

Pupil premium strategy statement 2025

School overview

| Detail | Data |
|--|---|
| School name | St. Gregory's Catholic High School |
| Number of pupils in school | 1212 |
| Proportion (%) of pupil premium eligible pupils | 252 (21%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plan are recommended) | 2025/2026 to 2026/2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | March 2026, June 2026, November 2026. |
| Statement authorised by | E. McGlinchey (Headteacher) |
| Pupil premium lead | F. Austin (Associate Assistant Headteacher) |
| Governor | Alan Holliday |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £260,445 |
| Recovery premium funding allocation this academic year | 0 |
| 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 | £260,445 |

Part A: Pupil premium strategy plan

Mission Statement

"Every member of St. Gregory's Catholic High School will work together in solidarity for the common good of our diverse community. We have no better inspiration than the teaching of Jesus Christ.

We believe every person is unique and made in the image of God and should be treated justly with dignity, love and respect.

We will follow Jesus by embracing our God given charisms to carry out our mission to serve.

We are one family inspired to learn"

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

The pupil premium (PP) 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 believe every person is unique and made in the image of God. Irrespective of background or any additional challenges they may face, we believe that every young person should be treated with dignity, love and respect, which is a key part of our mission statement. We are therefore committed to supporting all of our pupils to make good progress and achieve positive attainment outcomes across the curriculum. Through the utilisation of the pupil premium grant, we endeavour to ensure that such positive attainment outcomes are achieved by our disadvantaged pupils with the performance of this cohort to ultimately be in line with their non-disadvantaged peers (NPP); this will diminish differences against national indicators and reduce disparities between these identified groups within our school. We will also consider the challenges faced by our vulnerable pupils such as those who are young carers or whose families are known to social care (KtSC), ensuring that a suite of support is in place irrespective of whether they are in receipt of the pupil premium grant or not.

How does your current pupil premium strategy plan work towards achieving those objectives?

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. We also undertake a strategic review of the curriculum access of our disadvantaged pupils to understand and develop the daily experience of school life.

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, such that as the gap between our PP and NPP students is narrowed, it then can be eliminated, ensuring that all pupils regardless of background have access to the same life chances and opportunities. As a school we have also developed links with the highest performing schools in terms of PP outcomes from across the North West in order to share and develop what works best for pupils whilst also considering the unique context of our community. Quality first teaching and an ambitious curriculum is at the heart of this approach. Teachers will utilise subject

research and engage with bespoke CPD to develop subject specific high-quality pedagogy delivered to all pupils, especially disadvantaged, SEND and vulnerable pupils. Ambitious quality first teaching supported with strong attendance is proven to have the greatest impact on closing the gap and continues to be the driving focus for improving the learning experience and outcomes for our pupils.

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 means that we go beyond academic and attendance strategies to provide family support, early help, support with emotional and mental wellbeing, subsidised uniform, subsidised access to educational visits, workshops, and residential.

What are the key principles of your strategy plan?

As one family inspired to learn, we are focused on supporting the complete needs of all our pupils and their 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, adaptive teaching and feedback that helps them to address misconceptions and deepen knowledge and understanding.

