

Pupil premium strategy statement

School overview

| Detail | Data |
|-------------------------------------------------------------------------|-----------------------------------|
| School name | St Gregory's Catholic High School |
| Number of pupils in school | 1205 |
| Proportion (%) of pupil premium eligible pupils | 18.8% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-23 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | Feb 2023 May 2023 |
| Statement authorised by | E. McGlinchey (Headteacher) |
| Pupil premium lead | E. Lavin (Deputy Headteacher) |
| Governor | Alan Holliday |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Pupil premium funding allocation this academic year | £247, 275 (£43380 ring fenced for pupils who are CiC) |
| Recovery premium funding allocation this academic year | £62,180 |
| 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 | £309,455 |

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

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, our intention is that all pupils, regardless of their background or additional challenges they may face, make good progress and achieve high attainment across the curriculum. To this end, 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. We will also consider the challenges faced by vulnerable pupils such as those who have a social worker or are young carers, in order to fully support their needs regardless of whether they are in receipt of the PP 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 to ensure that as the gap narrows it then be eliminated, ensuring that all pupils regardless of background have access to the same life chances and opportunities. High quality 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 is proven to have the greatest impact on closing the disadvantaged attainment and progress gap, as can be seen in our summer 2022 results, and continues to be the driving focus for improving the learning experience and outcomes for our pupils.

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 receive technological 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.

What are the key principles of your strategy plan?

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.

We have targeted our recovery premium 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 | 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. | | | | | | |
| | Year | NPP attendance | PP attendance | Gap between PP and NPP | Total number of days in school | NOR | X Codes (Covid related absences not counted in the % attendance) |
| | 2018/19 | 95.7 | 91.7 | 4 | 190 | 991 | N/A |
| | 2019/20 | 94.6 | 91 | 3.6 | 117 | 1058 | 24,453 days lost due to Covid inc. lockdowns and isolations |

| | 2020/21 | 95.2 | 91.1 | 4.1 | 142 | 1094 | 50,741 days lost due to Covid inc. lockdowns and isolations. | | | | | | | | | | | | | | | | | | | | |
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| | 2021/22 | 93.8 | 89.1 | 4.7 | 190 | 1161 | | | | | | | | | | | | | | | | | | | | | |
| | | | 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 | | | | | | | | | | | | | | | | | | | | | | |
| | 2021/22 | | 87.8 | 89.1 | 1.3 | | | | | | | | | | | | | | | | | | | | | | |
| 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% (school lockdown periods)</td> </tr> <tr> <td>2020/21</td> <td>17% (school lockdown periods)</td> </tr> <tr> <td>2021/22</td> <td>26%</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% (school lockdown periods)</td> </tr> <tr> <td>2020/21</td> <td>21% (school lockdown periods)</td> </tr> <tr> <td>2021/22</td> <td>18%</td> </tr> </tbody> </table> | | | | | | | | % of exclusions that were for PP | 2018/19 | 26% | 2019/20 | 21% (school lockdown periods) | 2020/21 | 17% (school lockdown periods) | 2021/22 | 26% | | % PP Columba room referrals | 2018/19 | 28% | 2019/20 | 22.83% (school lockdown periods) | 2020/21 | 21% (school lockdown periods) | 2021/22 | 18% |
| | % of exclusions that were for PP | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018/19 | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2019/20 | 21% (school lockdown periods) | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2018/19 | 28% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2019/20 | 22.83% (school lockdown periods) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020/21 | 21% (school lockdown periods) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021/22 | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. Our curriculum choices process in Year 9 ensures that all disadvantaged pupils can access the wide range of academic and vocational subjects through a democratic options process.</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 Ambition for All diploma. This also includes access to a wide range of extracurricular learning and cultural capital opportunities</p> | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 4 | <p>Ensuring that teaching & learning is the highest quality: It is imperative that disadvantaged pupils have access to the best teaching. All teachers benefit from a bespoke CPD programme and 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 their 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.</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. Disadvantaged pupils will be prioritised for CIAG activities, support and experiences.</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

