



St. Gregory's Catholic High School

**Disadvantaged pupils
strategy document
2021-2022**

Pupil premium strategy statement

School overview

Detail	Data
School name	St Gregory's Catholic High School
Number of pupils in school	1161
Proportion (%) of pupil premium eligible pupils	18.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	Feb 2022 May 2022
Statement authorised by	E. McGlinchey (Headteacher)
Pupil premium lead	E. Lavin (Deputy Headteacher)
Governor	A. Butcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227130 in total but CIC funding ring fenced so £196645
Recovery premium funding allocation this academic year	£ £29,274
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	£225,919

Part A: Pupil premium strategy plan

Statement of intent

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. At St Gregory's Catholic High School, we are committed to supporting pupils who are in receipt of the Pupil Premium grant, to achieve at least as well as their peers; this will diminish differences against national indicators and eliminate within school variation with pupils who are not in receipt of the pupil premium grant.

Achieving our objectives for disadvantaged pupils

The funding we receive is used to remove barriers to learning and enhance the life experiences of all our young people. This will include supporting disadvantaged pupils both inside and outside of the classroom, pastorally and with their emotional and family wellbeing.

In order to achieve these objectives we have rooted our strategy in evidence-based research from the EEF "Putting Evidence to Work – A School's Guide to Implementation'." This is to ensure that the plan is sustainable and will have long-term impact to ensure that as the gap narrows it will then be eliminated, ensuring that all pupils regardless of background have access to the same life chances and opportunities.

The previous lockdowns exacerbated disadvantage and we quickly sought to provide PP pupils without access to technology with electronic devices to access and support learning. Access to technology is an ongoing strategy to ensure that pupils can use technology both in school and at home.

At St Gregory's we are one family inspired to learn and this is in part exemplified through the emphasis we place on supporting disadvantaged pupils and their families through our strong and caring, Christian pastoral ethos. This includes family support, early help, support with emotional and mental wellbeing, subsidised uniform, subsidised access to educational visits, workshops, and residential.

The key principles of the strategy

As one family inspired to learn, we are focused on supporting the complete needs of our pupils including supporting families. This includes ensuring that pupils attend school in line with their peers and punctually so that they have the same, learning opportunities as non-disadvantaged pupils. Ensuring that disadvantaged pupils experience a nurturing, caring and supportive Catholic ethos as part of our ambitious curriculum and implementation is paramount in our everyday actions. 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. We are committed to ensuring PP pupils experience the same opportunities to develop their whole self, in the confidence that they are supported to access and move onto their chosen pathways after they leave St Gregory's.

In the classroom, we are committed to ensuring that pupils from disadvantaged backgrounds are supported to accelerate their progress and make the most of learning opportunities. This includes

ensuring that teachers develop a clear understanding of their individual barriers to learning/ progress within their subject. Once identified, this leads to bespoke support with questioning, assessment for learning and feedback that helps them to address misconceptions and deepen knowledge and understanding.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																																
1	<p>Ensuring that PP attendance is in line with NPP attendance and that FSM attendance improves in line with all attendance. This will ensure that disadvantaged pupils are able to experience the same consistent access and support to an ambitious curriculum without gaps in their knowledge exacerbating existing disadvantage.</p> <table border="1"> <thead> <tr> <th></th> <th>NPP attendance</th> <th>PP attendance</th> <th>Gap between PP and NPP</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>95.7</td> <td>91.7</td> <td>4</td> </tr> <tr> <td>2019/20</td> <td>94.6</td> <td>91</td> <td>3.6</td> </tr> <tr> <td>2020/21</td> <td>95.2</td> <td>91.1</td> <td>4.1</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>FSM attendance</th> <th>All PP attendance</th> <th>Gap between FSM and other PP</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>91</td> <td>91.7</td> <td>0.7</td> </tr> <tr> <td>2019/20</td> <td>89.6</td> <td>91</td> <td>1.4</td> </tr> <tr> <td>2020/21</td> <td>90.3</td> <td>91.1</td> <td>0.8</td> </tr> </tbody> </table>		NPP attendance	PP attendance	Gap between PP and NPP	2018/19	95.7	91.7	4	2019/20	94.6	91	3.6	2020/21	95.2	91.1	4.1		FSM attendance	All PP attendance	Gap between FSM and other PP	2018/19	91	91.7	0.7	2019/20	89.6	91	1.4	2020/21	90.3	91.1	0.8
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2	<p>Ensuring that we provide wraparound support to reduce the number of fixed term exclusions and internal isolation (Columba Room) for PP; reflecting our distinctive pastoral support system, enabling pupils to thrive in school</p> <table border="1"> <thead> <tr> <th></th> <th>% of exclusions that were for PP</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>26%</td> </tr> <tr> <td>2019/20</td> <td>21%</td> </tr> <tr> <td>2020/21</td> <td>17%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>% PP Columba room referrals</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>28%</td> </tr> <tr> <td>2019/20</td> <td>22.83%</td> </tr> <tr> <td>2020/21</td> <td>21%</td> </tr> </tbody> </table>		% of exclusions that were for PP	2018/19	26%	2019/20	21%	2020/21	17%		% PP Columba room referrals	2018/19	28%	2019/20	22.83%	2020/21	21%																
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3	<p>Ensuring that the curriculum and co-curriculum is ambitious for all pupils:</p>																																