We have targeted a proportion of our funding towards CPD, literacy and numeracy strategies to remove the barriers faced, to a greater degree, by disadvantaged pupils with lower reading ages than their chronological ages when accessing the curriculum; this strategy also includes non-disadvantaged pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Attendance. We know that attendance of pupils has a direct impact on their attainment outcomes. <i>“Year 11 pupils with near-perfect attendance are almost twice as likely to achieve grade 5 in English and Maths GCSE, compared to similar pupils attending 90-95% of the time. In other words, missing just 10 extra days a year reduces the likelihood of achieving these grades by around 50%.”</i> (DFE “The Education Hub”, August 2025)</p> <p>Analysis of the last 5 years indicates that the attendance of our disadvantaged pupils is on average 4.92% lower than that of our non-disadvantaged pupils; 29% of our disadvantaged pupils were persistently absent during the academic year 2024/2025, compared to <10% of our non-disadvantaged pupils.</p> |
| 2 | <p>Gaps in foundational knowledge (those below age related expectation) for literacy and numeracy upon arrival to secondary school. Year on year analysis indicates that:</p> <ul style="list-style-type: none"> • 25% (on average) of our pupil premium students arrive having not reached age related expectations in both numeracy and literacy. • 30% (on average) of our pupil premium students arrive having not reached age related expectations in literacy. • 35% (on average) of our pupil premium students arrive having not reached age related expectations in numeracy. <p><i>“There is one barrier in particular I worry is locking young people out. Because before a child can even begin to engage in everything their school has to offer, they must first be able to read.”</i> (Education Secretary, Bridget Phillipson, October 2025)</p> |
| 3 | <p>Pupil engagement and behaviour. Only 2% of our whole school cohort received a fixed term suspension during the last academic year. However, despite the well below national level of suspensions within the school, we have seen a significant increase in the number of fixed term suspensions associated with disadvantaged students, with a rise from 9 incidences to 44 incidences during the academic year of 2024/2025 (58% of the overall fixed term suspensions). Isolated to 7% of our pupil premium population, we recognise the need to further strengthen our deployment of school systems, particularly around our PP/SEND provision since 75% of the pupil premium cohort suspended were PP and SEND.</p> |
| 4 | <p>Pupil mental health, wellbeing and motivation. We have seen an increase in the number of disadvantaged students requiring counselling and mental health support, either via self-referral or as a result of external agency involvement, with 93% of our pupils “known to social care” being those in receipt of the pupil premium grant.</p> <p>Common themes that are arising from the requirement of such support are around anxiety, relationship and friendship issues, self-esteem and confidence as well as themes relating to neuro-divergence.</p> |
| 5 | <p>Parental engagement and family support. Although we have seen an upward shift in parental engagement to school events (such as parent engage evenings) for those families in receipt of the pupil premium grant, (82.64% compared to 73.2% the year prior), we recognise a trend of low attendance for our year 11 families, with an overall average attendance of 75% and an average of 62.5% attendance for those families in</p> |

| | |
|---|--|
| | <p>receipt of the pupil premium grant during the academic year of 2024/2025. Working closely with our parents to ensure barriers to parental engagement are broken down remains a priority. We listen to the needs of our families and respond accordingly to ensure any barriers to school life are mitigated. We believe that increased parental engagement will strengthen all other strategies that the school has in place.</p> |
| 6 | <p>Support for our double and triple disadvantaged (PP + SEND, PP+SEND+KtSC) students. Students of SEND require tailored and specialist support to ensure that they can fully access and engage with the curriculum and achieve their true potential. With 45% of our PP cohort being PP and SEND, and 7% of our PP cohort being PP, SEND and KtSC; ensuring positive outcomes for these groups of students remains a priority.</p> |
| 7 | <p>Attainment and Progress*. Reviewing our attainment 8 (A8) figures for 2025, we as a school remain competitive against national figures (including those for PP students). Overall our attainment 8 for NPP students remained stable, however our PP students saw a decline of 4.13 points, further widening our A8 gap between NPP and PP students to 14.65 points. Despite being lower than a national gap of 15.4 points, we recognise the need to strengthen our PP strategy to ensure this gap is narrowed.</p> <p>In particular, we recognise a need to focus on our HAP PP students who lagged behind their HAP NPP peers by 15.75 points in 2025. In addition, the male PP cohort, who lagged behind their NPP male peers by 19.45 points, also lagged behind the PP female cohort by 12.92 points.</p> <p><i>*No progress figures are available for 2024 and 2025 exam results due to the absence of Ks2 data due to Covid 19.</i></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 |
|--|--|
| Increase in the progress 8 score. | To achieve an increasing progress 8 score for disadvantaged students with the ambitious aim overtime to be in line with non-disadvantaged students at national level (ie ≥ 0). |
| Increase in attainment 8. | To continue to achieve an attainment 8 figure for our disadvantaged students that is above national performance with a continuous increase in our 2024/2025 attainment 8 from 38.7 to 40+ so that gaps are narrowed. |
| Increase in the 4+ and 5+ basic indicators. | To achieve performance for our PP students that is in line with national non-disadvantaged figures for both 4+ and 5+ basics. |
| Improved attendance for our disadvantaged students. | To continue to outperform national attendance data for our disadvantaged students, with a reduction in the attendance gap for PP and NPP from 6.8% to <5%. |
| Sustained study prospects beyond life at St. Gregory's Catholic High School. | 98+% of our disadvantaged students to remain in education, employment or training post after leaving St. Gregory's Catholic High School. |