Our intended outcomes are highly ambitious for our disadvantaged pupils when compared with national outcomes for the same cohort as well as current regional performance. The school's own outcomes continue to improve but we will strive for the best possible outcomes for our young people. The table below reflects our ambitious aims for these pupils.

| Intended outcome | Success criteria |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disadvantaged pupils continue to make progress across the curriculum | Average progress score per disadvantaged pupil increases and pupils continue to progress towards ambitious FFT targets. The cohorts continue to make intended progress and the gap between PP and NPP pupils continues to narrow on the journey from 2019-2023 (exc COVID years) |
| Raise attainment of disadvantaged pupils | The attainment gap between Disadvantaged pupils and NPP pupils continues to narrow on the journey from 2019-2023 (exc COVID years) |

| | |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Readiness to learn: The attendance of Disadvantaged pupils continues to increase</p> | <p>Disadvantaged pupils' attendance continues to improve and outperform national data for PP attendance building on current percentage performance. The gap between PP and NPP continues to diminish in comparison to summer 2022 attendance data</p> |
| <p>Readiness to learn: a reduction in the persistent absenteeism of FSM pupils</p> | <p>The number of FSM pupils who are persistent absentees continues to diminish in line with other disadvantaged pupils and NPPs and outperform national attendance rates for the same cohorts</p> |
| <p>Readiness to learn: Percentage of PP Columba referrals continues to decrease</p> | <p>Disadvantaged pupils benefit from additional wave 2 and 3 support, feeling emotionally secure resulting in a reduction in the number of behavioural incidents necessitating referral to the Columba suite in comparison to 2022 data</p> |
| <p>Raise the aspirations of disadvantaged pupils in their curriculum choices</p> | <p>EBACC entry (year 9 into Y10) increases from current percentages for the PP population who have chosen an EBACC pathway</p> |
| <p>Raise the engagement of the parent and carers of PP pupils</p> | <p>Engagement with parents / carers of disadvantaged pupils increases and diminishes the gap between engagement of NPP and PP parents / carers in comparison to 2021-22 data</p> |

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: £64,210

| 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 Cavigolioli 2020 Teaching Walkthrus Didau 2019 Closing the gap through QFT Doug Lemov "Teach Like Champion" 3.0 | 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 Doug Lemov "Teach Like Champion" 3.0 | 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</i> | EEF Improving literacy in Secondary school 2018 Quigley 2018 – closing the vocabulary gap is vital to eliminate disadvantage in | 3,4,7 |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <i>facilitate greater access to the wider curriculum</i> | language acquisition and access to the curriculum EEF EAL report 2015 Doug Lemov “Teach Like a Champion” 3.0 | |
| <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 | 3,4,7 |

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

Budgeted cost: £51,744

| 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> | EEF toolkit demonstrates that small group intervention can improve progress by 4 months if used in conjunction with other strategies to develop meta cognition DFE bulletins also note the importance of this strategy as part of an overall suite of support | 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> | EEF Improving literacy in Secondary school 2018 Disciplinary literacy for Maths: GELN 2019 EEF toolkit evidences that effective reading strategies can add 4 months progress | 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</i> | Baars, Shaw, Menzies et al 2018 “School Cultures and practices: supporting the attainment of disadvantaged pupils” | 4,7 |

| | | |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--|
| <i>that supports them in their preparation for GCSE examinations</i> | Sobel 2018 highlights how intervention in class and outside of class is supported with resourcing | |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £ 150, 121

| 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 Daniel T Willingham "Why don't students like school?" second edition | 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 Daniel T Willingham "Why don't students like school?" second edition | 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</i> | EEF- parental engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 5,1 |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <i>disadvantaged pupils to enhance the home school partnership</i> | | |
| <i>Provide emotional support and intervention via a qualified practitioner for disadvantaged pupils requiring further intervention</i> | <p>This much I know about Love over Fear John Tomsett 2015</p> <p>CAMHs research and literature</p> <p>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> | 1,2,5, |

Total budgeted cost: £ 266,075

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 2021 to 2022 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.

