

**ST GREGORY'S MIDDLE SCHOOL  
PUPIL PREMIUM GRANT 2013/14**

| <b>Number of pupils and Pupil Premium Grant (PPG) received</b>          |        |
|---|--------|
| Total number of pupils on roll January 2012                             | 357    |
| Total number of pupils eligible for PPG (FSM entitlement)               | 119    |
| Amount of PPG received per pupil (FSM entitlement)                      | £900   |
| Total number of pupils eligible for PPG (children of service personnel) | 1      |
| Amount of PPG received per pupil (children of service personnel)        | £300   |
| Total amount of PPG received (April-August)                             | £44750 |

## ST GREGORY'S MIDDLE SCHOOL PUPIL PREMIUM GRANT 2013/14

### Narrowing the Gaps with Pupil Premium at Key Stage 2 (as in RAISEOnline 2012)

#### St Gregory's Catholic Middle School (URN: 109696 DfE No. 8224601) Narrowing the Gaps With Pupil Premium at Key Stage 2

##### Average point scores, 2012, English and Maths by Free School Meals\* / Children Looked After

|                      | All NC Core Subjects |      |                           |                           | English |      |                           |                           | Mathematics |      |                           |                           |
|----------------------|----------------------|------|---------------------------|---------------------------|---------|------|---------------------------|---------------------------|-------------|------|---------------------------|---------------------------|
|                      | School               |      | National                  |                           | School  |      | National                  |                           | School      |      | National                  |                           |
|                      | Cohort               | APS  | Non<br>CLA/FSM<br>Average | Average<br>Differenc<br>e | Cohort  | APS  | Non<br>CLA/FSM<br>Average | Average<br>Differenc<br>e | Cohort      | APS  | Non<br>CLA/FSM<br>Average | Average<br>Differenc<br>e |
| All Pupils           | 90                   | 29.3 | 28.9                      | 0.4                       | 90      | 28.4 | 28.8                      | -0.4                      | 90          | 30.2 | 29.1                      | 1.1                       |
| Non<br>CLA/FSM       | 58                   | 30.2 | 28.9                      | 1.3                       | 58      | 29.3 | 28.8                      | 0.5                       | 58          | 31.1 | 29.1                      | 2.0                       |
| CLA/FSM              | 32                   | 27.7 | 28.9                      | -1.2                      | 32      | 26.8 | 28.8                      | -2.0                      | 32          | 28.5 | 29.1                      | -0.6                      |
| Within<br>School Gap |                      | -2.5 |                           |                           |         | -2.5 |                           |                           |             | -2.6 |                           |                           |

##### Percentage of pupils attaining or surpassing each level in 2012 in Key Stage 2 for all national curriculum subjects FSM\* / Children Looked After

| Percentage of Key Stage 2 pupils achieving level 4 or above |         |    |                           |                           |             |     |                           |                           |                       |     |                           |                           |
|---|---------|----|---------------------------|---------------------------|-------------|-----|---------------------------|---------------------------|-----------------------|-----|---------------------------|---------------------------|
|   | English |    |                           |                           | Mathematics |     |                           |                           | English & Mathematics |     |                           |                           |
|   | School  |    | National                  |                           | School      |     | National                  |                           | School                |     | National                  |                           |
|   | Cohort  | %  | Non<br>CLA/FSM<br>Average | Average<br>Differen<br>ce | Cohort      | %   | Non<br>CLA/FSM<br>Average | Average<br>Differen<br>ce | Cohort                | %   | Non<br>CLA/FSM<br>Average | Average<br>Differen<br>ce |
| All Pupils  | 90      | 90 | 89                        | 1                         | 90          | 91  | 88                        | 3                         | 90                    | 87  | 84                        | 3                         |
| Non<br>CLA/FSM  | 58      | 93 | 89                        | 4                         | 58          | 97  | 88                        | 9                         | 58                    | 93  | 84                        | 9                         |
| CLA/FSM   | 32      | 84 | 89                        | -5                        | 32          | 81  | 88                        | -7                        | 32                    | 75  | 84                        | -9                        |
| Within<br>School Gap  |         | -9 |                           |                           |             | -16 |                           |                           |                       | -18 |                           |                           |