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: £34,733

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Ensure that evidence based teaching strategies are adopted and the development of teaching staff is supported through whole school inset training, departmental twilights and bespoke guidance.</i> | <p>T Sherrington 2019 on recall and retrieval</p> <p>EEF teacher Toolkit 2017 and 2019</p> <p>EEF Metacognition and self-regulation evidence review 2021</p> <p>Principles of Instruction Rosenshine</p> <p>EEF Effective Professional development 2021</p> <p>EEF Guide to Pupil Premium 2019</p> <p>Dylan Wiliam 2010 outcomes are directly related to quality of teaching</p> <p>Sherrington and Cavigolioli 2020 Teaching Walkthrus</p> <p>Didau 2019 Closing the gap through QFT</p> <p>Doug Lemov "Teach Like Champion" 3.0</p> | 2,3,4,5,6,7 |
| <i>Ensuring that all disadvantaged pupils receive high quality feedback that allows pupils to revisit learning, correct misconceptions and deepen their understanding</i> | <p>EEF teacher Toolkit 2017 and 2019</p> <p>EEF Metacognition and self-regulation evidence review 2021</p> <p>Principles of Instruction Rosenshine</p> <p>Jones 2021 – benefits of retrieval practice to boost learning and outcomes</p> <p>Doug Lemov "Teach Like Champion" 3.0</p> <p>EEF "Teacher Feedback Guidance Report" June 2021.</p> | 3,4,6,7 |
| <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 | 2,3,4,5,6,7 |
| <i>Ensuring that disadvantaged pupils have access to numeracy and literacy support or intervention</i> | <p>EEF "Improving literacy in Secondary schools" 2018</p> <p>Quigley 2018 – closing the vocabulary gap is vital to eliminate disadvantage in language acquisition and access to the curriculum</p> | 2,3,4,6,7 |

| | | |
|--|--|-----------|
| <i>to facilitate greater access to the wider curriculum</i> | EEF EAL report 2015 Doug Lemov “Teach Like a Champion” 3.0 EEF Improving mathematics in key stage 2 and 3 – Guidance report 2022. | |
| <i>Ensure that disadvantaged pupils have access to a broad and ambitious curriculum that also supports co-curricular and cultural capital enrichment</i> | Baars, Shaw, Menzies et al 2018 “School Cultures and practices: supporting the attainment of disadvantaged pupils” 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 | 2,3,4,6,7 |
| <i>Ensuring that the effective use of technology is used to enhance the learning experiences within the classroom.</i> | Gov.uk Digital Inclusion Action Plan: First Steps 2025 Gov.uk “No child left behind in plans to narrow the digital divide in education” 2025 EEF “Using Digital Technology to Improve Learning” – Guidance report 2021. | 2,3,6,7 |

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

Budgeted cost: £68,201

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Ensuring effective deployment of teaching assistants to support the needs of our disadvantaged, double disadvantaged (PP + SEND) and triple disadvantaged (PP+ SEND + KtSC) students.</i> | EEF Guidance report “Deployment of teaching assistants” 2025. | 2,3,4,6,7 |
| <i>Supporting academic progress of disadvantaged and double disadvantaged students through a 1:1 and/or small group tuition programme</i> | DFE: “Tutoring Guidance for Educational Settings” 2024 EEF: Making a difference with effective tutoring 2022. EEF toolkit evidences that one to one tuition can add 5 months progress | 2, 6, 7 |
| <i>Targeted numeracy and literacy</i> | EEF Improving literacy in Secondary school 2018 Disciplinary literacy for Maths: GELN 2019 | 2,3,4,6,7 |

| | | |
|--|---|-----------|
| <i>interventions for Year 7 and 8 disadvantaged pupils to increase access to the wider curriculum and ensure they are ready to access age appropriate curriculum.</i> | EEF toolkit evidences that effective reading strategies can add 4 months progress | |
| <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 | 2,3,4,6,7 |
| <i>Year 11 disadvantaged pupils to be supported via the school mentoring scheme.</i> | EEF teacher Toolkit 2017 and 2019 | 1,3,4,6,7 |
| <i>All year 11 pupils to be given opportunities to attend interventions after school, with GCSE preparation supported through the deployment of effective resources and revision guides.</i> | Baars, Shaw, Menzies et al 2018 "School Cultures and practices: supporting the attainment of disadvantaged pupils" Sobel 2018 highlights how intervention in class and outside of class is supported with resourcing | 2,4,6,7 |