	<p>At St Gregory's we deliver an ambitious, 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 their skills to ensure that they can thrive in our school. For some it will be necessary to ensure that literacy and numeracy skills are developed to assist them in accessing the broader curriculum. A key part of this strategy is to ensure that PP pupils are fully supported in the curriculum choices at the end of KS3 and choose a broad and balanced suite of subjects that will support them in their chosen destination after they leave St Gregory's</p> <p>We believe that our pupils should have access to different routes of learning where their contributions and achievements inside and outside of the classroom are celebrated in our St Gregory's diploma. This also includes access to a wide range of extra-curricular learning and cultural capital opportunities</p>
4	<p>Ensuring that teaching & learning is the highest quality: It is imperative that disadvantaged pupils have access to the best teaching. All teachers have the agency and ability to adapt their pedagogy in support of individual pupils. Providing verbal and written feedback in such a way that feedback is timely and challenges pupils to develop metacognition and remember their knowledge in the long term. This will also include ensuring that pupils' levels of literacy enables them to access the full curriculum in line with their peers. Ensuring that pupils are ready to learn and are equipped for lessons is an essential component of this strategy.</p>
5	<p>Ensuring that we develop a better dialogue and engagement with parents and carers of disadvantaged pupils</p> <p>For many disadvantaged pupils, there are more barriers to parental engagement than for other pupils as it can be harder for some families to physically visit school for a number of reasons. This has been worsened through lockdowns and enforced partial school closure. We will develop our existing strategies to help overcome these barriers and to strengthen communication with our families.</p>
6	<p>Ensuring that disadvantaged pupils have access to the best career education advice</p> <p>At St Gregory's we have a very good track record of providing CIAG support and guidance. This will be of vital importance to support our disadvantaged pupils following the pandemic and lockdowns.</p>
7	<p>Ensuring that disadvantaged pupils have additional support to eliminate gaps in their learning as a result of lockdowns and remote access to learning</p> <p>This will include targeted intervention and tutoring support to provide bespoke intervention</p>

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
Progress 8 for disadvantaged pupils improves to	August 2022

-0.50 - -0.60 (to take into account pupils who are educated off site)	
Attainment 8 is between 41-43 (to take into account pupils who are educated off site)	August 2022
Percentage of Grade 5+ in English and Maths increases in line with cohort ability to 23 -30%	August 2022
Percentage of Grade 4 + in English and Maths increases in line with cohort ability to 46 - 50%	August 2022
Readiness to learn: Attendance of PP pupils improves to 93%	July 2022
Readiness to learn: The PA of FSM pupils reduces to 20%	July 2022
Readiness to learn: Percentage of PP Columba referrals continues to decrease and remains below 19% (disadvantaged cohort)	July 2022
EBACC entry (year 9 into Y10) increases From 30% of the PP population to 40% of the PP population	July 2022
Engagement with parents / carers 90% of parents / carers met with virtually or face to face	July 2022

