

Pupil Premium Strategy St Gregory the Great Oxford 2020 - 21

1. Summary information					
School	St Gregory the Great School Oxford OX4 3DR				
Academic Year	2020/21	Total Pupil Premium budget	£218,695	Date of most recent Pupil Premium Review	November 2018
Total number of pupils	701	Number of pupils eligible for Pupil Premium	200	Date for next external review of this strategy	September 2021

2. Current attainment		
	Pupils eligible for Pupil Premium (St Gregory's)	Pupils not eligible for Pupil Premium (national average)
Progress 8 score average	0.1 July 2020 actual -0.1 Spring 2020 predicted	No figures published
Attainment 8 score average	36.91 July 2020 actual 32.91 Spring 2020 predicted	No figures published

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Poorer age related literacy skills for some Pupil Premium students than other students based on PPEs and good start audits
B.	Poorer numeracy skills for some Pupil Premium students than other students
C.	Behaviour of some Pupil Premium students is not enabling learning. This derives from a lack of confidence and motivation
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance rates for Pupil Premium students compared to other students and lower parental engagement of parents and carers of Pupil Premium students. The Pupil Premium cohort's attendance average is at the threshold of persistent absentee.
E.	There is a need for a recovery curriculum and a robust and coherent PSHE and tutor programme to maximise personal development and improve mental health and Catholic Life

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Reading ages increase and students are more able to access the curriculum	More students read and the school has an accurate picture of where students are and what progress they make which enables meaningful interventions. More students can access tier 2 and 3 vocabulary
B.	Students work on Maths beyond the curriculum measured using the PiXL App and tutor monitoring of Ninja Maths	Improved progress shown in Maths Pearson test and Maths GCSE. Use of Ninja Maths and other PiXL resources to embed numeracy in tutor time and at home.
C.	Pupil Premium students, particularly pupil premium boys, engage actively with their learning measured by reduced behaviour points and progress for learning The curriculum is made accessible through scaffolding and teachers know what a 1, 2 and 3 look like Pupil Premium parents support academic and behaviour interventions measured by register at parents' evenings	The quality of teaching and learning challenges all pupil premium students, raises the expectations of the amount and quality of work produced, and provides more specific feedback to target areas of weakness. Pupil Premium boys make progress. Pupil Premium profiles are available to staff. The Key Stage 3 curriculum allows accurate assessment of skills and feedback linked with outcomes at GCSE. Reduced Pupil Premium cause for concern list at pupil premium first data drop analysis by heads of year. Improved Pupil Premium numbers at parents' evenings Improved Pupil Premium achievements Reduced behaviour points and exclusions
D.	Pupil Premium students improve attendance, most importantly moving out of the threshold for persistent absenteeism	Pupil Premium attendance average is never lower than 90% and reaches 95%
E.	The Key Stage 3 curriculum allows Pupil Premium students to make good progress and prepares them for successful next steps imbuing cultural capital	Data drops show increased progress GCSE results improve progress 8 Student voice shows the impact of cultural capital There is evidence of links and synergy across the curriculum

5. Planned expenditure

Academic year

2020/21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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.	EEF Attainment Gap report 2018. Currently we have inconsistency in quality of teaching and learning. Currently Pupil Premium students are not doing well enough in all subjects. Sutton Trust Feedback states that good feedback can provide + 9 months progress thus closing the gap.	Hold teachers to account where teaching and learning is not good enough (learning walks, book checks, performance management and use of CPD time). All leaders to model a culture for learning that insists on Pupil Premium students working harder. Use the Pupil Premium strategy to keep the messages clear and simple Integrate Oxford University undergraduate support into year 11 classes. Additional SLT time £16,000, additional hours in core subjects £40,000. Review and simplify all systems to enable all teachers to operate effectively. Subject audits with precise feedback. Teachers continue to develop pre-study material and knowledge organisers (perhaps using SMHW) to give Pupil Premium students the "leg up" they need. Recruit good teachers.	Kate McCabe	Three times a year in line with subject audits

