

1. Review of expenditure 2017/18 St Gregory the Great School Oxford

| Previous Academic Year | | 2017-18 | | |
|---|---|---|--|----------|
| i. Quality of teaching for all | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| Quality First teaching | Neutral or positive added value Attainment 8 in line with national average | This did not have impact as the progress 8 score at -.5 worsened including for pupil premium at -.8 compared to the national pp progress 8 score of -.4 children We did not meet the success criteria Staff shortages in the school and a huge problem with attendance impacted adversely on teaching and learning. | Staff attendance monitoring and managing measures were introduced after January. A number of staff absences were managed through the OCC stages with beneficial effect. A number of occupational health referrals were made and reasonable adjustments following recommendation. This management of absence must continue to be robustly tackled. There needs to be improvement in the timely management of staff recruitment | £240,000 |
| Improve behaviour for learning | Reduce disruption to learning Reduce fixed term exclusions | Ofsted have noted a marked improvement in behaviour Fixed term and permanent exclusions are down Staff absence has reduced | The Key Stage three curriculum and assessment plan should be reviewed with a PP tilt | |
| Year 11 revision classes from March every day after school instead of detention | Neutral or positive added value Attainment 8 in line with national average | This did not have impact as the progress 8 score at -.5 worsened including for pupil premium at -.8 compared to the national pp progress 8 score of -.4 children We did not meet the success criteria | By offering it so late it had a limited impact Also offering it instead of detention meant many students just stayed for revision until the end of detention time A year 11 intervention programme needs to be reviewed following each data drop by SLT and subject leaders line managed | None |

| ii. Targeted support | | | | |
|------------------------------|---|---|--|-------------|
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| Educational psychologist | Improved mental health | This is a complex issue and it is hard to evaluate impact. There was a patchwork approach to meeting students' mental health needs. Much of the ed psych time was used for access arrangements for exams. | A more co-ordinated approach has been formed as part of behaviour policy. Specialist advice and an SEN review have been commissioned and an external PP review has been commissioned. It would be beneficial to arrange training internally for exam access arrangements so as to use the ed psych in a more specialised manner | £40,000 |
| 180 external tuition | Preparation for exams | This service is unable to address the breadth of curriculum so a much smaller amount of exams was taken The maths HLTA was used in a more generalised manner as a TA so there was no impact | We need to use pastoral support, quality first teaching targeted interventions and parental engagement to avoid students needing to be home tutored, recognising that at times that will be the right thing for some students. We also need to make reasonable adjustments throughout a student's education to avoid things getting to the stage where 180 is needed. SEND use of external consultancy for further guidance would be helpful here. The maths HLTA should be directed to work with small groups in maths Appoint a HLTA reporting to Head of Literacy | |
| iii. Other approaches | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| Cultural capital trips | Improve outcomes, relationship between students and teacher | Retreats and trips were positive experiences for students as evidenced anecdotally | Opportunities to link context of cultural and religious experiences could be more closely linked with academic challenges students have. A review of which pupil premium students have had a trip should be completed with mini evaluation to find out more about impact. | £500 |

2. Additional detail