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: £ 61616

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop a bespoke CPD programme that ensures highly effective quality first teaching across the school. The programme will meet individual teachers' professional development needs in line with the school development plan, raising standards and eliminating gaps in achievement</i>	T Sherrington 2019 on recall and retrieval EEF teacher Toolkit 2017 and 2019 EEF Metacognition and self regulation evidence review 2021 Principles of Instruction Rosenshine EEF Effective Professional development 2021 EEF Guide to Pupil Premium 2019 Dylan Wiliam 2010 outcomes are directly related to quality of teaching Sherrington and Caviglioli 2020 Teaching Walkthrus Didau 2019 Closing the gap through QFT	2,3,4,5,7
<i>Ensuring that all disadvantaged pupils receive high quality feedback that allows pupils to revisit learning, correct misconceptions and deepen their understanding</i>	EEF teacher Toolkit 2017 and 2019 EEF Metacognition and self regulation evidence review 2021 Principles of Instruction Rosenshine Jones 2021 – benefits of retrieval practice to boost learning and outcomes	3,4,7
<i>Ensuring that all disadvantaged pupils have access to resources to enhance their readiness to learn</i>	Sobel 2018 highlights how intervention in class and outside of class is supported with resourcing	4,7
<i>Ensuring that disadvantaged pupils have access to literacy support or intervention to facilitate greater access to the wider curriculum</i>	EEF Improving literacy in Secondary school 2018 Quigley 2018 – closing the vocabulary gap is vital to eliminate disadvantage in language acquisition and access to the curriculum	3,4,7

	EEF EAL report 2015	
<i>Ensure that disadvantaged pupils have access to a broad and ambitious curriculum that also supports co-curricular and cultural capital enrichment</i>	<p>Baars, Shaw, Menzies et al 2018 “School Cultures and practices: supporting the attainment of disadvantaged pupils”</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment shows that arts participation for children from disadvantaged backgrounds, can directly improve pupils’ attainment by 3 months</p>	3,4,7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To develop the school led tutoring programme established in 2020-2021 with bespoke and targeted intervention for disadvantaged pupils</i>	<p>EEF toolkit demonstrates that small group intervention can improve progress by 4months if used in conjunction with other strategies to develop meta cognition</p> <p>DFE bulletins also note the importance of this strategy as part of an overall suite of support</p>	3,7
<i>Targeted numeracy and literacy interventions for Year 7 and Year 8 disadvantaged pupils to increase access to the wider curriculum and ensure they are ready to access age appropriate curriculum</i>	<p>EEF Improving literacy in Secondary school 2018</p> <p>Disciplinary literacy for Maths: GELN 2019</p> <p>EEF toolkit evidences that effective reading strategies can add 4 months progress</p>	3,4
<i>All Year 7 and 8 pupils to complete an established reading programme as part of their curriculum which provides enhanced data for targeted intervention</i>	Hirsch 2013 links language acquisition and vocabulary acquisition links directly with outcomes	3,4,7
<i>Year 11 pupils to be provided with a bespoke intervention timetable that supports them in their preparation for GCSE examinations</i>	<p>Baars, Shaw, Menzies et al 2018 “School Cultures and practices: supporting the attainment of disadvantaged pupils”</p> <p>Sobel 2018 highlights how intervention in class and outside of class is supported with resourcing</p>	4,7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 135013

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To closely monitor and increase the attendance of disadvantaged pupils, especially pupils in receipt of FSM,</i>	Rowland 2021"Adressing Educational disadvantage in schools and colleges: the Essex way" to build positive relationships with pupils and families to engage successfully	1
<i>Ensure a rigorous CIAG programme that offers all disadvantaged pupils access to independent expert careers advice and partners to enable them to make informed choices about their choices after St Gregory's.</i>	EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	6
<i>To closely monitor and provide early intervention through pastoral support programmes to reduce the number of disadvantaged pupils who are referred to the Columba room</i>	Tom Bennett 2020 EEF pupil engagement-behaviour Sobel. D Leading on Pastoral care 2019	2
<i>Provide targeted early help and intervention for families who require the additional support of a family support worker to also liaise with external agencies to improve the outcomes for those pupils</i>	EEF- parental engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	5,1,2
<i>Provide additional engagement with the families of disadvantaged pupils to enhance the home school partnership</i>	EEF- parental engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	5,1

<p><i>Provide emotional support and intervention via a qualified practitioner for disadvantaged pupils requiring further intervention</i></p>	<p>This much I know about Love over Fear John Tomsett 2015 CAMHs research and literature https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>1,2,5,</p>
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Total budgeted cost: £ 225,919

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.

