirational choices post 16 and have access to professional careers work experience	Effective use of Young peoples' services and one to one support, Kudos and JED	JMcL	March 2021	1.2 3.9
7	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. SLT associate AHT to monitor and liaise with parents re attendance to school including rewards for FSM PAs Use of link Governor responsible for Pastoral support will ensure that leaders and staff are challenged. Maintain the rising trends of disadvantaged pupils' attendance to eliminate the 3% gap.	Whilst there has been a significant improvement in the attendance of disadvantaged pupils, their attendance is still 3.78% (Sept-March 2020) lower than their non-disadvantaged peers in most year groups. 2018-19 PP attendance was 91% versus NPP which was 95.5%. This cannot be compared with 2020 data due to the national lock down, but Sept – march 202 figures demonstrate a narrowing of the gap between PP and NPP to 3.78%	<ul style="list-style-type: none"> Ensure that processes are working efficiently. Attendance to be standard agenda item at Pastoral meetings. Attendance pyramid to be sent home with other correspondence. Tracking of attendance at parents' evenings, Family SEAL and other events. Alternative provision monitoring and evaluation. Rewards for attendance to be strategically used 	LM PPM's PSM's MS CMcK KP HMCS All FTs	Dec '20 April '21 July '21	1.1 1.2 1.3 2.1 2.8 3 3.1 3.2 3.4 3.7 4.0 4.1 4.2 2.3

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		Implement early interventions and support via the FSW and Mental Health and wellbeing officer Additional rewards and incentives for FSM pupils					
8	Reduce the number of internal exclusions for disadvantaged pupils.	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 utilising the SLT strategic lead on 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 CPOMs used to track welfare issues and ensure support and communication is shared with appropriate staff.	School data shows a disproportionate number of disadvantaged pupils being referred to the Columba Room. EEF toolkit states that effective behaviour management in lessons will improve the progress of all. 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. This cannot be compared with 2020 data due to national lockdown but Sept-march 2020 figures demonstrate a decrease in PP internal exclusion to 22.83%	<ul style="list-style-type: none"> Monitoring of Columba Room Data. Use of Sims Behaviour Mgt and the Rewards system to praise and promote positive behaviour for learning. Regular communication between mentors, PPM's and parents. Use of PPM/SLT reports. Use of departmental progress reports. Whole school monitoring and emphasis on low level disruption in lessons. 	PPM's PSM's SLT HMcS NH CMcK	Dec '20 April '21 July '21	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 3.7 4.0. 4.1 4.2 2.3

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		<p>All Year 11 disadvantaged pupils have a key worker to discuss progress and solutions to barriers to learning.</p> <p>New SLT lead is monitoring rewards and behaviour points for all pupils and focusing on the engagement of PP pupils</p>					
9	To develop a regular forum for Pupil and Parent Voice.	<p>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. Gregory's, what works well and what does not.</p> <p>Parent SEAL evenings to improve communication and working together strategies with tangible rewards for pupils meeting targets.</p> <p>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.</p>	Pupils and parents raise issues enabling school to provide a rapid response to concerns or queries	<ul style="list-style-type: none"> Act upon the information gathered from Pupil Voice. PP Passports What can parents do to support their child? Parents Information Evening. SEAL Evenings 	PPM's Dep PPM PSM SOC KP WD All FTs	Dec 20	1.4 2.7 2.4 3.2 3.4 3.3 3.5 3. 2.3

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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 EL to oversee the implementation of Catch up sessions for Year 11 including Super Saturdays, weekly intervention and online tutoring. Introduction of virtual WEX to promote ambition post 16 and experience of professional careers	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. Ensure that pupils are provided with every opportunity to catch up with lost learning time from the national lockdown, including amendments to the recovery curriculum and interventions Ensure PP pupils have exposure to virtual WEX and career routes	<ul style="list-style-type: none"> • Encouraging departments to be more imaginative in their use of the PP budget in terms of high impact, low cost strategies. • Staff to be referred to the EEF toolkit for guidance. • Ensuring that departments are using the information from data collections to quickly highlight under achievement. • Super Saturdays and weekly intervention plans formalised • Analysis of attendance at interventions • Participation in Investin WEX opportunities evaluated and monitored 	HOD's PPM's EL NH JMCL	Dec20 April 21 July '21	1.4 2.4 3.2 3.3 3.5 3.9
11	Implementation of Seneca Learning, Catch up sessions on TEAMS remote curriculum in place for full and balanced curriculum for every year group to address gaps from lock downs and isolations.	Track provision for all disadvantaged pupils to ensure pastoral and academic needs are met and that they are able to access the support provided by school to meet gaps in learning. Recovery curriculum is also quality assured through SLT Links and lesson observations of all teachers	New packages to support learning during COVID times and beyond have been introduced ad all pupils trained in how to access these support packages. Teachers are monitoring access to ensure that full provision is monitored and evaluated to improve outcomes. SLT link for attendance is monitoring	Full training for the whole school, pupils and parents provided. On going monitoring to iron out any implementation issues. QA of Catch up sessions including attendance and support / meeting gaps in learning	EL LM, SLT, PF MS NC NH	Jan 21	2.4 3.2 3.5 3.6 2.3

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		Implemetnation of 6 core 1-1 sessions for Y11 PP pupils to support catch up, followed by NTP programme for 20 small group sessions	engagement with remote lessons			
PP Expenditure 2020-21						
	Item		Cost			Variance from previous year
1.1	Attendance SLA		£3,769			+£269
1.2	Careers guidance		£3,980			+£4980
1.3	SISRA for academic analysis		£2093			+£899
1.4	Faculty Bids		£25,000			+£5,000
1.6	Internal SLE support for PP		£3,500			£0
1.7	Literacy Assistant		£20755			+£555
1.8	School Communications		£2817			+£230
1.9	SLT PP Lead		£5,000			-£5000
2	SLT Pupil Progress Lead		£2,500			-£2500
2.1	Family Support Worker		£9,915			+£265
2.2	CPOMS		£2,587			£0
2.3	Attendance mentor to support improvement of FSM attendance		£23100			+£23100
2.4	Edukey provision Maps and class charts		£3944			£0
2.6	Most Able Co-ordinator		£3,082			+£82
2.7	Y7+Y8 PSM		£24491			+£13671
2.8	Wellbeing support / mental health first aid		£8,220			+£220
2.9	Homework club		£3000			+£788

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3.0	Year 8 Oarsome Rowing Project	£3796	£3796
3.1	Transition programme for Disadvantaged pupils	£3500	£0
3.2	PP operational support	£1,500	-£8100
3.3	Additional printing to support pupils and parents	£2500	+£2444
3.4	Breakfast club and brunch upgrade (FSM)	£9,000	£9000
3.5	PP Engagement Evenings	£750	£0
3.6	Access to Tutor programme	£5000	+£5000
3.7	FSM attendance award	£1500	+£1500
3.8	FSM administration charge to WBC	£2623	+£2623
3.9	Investin Immersive virtual Work Experience	£3000	+£3000
4.0	Uniform support	£2250	+£2250
4.1	Bus passes	£2408	+£2408
4.2	Burtonwood bus	£6080	+£6080
	Total	£191660	