

# **Pupil premium case study: St Gregory's Catholic Science College**

## **The school's context**

St Gregory's Catholic Science College is a mixed Roman Catholic comprehensive school. The percentage of students eligible for the pupil premium is above the national average, but slightly below the average for Brent.

## **How does the school spend the pupil premium?**

St Gregory's received £287,000 of pupil premium funding for 2013-14. This has increased to £296,000 in 2014-15. 29% of the student population is eligible for pupil premium funding.

The use of the pupil premium funding is grounded in the school's commitment to maximising the potential of all students.

A key feature of the school's approach is how it identifies vulnerable students. Over several years they have developed and refined their own ARU (at risk of underachieving) toolkit. This brings together detailed knowledge of individual students and identifies factors that might lead to poorer performance. The ARU toolkit enables the school to connect students to appropriate interventions and support funded or part-funded by the pupil premium.

The pupil premium has helped the school to develop and extend its programme of extra classes on Saturday mornings and holidays. The sessions are open to all students, but are closely targeted at EAL learners and those eligible for the pupil premium. The school liaises and communicates regularly with families to secure commitment and ensure high levels of attendance. The pupil premium funds both a key stage 4 intervention manager and a key stage 3 EAL provision coordinator.

St Gregory's also use pupil premium funding to support a range of other interventions including one-to-one tuition, breakfast and homework clubs, study skills seminars, and additional staffing, including an attendance officer.

## **What is the impact of the school's work?**

Ofsted has judged that St Gregory's makes "very good use of the pupil premium."

The school can show clearly how its use of pupil premium funding has a positive impact on the progress and attainment of eligible students. In 2013, the proportion of disadvantaged students attaining 5A\*-C GCSEs, including English and mathematics was five percentage points higher than non-disadvantaged pupils. The proportion of disadvantaged students attaining 5A\*-C, including English and mathematics was also ten percentage points above the national mean for non-disadvantaged pupils.

At St Gregory's the progress of all students is carefully tracked and reviewed through the academic year. Each department in the school is also aware of pupil premium eligible students, and is required to be accountable for their progress.

School governors play a key role in ensuring that the pupil premium is used effectively. According to headteacher Andy Prindiville, *"Our governors carefully monitor and actively hold us to account for how we use the funding. This was recognised by Ofsted, who have judged leadership and management to be outstanding."*