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

Budgeted cost: £157,511

| 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 "Addressing Educational disadvantage in schools and colleges: the Essex way" to build positive relationships with pupils and families to engage successfully Daniel T Willingham "Why don't students like school?" second edition | 1 |
| <i>Ensure a rigorous CEIAG programme that offers all disadvantaged pupils access to independent expert careers advice and partners to enable them to make</i> | EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment | 3,4,6,7 |

| | | |
|--|---|-------------|
| <i>informed choices about their choices after St. Gregory's.</i> | | |
| <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 Daniel T Willingham "Why don't students like school?" second edition | 3 |
| <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 | 3,4,5,6 |
| <i>Provide additional engagement with the families of disadvantaged pupils to enhance the home school partnership – such as positive phone calls home, incentives, trips, home surveys.</i> | EEF- parental engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 1,5 |
| <i>Provide emotional support and intervention via a qualified practitioner for disadvantaged pupils requiring further intervention.</i> | 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 | 1,3,4,5,6,7 |
| <i>Promotion of parent engage evenings and any other school events to our families in receipt of the pupil premium grant via the SMS text messaging system.</i> | EEF Teacher Toolkit "Parental Engagement" | 5,7 |

Total budgeted cost: £260,445

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 2024-2025 academic year.

Challenge 1: 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. Overall, school attendance significantly outperforms the national average of 91.2%. FSM attendance continues to be above national (86.3%), however within our school we recognise that we have seen an attendance decline for this particular cohort. Reasons for such decline are:

67% of all EPAs are FSM.

20% of term time holidays are taken by FSM pupils.

24% of medical appointments during the school ay are taken by FSM pupils.

43% of all "U" codes are from FSM pupils.

26% of all "L" codes are from FSM pupils.

| Year | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
|-----------------------------------|----------|----------|---------|----------------|
| NOR | 1161 | 1207 | 1210 | 1206 |
| Total number of school days | 190 | 190 | 190 | 190 |
| NPP Attendance | 93.8% | 95.1% | 94.9% | 95.49% |
| PP Attendance | 89.1% | 90.1% | 90.9% | 88.73% |
| Gap between PP and NPP | 4.7 | 5 | 4 | 6.8 |
| FSM Attendance | 87.8% | 88.9% | 90.3% | 88.09% |
| Gap between FSM and PP Attendance | 1.3 | 1.2 | 0.6 | 0.64 |
| Total number of PAs | 227 | 170 | 162 | 157 |
| PA and FSM | 72 (45%) | 65 (36%) | 61(32%) | 64(31%) |
| PA and PP | 87 (30%) | 57 (24%) | 64(28%) | 66(29%) |

Challenge 2: 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. Fixed term suspension rates remain low and are isolated to 2% of our whole school population (7% of our PP population). Whilst we recognise that there has been a significant increase in the percentage of fixed term suspensions amongst our PP cohort, in perspective, this is isolated to 16 students, 75% of whom are PP and SEND. We continue to place greater emphasis on the emotional and mental health wellbeing of all of our pupils. Disadvantaged pupils, vulnerable pupils and their families are extensively supported by our Augustine team who

provide robust liaison with outside agencies, school staff and families to support pupils in thriving. 93% of our students and families known to social care are those in receipt of the pupil premium grant. Parental workshops have been offered throughout the year covering the following areas: Anxiety management, emotional regulation, online safety, CDC and EHCP referral process as well as ASC and ADH awareness. From the parents/carers that signed up to attend a workshop, 28% were families who are in receipt of the pupil premium grant (a significant rise, compared to 13% uptake of disadvantaged families the year before).

| | % of fixed term suspensions that were for PP |
|-----------|--|
| 2021/22 | 26% |
| 2022/2023 | 31% |
| 2023/2024 | 20% |
| 2024/2025 | 58% |

| | % PP Columba room referrals |
|-----------|-----------------------------|
| 2021/22 | 18% |
| 2022/23 | 21% |
| 2023/2024 | 41% |
| 2024/2025 | 61% |

Challenge 3: Ensuring that the curriculum and co-curriculum is ambitious for all pupils:

We continue to review and develop our “born in St. Gregory’s” curriculum. Monitoring the engagement and success of our PP and SEND pupils remains a focus to ensure our curriculum remains inclusive and teachers are adaptive in its delivery.

Pupil A: “The lesson always feels like a very inclusive environment. Everyone is valued in the classroom - regardless of what you say, if you make a mistake or if you have the best idea.”

Pupil B: “The teacher always explains well and she gives us an example on the board to start us off.”

Pupil C: “Everyone works together so we can all be successful.”

(Pupil voice from learning walks 2025)

We are proud that such inclusivity was also noted in our recent section 48 inspection on the Catholic Life, Collective Worship and Religious Education of the School ([St Gregory's CHS Final.pdf](#)), whereby we were graded as outstanding, with inspectors citing:

“Saint Gregory’s Catholic High School has a strong sense of community and inclusivity among all stakeholders based on their mission statement, school charisms and living out the values of Catholic social teaching.” With further observations, “The religious education department has well-qualified teachers who allow students to experience considered discernment, and prudent planning of a meaningful and spiritual curriculum”.