The academic year 2020-21 posed severe challenges and disruption for all pupils but those who are also disadvantaged suffered the most from the enforced partial closures. This has facilitated us to re-evaluate our strategy to ensure that we continue to tackle existing challenges and those posed by the global pandemic.

PP data over time

Year	Number	Av Points	FFT 50	Difference
2021	37	3.81	4.43	-0.62
2020	23	4.09	4.58	-0.49
2019	16	3.47	5.06	-1.59

This 3 year trend demonstrates that the 2020 data shows the lowest difference between the average point scores and the FFT 50 target. The 2021 data (with the scores of those pupils who would be recognised as outliers) includes a higher number of pupils and the difference evidences that the aims of our strategy were not fully realised; this gap has increased during COVID despite the significant pastoral, academic and technical support we have offered. There has been improvement since 2019 when the difference was more significant. However, in line with DfE stipulations pupils were not required to sit full assessments but smaller assessments as directed by the examination boards. This is therefore a key part of our teaching and learning strategy to prepare our pupils for a return to full examinations and provide CPD and interventions to support this

It is the focus of all members of our school community to narrow this gap again and provide a level playing field for all pupils.

Year 11 2021

Group	Number	Av Points	FFT 50	Diff
Non-PP	149	5.44	5.12	0.32
PP	37	3.81	4.43	-0.62

PP pupils were -0.62 points below their minimum expected grade target, whereas non-PP pupils were +0.32 above target. This shows an overall difference of -0.94 in terms of attainment and evidences how COVID has exacerbated disadvantage for some pupils and that the objectives of our previous strategy were not fully achieved.

To combat the exacerbated disadvantaged our PP pupils felt due to COVID, we implemented a full online tutoring programme to support pupils in making academic progress whilst working remotely. This was comprised of a bespoke programme of one to one support addressing individual gaps in knowledge for all our Year 10 and 11 PP pupils in English, Maths and Science.

We also implemented a 15 week programme for our disadvantaged and vulnerable pupils in KS3 focusing on an identified core subject that they found most challenging. An online team of tutors provide up to 1-3 support weekly on the gaps in knowledge as identified by our teachers in those subjects.

This additional support was in addition to a full curriculum, which was provided online to all our pupils. Those pupils who are in receipt of the PPG were supported with a laptop or router where they did not

have technological access. All subjects delivered the full curriculum via live Teams lessons and attendance to online lessons was recorded and followed up by the attendance and pastoral team to ensure maximum engagement. The gap between PP and Non PP pupils' absence grew very slightly to 4.1 % during the partial school closure period. An increase, no matter how small, is not the result we were working towards, however the 0.1 increase was mitigated by the consistent and constant support and follow up from our teachers, attendance and pastoral team. All Teams lessons were also recorded and uploaded to year group curriculum tiles, ensuring that pupils could access the learning at a later time if they were unwell or experiencing technical hitches.

Overall, PP attendance including FSM attendance did improve from the previous year. It remains a key strategic focus for the school to ensure that all disadvantaged pupils have the same opportunities to access their lessons and expert academic and pastoral support in order to thrive.

The acute period of the pandemic and its aftermath continues to pose significant challenges for all pupils, and more acutely some of our disadvantaged pupils. We used funding to purchase literacy packages and support to encourage reading whilst pupils were away from school and these remain an integral part of our literacy and reading strategy.

As a school, we place great emphasis on the emotional and mental health wellbeing of all our pupils. The partial closures meant that our Augustine Suite services and support could not be accessed or provided in the usual way. Our support packages moved into the remote world and colleagues set up virtual meetings with our young people to support them with the considerable challenges they were facing; this is reflected in the number of disadvantaged pupils and families who benefit from additional support growing to 82% of our outreach support.