  

| Percentage of Key Stage 2 pupils achieving level 5 or above |         |     |                           |                           |             |     |                           |                           |                       |     |                           |                           |
|---|---------|-----|---------------------------|---------------------------|-------------|-----|---------------------------|---------------------------|-----------------------|-----|---------------------------|---------------------------|
|   | English |     |                           |                           | Mathematics |     |                           |                           | English & Mathematics |     |                           |                           |
|   | School  |     | National                  |                           | School      |     | National                  |                           | School                |     | National                  |                           |
|   | Cohort  | %   | Non<br>CLA/FSM<br>Average | Average<br>Differen<br>ce | Cohort      | %   | Non<br>CLA/FSM<br>Average | Average<br>Differen<br>ce | Cohort                | %   | Non<br>CLA/FSM<br>Average | Average<br>Differen<br>ce |
| All Pupils  | 90      | 36  | 43                        | -7                        | 90          | 58  | 45                        | 13                        | 90                    | 29  | 32                        | -3                        |
| Non<br>CLA/FSM  | 58      | 45  | 43                        | 2                         | 58          | 64  | 45                        | 19                        | 58                    | 36  | 32                        | 4                         |
| CLA/FSM   | 32      | 19  | 43                        | -24                       | 32          | 47  | 45                        | 2                         | 32                    | 16  | 32                        | -16                       |
| Within<br>School Gap  |         | -26 |                           |                           |             | -17 |                           |                           |                       | -20 |                           |                           |

School cohort figures are compared to the national group figures for non-CLA and non-FSM. Significance is displayed for: all pupils against all pupils nationally; non-(CLA or FSM) against the national non-(CLA or FSM); and (CLA or FSM) against the national (CLA or FSM). Caution should be taken when interpreting the analysis for small cohorts.

## ST GREGORY'S MIDDLE SCHOOL PUPIL PREMIUM GRANT 2013/14

### St Gregory's Catholic Middle School (URN: 109696 DfE No. 8224601) Narrowing the Gaps With Pupil Premium at Key Stage 2

**Table 6.1.2: Narrowing the Gaps Trend - Free School Meals and Children Looked After**

This report provides schools with a time series displaying performance of pupils eligible for Free School Meals/Children Looked After for three key indicators.

Percentage of pupils attaining level 4 or above in English and mathematics at Key Stage 2

|                   | 2010   |        |                                     |      | 2011   |        |                                     |      | 2012   |        |                                     |      |
|-------------------|--------|--------|-------------------------------------|------|--------|--------|-------------------------------------|------|--------|--------|-------------------------------------|------|
|                   | Cohort | School | National Non<br>CLA/FSM*<br>Average | Diff | Cohort | School | National Non<br>CLA/FSM*<br>Average | Diff | Cohort | School | National Non<br>CLA/FSM*<br>Average | Diff |
| All pupils        | -      | -      | -                                   | -    | 89     | 65     | 80                                  | -15  | 90     | 87     | 84                                  | 3    |
| CLA/FSM*          | -      | -      | -                                   | -    | 28     | 57     | 80                                  | -23  | 32     | 75     | 84                                  | -9   |
| Non CLA/FSM*      | -      | -      | -                                   | -    | 61     | 69     | 80                                  | -11  | 58     | 93     | 84                                  | 9    |
| Within School Gap |        | -      |                                     |      |        | -12    |                                     |      |        | -18    |                                     |      |