Moving forward we are focused on ensuring consistency in the delivery of our curriculum; with agreed “Non-Negotiables for Adaptive and Inclusive Teaching” to reduce variation and improve consistent pedagogy for SEND and PP students (live modelling, live marking, retrieval, questioning, scaffolding), as well as providing greater diversity in planned classroom tasks and additional enrichment activities within and beyond curriculum time in both key stages. In addition to this, we are focused on ensuring interventions are curriculum-aligned, planned, and data informed.

Challenge 4: Ensuring that teaching & learning is the highest quality.

This year we celebrated a rising A8 score for both our mid band PP students as well as our female PP students, with a narrowing gap of almost half a grade and a third of a grade respectively.

Reviewing our attainment 8 (A8) figures, we as a school remain competitive against national figures (including those for PP students). Overall our attainment 8 for NPP students remained stable for 2025, however our PP students saw a decline of 4.13 points, further widening our A8 gap between NPP and PP students to 14.65 points. Despite being lower than a national gap of 15.4 points, we recognise the need to strengthen our PP strategies to ensure this gap is narrowed.

We recognise a need for continued focus on our high band PP students, as well as our male PP students who saw a significant rise in their A8 gap between NPP and PP students.

Throughout 2024/2025 we have continued to develop our teaching pedagogy through our CPD programmes at St. Gregory's Catholic High School. This year heads of department were allocated 5 x 2 hour twilight sessions to develop their teaching staff in subject specific CPD that was bespoke to them. Throughout this cycle of CPD, senior leaders continually reviewed content and impact of such sessions with their department leads.

Moving forward a new systematic approach to early assessment of pupil needs will be factored into our pupil progress panel. Strategies will then be discussed and implemented across whole school, with the view that once such interventions bear fruition students will be removed and new students identified.

| Measure | 2022 | 2023 | 2024 | 2025 *Provisional | National Figures 2025 |
|-----------------------------|--------------|-------------|--------------|----------------------|--------------------------|
| Attainment Data (A8) | | | | | |
| A8 (All) | 54.52 | 51.1 | 51.8 | 50.97 | 45.9 |
| A8 (Non PP) | 55.78 | 52.06 | 53.3 | 53.46 | 50.3 |
| A8 (PP) | 45.94 | 46.02 | 42.94 | 38.81 | 34.9 |
| A8 (Gap) | 9.84 | 6.04 | 10.36 | 14.65 | 15.4 |
| High Band A8 (All) | 71.9 | 65.35 | 66.18 | 66.98 | |
| High Band A8 (Non PP) | 73.27 | 66.24 | 67.69 | 68.25 | |
| High Band A8 (PP) | 57.19 | 58.08 | 55.43 | 52.5 | |
| High Band A8 (Gap) | 16.08 | 8.16 | 12.26 | 15.75 | |
| Mid Band A8 (All) | 51.78 | 48.9 | 51.36 | 48.64 | |
| Mid Band A8 (Non PP) | 52.57 | 50.41 | 52.81 | 49.48 | |
| Mid Band A8 (PP) | 47.2 | 41.57 | 42.92 | 44.39 | |
| Mid Band A8 (Gap) | 5.37 | 8.84 | 9.89 | 5.09 | |
| Low Band A8 (All) | 36.88 | 31.9 | 29.97 | 29.73 | |
| Low Band A8 (Non PP) | 37.57 | 31.44 | 30.99 | 32.7 | |
| Low Band A8 (PP) | 33.15 | 34.45 | 25 | 23.79 | |
| Low Band A8 (Gap) | 4.42 | 3.01 | 5.99 | 8.91 | |
| Gender | | | | | |
| Male A8 (All) | 51.86 | 48.99 | 49.56 | 48.88 | |

| | | | | |
|--------------------|-------|-------|-------|-------|
| Male A8 (Non PP) | 53.53 | 49.57 | 50.51 | 51.8 |
| Male A8 (PP) | 40.6 | 45.57 | 44.18 | 32.35 |
| Male A8 (Gap) | 12.93 | 4 | 6.33 | 19.45 |
| Female A8 (All) | 57.13 | 53.27 | 53.92 | 53.89 |
| Female A8 (Non PP) | 57.98 | 54.71 | 55.91 | 55.74 |
| Female A8 (PP) | 51.27 | 46.4 | 41.71 | 45.28 |
| Female A8 (Gap) | 6.71 | 8.31 | 14.2 | 10.46 |

Following the absence of Ks2 data due to Covid 19, we are unable to report progress 8 figures for the academic years of 2024/2025 and 2025/2026.

