

# Pupil premium strategy statement – Greyfriars Catholic School

*Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	522
Proportion (%) of pupil premium eligible pupils	33.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Year Plan 2022-23 2023-24 2024-25
Date this statement was published	January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Lyndsey Caldwell, Headteacher
Pupil premium lead	Roberta Lees, Director for Raising Standards
Governor / Trustee lead	Tom Walker, Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,345
Recovery premium funding allocation this academic year	£49,128
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p><b>Total budget for this academic year</b></p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£223,473

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in Mathematics and English.

As a school, our mission statement is that we champion each and every student so they flourish individually and collectively. The focus of our Pupil Premium Strategy is to support disadvantaged students to achieve good outcomes at GCSE, including raising the aspirations and attainment of HPA (High Prior Attaining) students.

Furthermore it promotes the development of the whole child into active, engaged citizens. Our strategy is designed using robust internal data to identify students' specific needs including, assessment data, attendance data, teacher feedback, information on behaviour and the impact of support we put in place for students.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The strategy is driven by guided research and based on feedback from quality assurance of the learning experience of Pupil Premium students. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students make progress.

To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole-school approach to CPD for staff around the progress and outcomes of disadvantaged students
- make provision for pupils that belong to vulnerable groups including disadvantaged pupils.
- Ensure all children have access to the same extra-curricular activities

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Pupil Premium students reading age</b></p> <p>The reading ages of pupil premium students across KS3 &amp; 4 is lower than their NPP peers. This impacts their progress in all subjects</p>
2	<p><b>Attainment gap at GCSE</b></p> <p>Based on the 2022 GCSE outcomes, attainment 8 (attainment score for students across their best 8 subjects) showed a gap between PP and NPP students.</p>
3	<p><b>Attendance gap compared to NPP</b></p> <p>Attendance of PP students is in excess of 13% lower than NPP students this academic year so far. This has been evident for the last 3 years.</p>
4	<p><b>Additional needs of PP students</b></p> <p>Our observations suggest many lower attaining disadvantaged pupils lack motivation strategies when faced with challenging tasks, notably in their resilience and behaviour when facing challenging tasks. This is indicated across the curriculum, particularly maths and science.</p>
5	<p><b>Numeracy skills</b></p> <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks</p>
6	<p><b>Well-being and self esteem</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment</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
Reading ages increase and students are more able to access the curriculum	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons, lesson observations and work samples that all have a focus on PP/vulnerable students

	and comparison to non-disadvantaged peers. Identified students will have been involved in literacy programmes to improve reading ability.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	The attainment of PP students will equate to an Attainment 8 score of 40 - all PP students will achieve an average of grade 4 or higher in all subjects.
Attendance is challenged on a weekly basis with support offered to improve	Attendance SOL meetings take place weekly to offer support and intervention to improve attendance of PP students. There is evidence of intervention to improve attendance and reduce the number of students who are PA and SA.
Improved motivation, metacognitive and self-regulatory skills, which will affect behaviour, among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to engage with challenging tasks, monitor and regulate their own learning. This finding will be supported by homework completion rates across all classes and subjects as well as lesson observations and work samples. Behaviour data, pupil surveys and staff surveys will also demonstrate fewer consequences for students who are disadvantaged. Teaching techniques and expectations will be consistently high, positive and supportive for students across the curriculum to build confidence and foster belonging for students across the school
To achieve and sustain improved well-being for all pupils, including engagement with enrichment activities and parental participation in school events.	A whole school elective programme is embedded with all students able to select new activities each term. Student and parent feedback shows this time is valuable to students and builds stronger relationships with staff.

## 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: £ 48,409

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training of teachers in subjects with frequent literacy demands (e.g. English, Science, Humanities) on approaches to reading,</i>	Focussing reading interventions early has a significant impact:  <a href="#">Improving Literacy in Secondary Schools</a> (EEF)	1