Percentage of pupils achieving expected progress in English at Key Stage 2

|                   | 2010   |        |                                     |      | 2011   |        |                                     |      | 2012   |        |                                     |      |
|-------------------|--------|--------|-------------------------------------|------|--------|--------|-------------------------------------|------|--------|--------|-------------------------------------|------|
|                   | Cohort | School | National Non<br>CLA/FSM*<br>Average | Diff | Cohort | School | National Non<br>CLA/FSM*<br>Average | Diff | Cohort | School | National Non<br>CLA/FSM*<br>Average | Diff |
| All Pupils        | -      | -      | -                                   | -    | 83     | 70     | 85                                  | -15  | 82     | 89     | 90                                  | -1   |
| CLA/FSM*          | -      | -      | -                                   | -    | 27     | 52     | 85                                  | -33  | 30     | 83     | 90                                  | -7   |
| Non CLA/FSM*      | -      | -      | -                                   | -    | 56     | 79     | 85                                  | -6   | 52     | 92     | 90                                  | 2    |
| Within School Gap |        | -      |                                     |      |        | -27    |                                     |      |        | -9     |                                     |      |

### St Gregory's Catholic Middle School (URN: 109696 DfE No. 8224601) Narrowing the Gaps With Pupil Premium at Key Stage 2

Percentage of pupils achieving expected progress in mathematics at Key Stage 2

|                   | 2010   |        |                                     |      | 2011   |        |                                     |      | 2012   |        |                                     |      |
|-------------------|--------|--------|-------------------------------------|------|--------|--------|-------------------------------------|------|--------|--------|-------------------------------------|------|
|                   | Cohort | School | National Non<br>CLA/FSM*<br>Average | Diff | Cohort | School | National Non<br>CLA/FSM*<br>Average | Diff | Cohort | School | National Non<br>CLA/FSM*<br>Average | Diff |
| All Pupils        | -      | -      | -                                   | -    | 85     | 82     | 85                                  | -3   | 82     | 95     | 89                                  | 6    |
| CLA/FSM*          | -      | -      | -                                   | -    | 28     | 82     | 85                                  | -3   | 30     | 87     | 89                                  | -2   |
| Non CLA/FSM*      | -      | -      | -                                   | -    | 57     | 82     | 85                                  | -3   | 52     | 100    | 89                                  | 11   |
| Within School Gap |        | -      |                                     |      |        | 0      |                                     |      |        | -13    |                                     |      |

School cohort figures are compared to the national group figures for non-CLA and non-FSM.

Significance is displayed for: all pupils against all pupils nationally; non-(CLA or FSM) against the national non-(CLA or FSM); and (CLA or FSM) against the national (CLA or FSM).

Caution should be taken when interpreting the analysis for small cohorts.

This report enables schools to compare the level of their CLA/FSM pupils' performance to the national level of non-(CLA or FSM) performance with the intention of encouraging schools to set more ambitious achievement goals for their CLA/FSM pupils.

However, this report is also intended to encourage schools to further explore the performance of their CLA/FSM pupils by using the full range of data available in RAISEonline.

In 2012, the Key Stage 2 writing outcome is based upon teacher assessment and the reading outcome is based upon an externally marked test. Full details of the methodology used for calculating the overall English outcome can be found in the Library.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years. All data in this trend report uses this new FSM categorisation.

**ST GREGORY'S MIDDLE SCHOOL  
PUPIL PREMIUM GRANT 2013/14**

Projected budget 2013-2014

| <b>Projected PPG spending by item/project 2013/14</b> |               |  |   |
|---|---------------|--|---|
| <b>Item/project</b>                                   | <b>Cost £</b> | <b>Objective</b>   | <b>Outcome</b>  |
| PARENT SUPPORT  | 16,035        | <p>To reduce the need for behaviour and attendance interventions.</p> <p>To employ a part-time Family Support Workers to build on and further develop current parental engagement to support students in their learning – particularly with vulnerable students and hard-to-reach parents.</p> | <p>Decrease in number of students excluded.</p> <p>Improved student attendance.</p> <p>Students 'on track' and in line to meet targets.</p> <p>Improved parental involvement.</p> |
| HARDSHIP PAYMENTS                                     | 3500          | <p>To enable financially-challenged/deprived students to participate in the full range of school activities (inc. providing uniform/equipment for students in need)</p>  | <p>All students fully equipped for lessons</p> <p>All students take part in extra-curricular activities</p>   |
| HOMEWORK CLUBS  | 8000          | <p>To employ teaching assistants to support vulnerable/at risk students with homework at lunchtime, before and after school</p>  | <p>Students 'on track' and in line to meet targets.</p> <p>Students confident in their skills and homework completed</p>  |
| SUCCESSMAKER  | 1000          | <p>To support EAL students and students with low levels of literacy and numeracy to attain fluent levels of English and basic numeracy skills</p>  | <p>Students 'on track' and in line to meet targets.</p> <p>Improved reading/numeracy scores from baseline starting point</p>  |