Challenge 5: Ensuring that we develop a better dialogue and engagement with parents and carers of disadvantaged pupils

Engaging the parents and carers of disadvantaged pupils continues to be a focus as the attendance at parental engage evenings is significantly lower than NPP parents and carers in the academic year of 2024/2025.

Y7 95% (PP 90.7%)

Y8 90% (PP 86%)

Y9 91% (PP 86.5%)

Y10 90.7% (PP 87.5%)

Y11 75% (PP 62.5%)

Pupil progress managers made phone calls to all PP parents prior to engage evenings to ensure that they were aware of the upcoming event. Any parent unable to attend either met with the pupil progress manager or contact was made following collation of information from subject staff. Follow up sessions with parents/carers on an individual basis were held to engage families in target setting and discussing barriers to progress.

School communicates regularly with parents/carers of pupils who are PP and home visits are made where appropriate.

The purchase of SIMS In Touch has ensured that we have regular communication with parents and carers on a daily basis. They are made aware of their child's attendance, progress via reports and data collections, and achievements or any behavioural incidences on a daily basis via class charts. We continue to offer additional evenings to inform parents of the support provided specifically for Year 10 and Y11 pupils in preparation for their GCSE courses. The engagement of the parents and carers of PP pupils at these events continues to be a strategic focus in supporting our most vulnerable pupils.

Challenge 6: Ensuring that disadvantaged pupils have access to the best career education advice

All disadvantaged pupils received extensive CEIAG support to make informed decisions about their life after St. Gregory's. 98.7% of our pupils who left St. Gregory's Catholic High School in 2025 successfully secured a college offer. As further information is released to schools from the local authority this document will be updated to include the number of disadvantaged pupils who have embarked on L1, L2 and L3 courses.

In line with the new career guidance for schools, we are currently undergoing our planning phase for providing a 5 day “meaningful work experience” for KS4 students and a 5 day “meaningful encounters with employers” experience for KS3 students with full implementation by September 2027.

Challenge 7: Ensuring that disadvantaged pupils have additional support to eliminate gaps in their learning as a result of lockdowns and remote access to learning. The gaps in foundational knowledge will continue to remain a focus for us at St. Gregory’s Catholic High School.

All pupils in year 7 are tested using the STAR reading test. The purpose of this testing has been to provide further insight into the KS2 data reported from primary schools and to establish a firm starting point for all pupils. For pupils who were identified as needing additional intervention, regular specialist input has taken place through combinations of diagnostic testing, the Lexia PowerUp programme and access to the Accelerated Reader programme as deemed appropriate. These approaches have supported pupils to make more rapid and sustained progress as measured from their baseline literacy tests. This progress has been monitored using both screening (Star reading) and diagnostic tests (Lexia PowerUp).

All pupils in year 8 have continued to be tested using the Star reading test. The same intervention opportunities (diagnostic testing, Lexia PowerUp and Accelerated Reader) have been offered to our year 8 pupils identified as requiring literacy intervention. We have continued to test the reading levels of all other school pupils twice a year to monitor pupil progress and to offer teaching staff appropriate strategies to support the reading of all pupils in their care. This information has been shared with teaching staff via central data systems.

The outcomes for the use of the Lexia powerup programme, has seen the greatest impact under “word study” and “comprehension” with 35% (15 pupils) and 29% (12 pupils) of those students identified as needing this level of intervention making progress to either intermediate or advanced knowledge placement. Progress under “grammar” requires a longer period of evaluation time with 15% (6 pupils) making progress to intermediate or advanced level.

Within our numeracy intervention, our paired maths intervention has continued to be a success, whereby year 7 and 8 pupil are paired with a year 9 or 10 high achieving pupil to support their basic numeracy skills. In May 2025, 40% (19 pupils) of the year 7 catch-up pupils achieved the standard required to be KS3 ready, 30% (2 pupils) of the PP pupils and 32% (9 pupils) of the SEND pupils. Within the year 8 cohort 50% (28 pupils) remained on the numeracy intervention. Moving forward we are looking at strengthening our numeracy support with a three-tier programme which will target students in bands based on the level of gap upon entry to St. Gregory’s Catholic High School.