The NPP attendance of 93.8% is significantly above the national average of 88%. Due to Covid lockdowns, the 19/20 and 20/21 academic years are not direct comparisons. The school population has increased by 17% between 2019 and 2022 and the FSM population has more than doubled from 84 in 2019 to 175 in 2022. Strong and consistent communication through the pandemic period, and analysis of engagement of disadvantaged pupils, has contributed to positive attendance and PP outcomes in 2022.

The appointment of an attendance mentor to work closely with disadvantaged pupils and their families has had a positive effect on PP attendance and persistent absenteeism. The attendance mentor worked very closely with thirty-three families and continues to provide support and focus for disadvantaged pupils. In 60% of cases, the attendance of the FSM pupils being mentored by the attendance mentor improved over time. We also saw an 80% reduction in the number of pupils late to school with a duty rota implemented on the 'late gate' and clear sanctions and procedures in place for those pupils that arrive to school late in the morning.

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

As a school, we place great emphasis on the emotional and mental health wellbeing of all our pupils. Since the full reopening schools, our pastoral and emotional wellbeing intensive support has grown to for disadvantaged and vulnerable pupils and their families.

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. 41% of the pupils and families supported by the Augustine team are from a disadvantaged background.

33% of the caseload of our wellbeing counsellor and life skills coordinator is providing counselling and support to disadvantaged pupils. She has also delivered workshops to parents covering the following areas:

Anxiety management, emotional regulation, online safety, healthy lifestyles, and a healthy approach to examinations.

These workshops were also offered to the Year 6 families of our incoming pupils and as a result, 15% of the families who attended have children in receipt of the PPG.

Our pastoral ethos is at the heart of everything we do and say at St Gregory's. We have a large pastoral support team consisting of teaching and non-teaching staff who support pupils in their school life. Disadvantaged pupils account for 40% of the intensive pastoral one to one support programmes to remove barriers to attendance and learning. This has been further enhanced by the appointment of two additional pastoral support managers and a positive behaviour champion in Autumn 2022.

As a result, we have seen a positive improvement in the overall engagement of disadvantaged pupils; the increase in percentage of PP suspensions is due to incidences involving a very small number of pupils. The number of disadvantaged pupils who have been referred to our Columba room has decreased steadily year on year, with a 10% reduction since 2018.

Challenge 3

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

Throughout 2021-2022 we have completely redesigned our curriculum and implemented a "born in St Gregory's" sequenced and spiralled curriculum. This includes foci on how the composites and components of learning are delivered, how misconceptions are addressed and how learning is assessed and committed to long term memory.

A continued strategic focus and monitoring of all pupils and in particular disadvantaged and SEND pupils ensures that as a school we are continually evaluating how we can improve our quality first teaching and curriculum. External partners are also involved in evaluating our curriculum and provision for all pupils

We have the highest aspiration for all pupils and therefore believe that the majority of pupils have the ability to follow an academic curriculum at Key Stage 4, embracing the English Baccalaureate. These subjects have a high value in the world of work, further/higher educational and international settings. Whilst we encourage all pupils and in particular disadvantaged pupils to choose to study the EBACC suite of subjects, we do not make it compulsory for pupils to do so. As a result, 27% of the most recent cohort of disadvantaged pupils chose the EBACC pathway, and this remains a strategic focus to be ambitious for all our pupils.

Challenge 4

Ensuring that teaching & learning is the highest quality.

In 2021-2022 we introduced a bespoke CPD programme addressing different pedagogical and subject specific CPD. This also included CPD on supporting our most vulnerable pupils. As part of this process we hold pupil progress panels where the progress of individuals and cohorts from each year group are discussed, and strategies devised and disseminated to improve progress.

Every progress panel has at least 5 PP pupils on from a total of 15 so a minimum of 33% which is above the cohort size. These strategic discussions take place to support disadvantaged pupils in progressing their attainment and sharing best practice with colleagues to improve engagement and learning across the curriculum.