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|   |       |  |  |
|---|-------|--|--|
| RAINBOW GROUP                                   | 1600  | To employ and train Teaching Assistants to run 'Rainbows programme' (a programme to support vulnerable students touched by emotional suffering caused by a death, divorce, deployment of a family member, incarceration of a loved one, or any of a multitude of significant event traumas including natural or man-made disasters. To develop students' resilience and ability to 'bounce back' without help.   | Students who are confident, secure and resilient.<br><br>Improved student attendance.<br><br>Students 'on track' and in line to meet targets.                                  |
| SATs BOOSTER SESSIONS                           | 3000  | To resource 'Super Learning Booster Days' for all Year 6 students to ensure they achieve their target levels.<br><br>Easter School 2014  | Students 'on track' and in line to meet targets.<br><br>Students confident in their basic skills   |
| ASST HEADTEACHER's / HEADTEACHERS' INTERVENTION | 24850 | To cover staffing costs to enable high-level, high-quality Wave 2 support (small group) and Wave 3 support (vulnerable individuals) both in terms of academic and emotional/social development.<br><br>To develop schemes of work for English to ensure good or outstanding quality first teaching and to ensure all students make good progress. To coach teachers to plan for, deliver support and track vulnerable, 'at risk' and underperforming students (inc. very able and, where applicable, Children who are Looked After). | Students 'on track' and in line to meet targets.<br><br>Students confident in their basic skills.<br><br>Teaching is graded Good or Outstanding in formal lesson observations. |
| KS2/3 TEACHING OBSERVATION                      | 1160  | To ensure quality first teaching is consistently good and outstanding and ensures that all students make good progress.<br><br>To coach staff in developing differentiated approaches to teaching and learning which result in students making good progress.  | Students 'on track' and in line to meet targets.<br><br>Students confident in their skills.<br><br>Teaching is graded Good or Outstanding in formal lesson observations.       |

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|   |                            |  |   |
|---|----------------------------|--|---|
| <p>INTERVENTION SESSIONS<br/>(HLTA'S + KS2 Maths Specialists)</p> | <p>30346<br/><br/>2500</p> | <p>Individual student booster sessions led by HLTA and Head of Maths and Upper Schools Maths lead</p> <p>To employ High Level Teaching Assistant to run individual/small-group intervention programmes for students identified as underachieving and/or 'at risk' of not attaining national standards or in danger of not making 2 levels of progress in KS2.</p> <p>To cover staffing costs to enable high-level, high-quality Wave 2 support (small group) and Wave 3 support (vulnerable individuals) in terms of Maths teaching.</p> | <p>Students 'on track' and in line to meet targets.</p> <p>Students confident in their basic skills</p> |
| <p>INTERVENTION SESSIONS – KS3</p>                                | <p>7558<br/><br/>5850</p>  | <p>To employ High Level Teaching Assistant + equivalent of 1-day per week for teachers to run individual/small-group intervention programmes for students identified as underachieving and/or 'at risk' of not attaining national standards or in danger of not making 2 levels of progress in both KS3.</p>   | <p>Students 'on track' and in line to meet targets.</p> <p>Students confident in their basic skills</p> |
| <p>ENRICHMENT DAYS</p>  | <p>5000</p>                | <p>To provide engaging and motivational learning experiences– inc. poet-in-residence (Year 8), History Day (Year 7 &amp; 8), Sowing the Seeds (Year 6), World Book Day (whole school), Holdenby House (Year 5).</p>  | <p>To raise aspirations and secure high levels of attainment</p>  |
| <p>TOTAL EXPENDITURE</p>  | <p>110,399</p>             |  |   |