

1. Review of Expenditure 2019/20 St Gregory the Great School Oxford

Previous Academic Year		2019-20		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for Pupil Premium, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost £160,000
Ensure high quality teaching and learning in every classroom.	Students at Key Stage 4 achieve FFT20 targets Students at Key Stage 3 achieve in line with or above prior attainment	<p>The value added for progress 8 of pupil premium students improved from -.49 to plus.1 with the average progress for all pupils reaching+.2 A more strategic approach to revision had a positive impact on all students and a culture of revision was embedded/</p> <p>All subjects co-ordinated on holiday homework and rigorous PPE enabled us to accurately provide teacher predictions. Ofsted have noted a marked improvement in behaviour Fixed term and permanent exclusions are down. Staff absence has reduced</p>	<p>In January 2019 when we reviewed we built on PiXL advice to spend on Maths and English teachers and we employed an extra Maths teacher to tackle low numeracy engagement in Pupil Premium Students. At a PiXL course it was shown that at an exceptional school it is possible for Pupil Premium Students to achieve neutral added value. We will continue with this approach</p> <p>The Key Stage three curriculum and assessment plan to be scaffolded with a Pupil Premium tilt has been adopted across all subjects but needs to be moderated more closely with a rank order for accuracy.</p> <p>We need to focus on subjects with high numbers and not historically high results for Pupil Premium history, for example RE and Combined Science Holding teachers to account to be pursued more. The key message of quality first teaching with a Pupil Premium tilt and scaffolding at 123 and stretch and challenge at 789.</p>	
Introduce PiXL Build Up	Improve progress of twenty of the bottom third of progress making students	Approximately 80% of these hard to reach students who were selected with parents meeting for buy in and engaged weekly until lockdown and using GCSE Pod really accelerated their progress and filled in gaps. Our evidence is our data on GCSE Pod engagement	We felt that this should be implemented in lesson time so have put it on as an option for Academic Year 2020-21. It encouraged self-learning and a sense of respect in studies.	

<p>Review Key Stage 3 curriculum with a Pupil Premium tilt</p>	<p>Improved Pupil Premium outcomes at Key Stage 3 in order to close the gap earlier. Increased cultural capital</p>	<p>We put on computing courses for all Key Stage 3 with a particular focus on e-safety including a parent awareness course We put on a bespoke weekly course of group instrumental lessons for all of year 7 in cello, violin and trombone. It was really good increasing cultural capital and enjoyment of playing an instrument. The whole Key Stage 3 curriculum was overhauled to be sequential and to align with Key Stage 4</p>	<p>This worked as it was aspirational and strategic Subjects enjoyed working together on it. Main lesson – ensure everything is aspirational</p>	
<p>Implement Pupil Premium first strategy.</p>	<p>Improved outcomes and improved staff knowledge of Pupil Premium students.</p>	<p>Pen portraits of Pupil Premium students were conducted and a board in staff room was created which we have since removed due to GDPR. We do not feel this has been cracked – learning walks did not show an embedded culture of Pupil Premium first planning, marking, questioning and support The culture of knowing Pupil Premium students has been embedded ie pot files</p>	<p>This needs to be repeated for the year 2020-21. More work to be done applying NFER Most Effective Ways to support Pupil Premium students. Year Leaders need to audit to check all new students pen portrayed and it to become part of admission. Ongoing to be included next year.</p>	

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for Pupil Premium, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost £34,103
<p>Target Pupil Premium students with literacy interventions</p> <p>Provide extra teaching interventions to improve Pupil Premium students' progress in Maths.</p> <p>Provide timely help with psychological issues.</p>	<p>Improve literacy where levels are below age related expectation.</p> <p>Improved numeracy pupil premium outcomes at Key Stage 3 in order to close the gap earlier and at Key Stage 4.</p> <p>Improved mental health and social and academic outcomes.</p>	<p>Everyone's reading age was tested. All but one student's reading age went up in most cases significantly. In order to use accelerated reader properly we had to restock the library with reading age appropriate books</p> <p>Maths results this year made very good progress. Confidence improved through smaller group work at Key Stages 3 and 4.</p> <p>Mental health outcomes addressed by referral to CAMHS. Raised the profile of mental health. A range of mental health and therapeutic work has taken place which has impacted positively on students. Sport for Thought's work with hard to reach boys has dramatically reduced behaviour points by around a</p>	<p>Accelerated reader works really well as did bespoke literacy interventions</p> <p>Maths, English, Science and RE teaching to be prioritised as these core subjects affect all students and provide the basis for other subjects.</p> <p>A differentiation inset was useful in exploring un-met need and strategic work on bullying is ongoing. This work needs to be carried forward to next year. This strong work has enabled hard to reach students to see school more positively and take positive action and make positive choices We will continue with this approach</p>	

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for Pupil Premium, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost £13,000
Cultural capital trips.	Better curriculum related learning. Improved outcomes.	Retreats and trips to eg Berlin and Studland Bay had to be cancelled	The work on curriculum cohesion and cultural capital led by the Assistant Head responsible for curriculum and augmented by a newly created temporary post to boost cultural capital in a meaningful way impacts many students than trips so compensated in the absence of fulfilling extra-curricular trips	
Improve attendance	Improved mental health and pupil premium outcomes.	We are unable to report attendance for the whole academic year due to the Covid 19 pandemic. However, we are able to report that attendance during Term.3 was 2% higher than in Term.2. This coincided with the appointment of the home school liaison officer and her work with families beginning. Attendance until the lockdown was 92%, for PP students 87.2% and non PP 94.3%.	We decided to employ a home school liaison worker to really build relationships between school and families. We also need to invest in further Sims training to support this work.	

<p>Reduce FTE and PEX</p>	<p>Pupil Premium students complete their education and are prepared for their next step.</p>	<p>Number of sessions of fixed term exclusion – 197.5 in 18/19 Number of PP exclusions 18/19 - 43 Non PP – 37</p> <p>We are unable to report whole year group figures for exclusion due to the Covid 19 pandemic. Up until lockdown figures were as follows: 0 PEX Number of fixed term exclusions – 59 Number of PP students excluded – 31 Number of non PP students excluded - 22</p>	<p>While we remain focused on PEX and FTE we need to retain a general focus on behaviour as a stand-alone action with a simple behaviour system and a focus on rewards</p>	
---------------------------	--	---	--	--