PP data over time

| Year | Number | Av Points | FFT 50 | Difference |
|------------------------|--------|-----------|--------|------------|
| 2022 | 26 | 4.39 | 4.81 | -0.42 |
| 2021 (covid period) | 37 | 3.81 | 4.43 | -0.62 |

| | | | | |
|---------------------------|----|------|------|-------|
| 2020 (covid period) | 23 | 4.09 | 4.58 | -0.49 |
| 2019 | 16 | 3.47 | 5.06 | -1.59 |

This 4 year trend demonstrates that the 2022 data shows the lowest difference between the average point scores and the FFT 50 target. Following a full curriculum review, bespoke CPD and a bespoke intervention programme for disadvantaged pupils, the progress gap has closed further and PP progress 8 in 2022 was -0.26, a significant improvement from -0.42 in 2019 (the last set of external examinations).

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 2022

| Group | Number | Av Points | FFT 50 | Diff |
|--------|--------|-----------|--------|-------|
| Non-PP | 162 | 5.62 | 5.51 | +0.28 |
| PP | 26 | 4.39 | 4.81 | -0.42 |

PP pupils were -0.42 points below their minimum expected grade target, whereas non-PP pupils were +0.28 above target. This shows an overall difference of 0.7 in terms of attainment and evidences that the continued focus on an ambitious curriculum and high quality teaching with targeted academic and pastoral interventions, from years 7-11 is closing the gap between PP and non-PP pupils. There remains a 0.7 difference between PP and Non PP pupils which cohort dependent remains a strategic focus for the whole school. Internal assessment data indicates positive progress towards attainment in KS3:

PP Year 8- 5.16 APS which is 0.4 above expected attainment

PP Year 9-4.97 APS which is 0.18 above expected attainment

Year 7 data will be included as pupils progress through the assessment cycle.

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

Y7 80%

Y8 55%

Y9 56%

Y10 51%

Y11 90%

Pupil progress managers made phone calls to all PP parents prior to engage evenings to ensure that they were aware of parental engagement evening and booked appointments for them. Any parent who was unable to attend either met with the Pupil Progress Manager or contact was made following collation of information from subject staff.

Regular communication is had with parents / carers of pupils who are PP and home visits are made where appropriate.

The purchase of SIMS In Touch as 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 / any behavioural incidences on a daily basis.

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. 92% of the disadvantaged pupils who left St Gregory's in 2022 are in training and employment. 81% carried on with further education and 12% entered employment. Two pupils (8%) remain not in education or employment.

Of those disadvantaged pupils who carried on into Further Education, 14% have embarked on L1 courses, 10% on Level 2 courses and 76% on Level 3 courses.

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 academic year 2021-22 posed challenges for pupils as they returned to school full time following the lock down disruptions. This affected 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 and the resultant gaps in learning following enforced non-attendance at school.

To combat the exacerbated disadvantaged our PP pupils felt due to COVID and subsequent gaps in learning, we implemented a full online tutoring programme to support pupils in making academic progress and addressing any gaps in learning / missed curriculum since the pandemic, We 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. 64% of these pupils were supported with literacy to enable them to fully access the curriculum.

This tutoring support was in addition to a full curriculum review and resequencing in every subject to ensure that pupils benefitted from a spiralised curriculum building on knowledge and skills from year 7-11.

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 online resources to support and encourage reading whilst pupils were away from school and these remain an integral part of our literacy and reading strategy.

100% of pupils had access to the new online reading platform and all disadvantaged pupils in Y7 and 8 had access to Accelerated Reader to support their vocabulary acquisition, comprehension and fluency. Year 7 disadvantaged pupils increased their reading ages by a cumulative total of 308 months - that is an average of 7 months per pupil (whole year group average was 8.5 months per pupil).

In year 8 we were able to capitalise on the intensive work undertaken across the two years that pupils had attended St Gregory's and resultantly, year 8 disadvantaged pupils increased their reading ages by a cumulative total of 575 months - that is an average of 11.5 months per child (whole year group average was 10 months).

Disadvantaged pupils were identified as needing additional support with numeracy attended additional maths support groups before school with homeworks targeted at the KS2 gaps in learning identified through their maths lessons. Of these pupils 44% have now "caught up" and are in line with their peers. The remaining 56% of disadvantaged pupils who have moved into year 8 are continuing to be supported with additional maths interventions run through a Y10 coaching programme and utilising Emile Education software to target persistent gaps in knowledge.