Integrate PiXL Build up into year ten and eleven as an option	Improve progress of twenty five of the bottom third progress making students	Student outcomes at year eleven reveal gaps in knowledge and a lack of motivation. Sometimes it is too late for students to catch up with everything	Use PiXL Build Up to enable tracking of year 11 as they use a variety of online self-learning to fill gaps in learning .	Louise Newell	October 16 2020
Review Key Stage 3 curriculum and assessment with a PP tilt	Improved pupil premium outcomes at Key Stage 3 in order to close the gap earlier. Increased cultural capital	Behaviour and student productivity in Key Stage 3 classes is inconsistent and Pupil Premium progress not good enough.	Systematically review assessment at Key Stage 3. Assessment system shows progress across the curriculum Subject leaders share best practice between subjects and between key stages. Teachers to develop pre-study material and knowledge organisers for each term to give Pupil Premium students the "leg up" they need. Weekly provision and drop down days for computing and music; development of extra-curricular music; recruit a music teacher	Harriet West	January 2021
Implement Pupil Premium first strategy.	Improved outcomes and improved staff knowledge of Pupil Premium students.	NFER Most Effective Ways to support Pupil Premium students.	Pen portraits of all Pupil Premium students Photo report of all Pupil Premium students in staff room. Present review at SLT. Learning walks will demonstrate Pupil Premium first planning, marking, questioning and support. All teachers have a clear record of their Pupil Premium students in POT file. All teachers to read document and apply to their teaching. Reiterate the moral imperative to make a difference to the life chances of Pupil Premium students.	Paul Wileman Kate McCabe	8 December 2020 February 2021
Total budgeted cost					£160,000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Target Pupil Premium students with literacy interventions.	Improved literacy.	Many Pupil Premium students have lower literacy than other students. NGRT reading tests show significant number of students many of whom are Pupil Premium are below chronological reading age	NGRT reading tests for all interventions provided Accelerated Reader for year 7 and 8. Louise Newell to oversee strong interventions for literacy with impact recorded	Kate McCabe	October 2020
Provide effective Maths in tutor programme	Improved numeracy	Many Pupil Premium students have lower numeracy skills.	Numeracy across the curriculum	Paul Wileman	November 2020
Provide timely help with psychological issues.	Improved mental health and pupil premium attendance.	Some Pupil Premium students require support with psychological issues.	Monitor using My Concern SGTG safeguarding record system. Use educational psychologist time for more targeted mental health - £5,000. Provide reasonable adjustments. Make CAMHS referrals where appropriate. Take advice from OTSA, SEN adviser. Identify tutors - £5,000. Purchase a bespoke mental health PSHE programme from the diocese £495	Pauline Wileman	October 2020
Total budgeted cost					£34,103

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Conduct an SEN review	Better curriculum related learning. Improved outcomes.	SEN students are not making adequate progress. TAs need to be ensuring fostered independence through pre learning and overlearning	External review booked £1,000	Heather Pallier	September 2019
Improve attendance particularly get Pupil Premium students above the PA 90% threshold	Improve exam results and mental health outcomes. Prepare students for adult life.	Students who attended in last year's year 11 made good progress achieving national level neutral added value.	Weekly monitoring - £18592 Provide uniform and PE kit for all pupil premium students. Monitoring by Student Attendance Officer and Adviser from diocese. Ensure year leaders and tutors know how many and who are our PA students creating a photo profile by year group Home school liaison appointed £9,592	Pauline Wileman	Weekly
Improve behaviour with a simplified behaviour system and a reward system.	Pupil Premium students complete their education and quality first teaching is not interrupted	More Pupil Premium students are excluded than other students. Rewards motivate students to ensure good behaviour and grow confidence	Monitor exclusions. Provide motivational rewards - £5,000	Paul Wileman	Termly
Conduct a CEIAG review	Our careers offering prepares students ambitiously for next steps	Having ambition and confidence in next steps motivates students to attain optimum outcomes	An experienced professional with a proven track record will conduct an external review £1000	Paul Wileman	December 2020
Create a Pshe post	A strategic coherent response to personal development	New requirements for citizenship sex and relationships education and PSHE along with a need to improve performance at Section 48	Precise recruitment and job description £3,000	Heather Pallier	October 2020
Improve student, parent and teacher voice	Coherent agreement on all school improvement	Where parents and teachers agree, students do well	Recruit a student voice voluntary post Implement parent forums Improve evaluation of events	Heather Pallier	October 2020
Total budgeted cost					£24,592