<i>writing and phonics from Fresh Start</i>		
<i>Continued CPD for whole school and within curriculum</i>	<p>What happens in the classroom makes the biggest difference - the majority of PP students do not have a grade 4 on English and Maths by the ages of 19 (50.2% - see report below) and therefore, good teaching for all students has the greatest impact on disadvantaged students than on others.</p> <p><a href="#">The attainment Gap Report</a> (EEF)</p>	1,2,4,5
<p><i>Recruitment of academic Mentor in Maths to support numeracy skills</i></p> <p><i>Participating in using the National Tutoring Programme</i></p> <p><i>Recruitment of non-teaching head of year</i></p>	<p>Having an in school champion to support students gives them confidence and self belief. Having positive influences in school therefore can positively impact a students' mental health. This can support the students with their cognitive processing because they can be at ease with themselves within the safety of the school community allowing them to concentrate on their learning in lessons. Moreover, having a champion to support you through the use of SMART targets can keep students on track and focused on achievable goals.</p>	5
<i>Introduction of Attendance SOL</i>	<p>A weekly programme of identification and intervention for attendance with a culture of rewards, praise and recognition puts attendance at the forefront of form time. CPD for all staff to implement responsive and targeted approaches to attendance supports student success.</p> <p><a href="#">EEF Attendance Intervention Report</a></p>	3
<i>Recruitment of a Pastoral and Inclusion Lead</i>	<p>A new post for a Pastoral and Inclusion will enable us to implement and sustain a strong system for behaviour management. Students will be held to account in a robust and healthy culture of taught behaviour in the school. There is robust evidence to show that consistency in behaviour systems lead to improved well-being and attainment. This role is also therapeutic to enable students to also</p> <p><a href="#">EEF Creating a Culture</a></p>	4.6

<i>Implementation of a variety of support hubs to offer targeted intervention in Literacy, Numeracy, EAL and resilience</i>	Reframing of the school's TAs to upskill them with the ability to offer small group intervention to support students with a variety of needs across the school	1,2,4,5,6
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £105,915

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Fresh Start reading intervention for all pupils with reading ages significantly below chronological age</i>	Students who cannot read cannot access their lessons - this is not only an issue in English but all subjects. A Phonics programme ensures rapid progress in reading that will enable students to make more progress in all subjects. Higher levels of success will lead to greater motivation, well-being and attendance  <a href="#">EEF Read. Write. Inc. Phonics and Fresh Start</a>	1,2,3,4,6
<i>Numeracy intervention for students who fall significantly below expected outcomes</i>	Students who lack confidence in numeracy have compromised progress, self esteem and therefore, fewer post 16 options if they cannot secure maths GCSE. Numeracy support will boost motivation and self confidence in STEM subjects.  <a href="#">EEF Numeracy Intervention</a>	2,3,4,5,6
<i>EAL support</i>	Students who cannot access the language will have significant issues in accessing the curriculum. With 54% of the school being EAL, offering support to these students to build competency in English to allow them to access the curriculum.  <a href="#">EF EAL Review</a>	1,2,3,4,6
<i>Learning Lounge - homework support to support students across all key stages.</i>	Having catch up sessions led by staff that the students know and trust will alleviate anxieties and support the students to make accelerated progress in smaller intervention groups.	1,2,3,4,5,6

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

Budgeted cost: £ 69,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
Off site provision increased for Y10 and Y11 pupils at risk of exclusion TRAX, Meadowbrook	Off site provision increased for Y10 and Y11 pupils at risk of exclusion TRAX, Meadowbrook	1,2,3,4
Build in an elective system to enable the provision of a broad range of extra curricular activities for 22-23	Continue to develop a broad programme of electives to support engagement in a range of activities and allow students to develop strengths in a broad range of subjects.	1,2,3,4,5,6
<p>Equipment and uniform allowance for disadvantaged pupils including revision/study guides One of the barriers to learning is lack of equipment - providing equipment will remove that barrier. Likewise, uniform is often a cost that parents struggle to afford; £100 uniform allowance per pupil per year lessens this barrier.</p> <p>Chromebooks</p> <p>School activities to support with payment to allow disadvantaged children to attend</p> <p>Pay two support staff to set up and run breakfast club to improve wellbeing and attendance and provide an excellent start to the day.</p>	Equipment and uniform allowance for disadvantaged pupils including revision/study guides One of the barriers to learning is lack of equipment - providing equipment will remove that barrier. Likewise, uniform is often a cost that parents struggle to afford; £100 uniform allowance per pupil per year lessens this barrier.	3,4,6



**Total budgeted cost: £ 223,473**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

<i>Category</i>	<i>Progress 8</i>	<i>Difference</i>
<i>PP</i>	<i>-0.12</i>	
<i>Non PP</i>	<i>0.13</i>	<i>-0.25</i>
<i>PP SEND</i>		
<i>Non PP SEND</i>		
<i>PP Boys</i>		
<i>PP Girls</i>		

The most significant barrier to the progress of disadvantaged students is attendance. Students with 95%+ attendance achieve significantly greater progress. From September 2022, Greyfriars have introduced the use of an Attendance Package, with weekly meetings to identify and intervene with students who have falling attendance.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>