



# **St Benedict's Catholic College**

## **Pupil Premium Strategy**

**2022**

## Pupil premium strategy statement - 3-year plan

This statement details our college's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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, as well as the longer-term strategic plans, for the years 2022-23 and 2023-24, and the effect that last year's spending of pupil premium had within our college.

### School overview

Detail	Data
School name	St Benedict's Catholic College
Number of pupils in school	887
Proportion (%) of pupil premium eligible pupils	155 (17.4%)
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2024/25
Date this statement was published	December 21
Date on which it will be reviewed	December 22
Statement authorised by	J Santinelli, Principal
Pupil premium lead	J Callaghan, Vice-Principal
Governor / Trustee lead	M Moriarty, Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,202
Recovery premium funding allocation this academic year	£22,695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,842
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£187,739

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the barriers they face, make good progress and achieve high attainment across the curriculum, particularly in RE, English and Maths.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The strategies we have outlined in this statement also intend to support student needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the center of our strategy, with a focus on areas in which disadvantaged pupils 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 pupils in our school. It is intended that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider college plans for education recovery, especially for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment within our context, not assumptions about the impact of disadvantage on the wider society. The approaches we have adopted complement each other to help pupils succeed. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole college approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
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1	<p>In the past two years, in our Maths GCSE results, there has been a negative gap in the attainment and progress 8 scores between disadvantaged students and their more advantaged peers. The GCSE results from both of these years were given through a TAG process. We made every effort to avoid bias through staff training and rigorous review processes. Through monitoring, tracking and observations we believe the impact of the COVID pandemic had a bigger negative impact on disadvantaged students than their more advantaged peers.</p> <p>The average attainment score in Maths in 2021 was 0.7 of a grade less for pupil premium students and 1 grade less for free school meals students, compared to students not in these groups.</p>
2	<p>Disadvantaged students have lower reading ages than their more advantaged peers.</p> <p>Termly reading age assessments show that on average 88% of disadvantaged students' reading age is below their actual age. In year 10, 100% of disadvantaged students are below the expected reading age.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in disadvantaged pupils making less progress than overall than their peers. The progress gap of disadvantaged students has widened during the COVID pandemic.</p>
4	<p>Our assessments (including wellbeing surveys and focus groups), observations (including the use of CPOMS) and discussions with pupils, families and external agencies have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) 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> <p>During the pandemic, teacher referrals for support markedly increased. 79 pupils (29 of whom are disadvantaged) currently require additional support with social and emotional needs, with 17 currently receiving small group interventions and the rest receive one-to-one interventions. This does not include the interventions taking place externally for example EWMHS, Family Solutions or the Youth Service.</p>
5	<p>While our attendance is above national averages, our data over the last 2 years indicates that attendance among disadvantaged pupils has been, on average, 1.7% lower than for non-disadvantaged pupils.</p> <p>25% of disadvantaged pupils have been 'persistently absent' compared to 21% of their peers during this year. Our assessments and observations indicate that absenteeism, often influenced by COVID19 in many ways, is negatively impacting all students' progress.</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
<p>Progress and attainment in Maths improves for all students, especially disadvantaged students.</p>	<p>The 2022 Maths GCSE progress 8 score for disadvantaged students will be positive. This score has been negative for the last 2 years.</p> <p>Maths' attainment and progress scores are in line with English attainment and progress scores.</p> <p>By the end of this plan, the 2024/25 KS4 outcomes will demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of 5, in line with their peers</li> <li>• A positive progress score in line with the national average</li> </ul>
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Reading age tests completed twice a year 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 and book scrutiny.</p> <p>Parents are informed of their child's reading age on each termly report.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys, focus groups, CPOMS data and teacher observations.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap</li> </ul>

	<p>between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</p> <ul style="list-style-type: none"><li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li></ul>
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## 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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training and retrain in maths programmes).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="http://educationendowmentfoundation.org.uk">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	1
<p>Employment of an additional Pastoral Lead with focus on Braking Barriers and delivering pastoral interventions</p>	<p>Interventions including behaviour interventions and social and emotional interventions can produce improvements in academic performance, decrease problematic behaviours, improve decision-making skills, improve interaction with others and improve self-management of emotions</p> <p><a href="#">EEF Behaviour interventions</a></p> <p><a href="#">EEF social and emotional interventions</a></p>	3 and 4

<p>Delivering AQA Unit Awards</p> <p>Training staff to deliver the unit awards and qualify to sign them off</p>	<p>The AQA unit award scheme (UAS) can help learners with progression to</p> <ul style="list-style-type: none"> <li>• further study</li> <li>• training</li> <li>• employment</li> <li>• independent living</li> <li>• more active involvement in society.</li> </ul> <p>UAS is shown to motivate, encourage, engage, support and raise self-esteem and can reward achievement which might otherwise go unrecognised, eg small steps or non-mainstream subjects.</p> <p><a href="#">AQA unit award scheme case study from Haven High Academy</a></p>	<p>All</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching for all staff in all departments.</p> <p>We will fund resources to use in form time and a member of staff as literacy lead to coordinate this.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>2</p>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**



Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of revision workbooks for core subjects to aid retrieval practice.	To be able to retrieve, use, and apply knowledge in the long term, it is highly effective to practice retrieving, using, and applying knowledge during learning. (Karpicke & Aue, 2015, p.318)	1,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,3
Entering 4 cohorts of students onto the Brilliant Club Scholars Programme which is aimed at students who are pupil premium, live in the most deprived areas of the country or whose parents have	<p>For the fifth year in a row, independent analysis by UCAS showed that pupils on The Scholars Programme are significantly more likely to apply to, receive an offer from and progress to a highly-selective university than pupils with similar socio-demographic background and GCSE attainment.</p> <p><a href="https://thebrilliantclub.org/evaluation/programmes-evaluation/">https://thebrilliantclub.org/evaluation/programmes-evaluation/</a></p>	3,4,5

not been to university.		
Individual and small group reading and literacy interventions with our Reader Leader who works within the English department focussed on modelled reading, comprehension, reading aloud and oracy.	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a fully trained counsellor to provide counselling sessions to students on a weekly basis in school	<p>School counselling is an easily accessible, non-stigmatising and effective form of early intervention for reducing psychological distress in children and young people.</p> <p>A trained school counsellor gives a young person a place that is focused 100% on their needs – a safe space to help them to understand and cope with what they're going through.</p> <p>Counselling has a positive effect on young people's confidence, resilience, sense of self-worth, family relationships, friendships, school attendance and academic achievement.</p> <p>School counselling has the potential to take some of the short and long-term pressure off statutory provision, and can support young people as they transition to and from more specialist mental health services</p>	4,5

	<a href="https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/">https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</a>	
Pastoral Interventions	<p>Recent reviews have highlighted renewed attention to pastoral care, pastoral structures in education, and how effective pastoral care can augment academic outcomes and assist in enriching learners' lives and wellbeing.</p> <p>Pastoral care supports teaching and learning, attendance, parental engagement, behaviour, wellbeing and much more.</p> <p><a href="#">British Educational Research Association Pastoral Care Report</a></p>	4,5
Laptop Help to Buy Schemes	<p>In order to aid COVID recovery students studying for their GCSEs will be provided with laptops to be used in lessons as well as at home. This closes the material gap, especially if we have national or local lockdowns again. The government have pledged to level up opportunities to keep disadvantaged students connected to their peers and professionals in order to succeed academically.</p> <p>Ofcom estimates that between 1.14m and 1.78m children in the UK have no home access to a laptop, desktop computer or tablet. The Government's scheme to provide these have so far failed to reach one million children who need one.</p> <p>Whilst online learning is not the only strategy used by teachers to educate their pupils remotely, it is an important element of that provision. It is unacceptable that so many children and young people do not have access to the internet or laptops when they are so essential for studying, information finding and development of their I.T. skills and confidence – all vital to their future employment.</p> <p><a href="https://neu.org.uk/recovery-plan">https://neu.org.uk/recovery-plan</a></p>	
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a	All

	small amount of funding aside to respond quickly to needs that have not yet been identified.	
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**Total budgeted cost: £ 185,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher than in 2019/20 however lower than in the years prior to the COVID pandemic. EBacc entry was 50%, which is lower than in previous years, however COVID had an impact on this and the decision was made to support students with their RE, Maths and English grades.

Despite being having high EBacc entries in 2018/19 and 2019/20, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and excellent virtual teaching and support by all of our teachers and support staff.

Although overall attendance in 2020/21 was lower than in the preceding years it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% higher than their peers and persistent absence 3 and 5% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

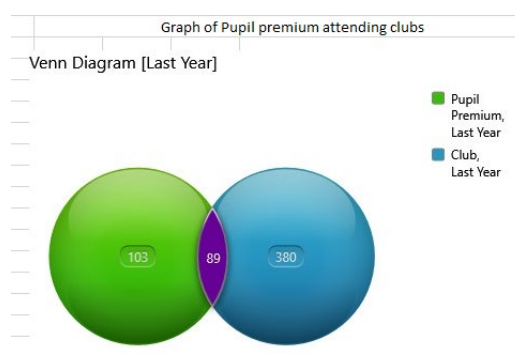
This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

**Maths GCSE** – This year our progress 8 for disadvantaged students in maths is +0.17. This is the first time in three years that the score has been positive. 70% of PP students within the class of 2022 achieved 4+. 51% achieved 5+ and 27% achieved 7+. These scores are much more in line with English GCSE scores than ever before where 27% achieved 7+. 70% achieved 5+ and 75% achieved 4+. There is still some distance to cover but provision within maths is more tailored than ever before. Targeted morning revision sessions as well as period six specifically target disadvantaged students.

**Reading Age Tests** – The reading test data from Autumn to Spring last academic year looks strong and in most cases there is no or only a very narrow gap in average reading age between disadvantaged and non-disadvantaged students. Last year's year 11 show no gap which was an early indication of the excellent GCSE results while there is still work to do particularly in Year 9. The gap of 12 months between disadvantaged and non-disadvantaged will need to be addressed and amended as it will have considerable impact on outcomes at GCSE.

Comparing Average Reading Age					
Autumn 21			Spring 22		
Year 7	PPI	Disadvantaged	Year 7	PPI	Disadvantaged
12/7	12/5	12/9	13/4	12/11	13/3
Year 8	PPI	Disadvantaged	Year 8	PPI	Disadvantaged
13/0	12/8	13/1	13/8	13/4	13/6
Year 9	PPI	Disadvantaged	Year 9	PPI	Disadvantaged
13/7	13/2	12/8	14/2	13/9	13/2
Year 10	PPI	Disadvantaged	Year 10	PPI	Disadvantaged
14/0	13/11	13/9	14/5	14/5	14/3
Year 11	PPI	Disadvantaged	Year 11	PPI	Disadvantaged
14/3	N/A	14/4	14/7	N/A	14/7

**Well-being** - Last academic year, we began using class charts to track student participation in lunch-time and extra-curricular clubs. Across the academic year, 2657 achievement points were awarded by staff with 11% of those points going to disadvantaged students. Out of the 103, pupil premium students in the college, 89 achievement (86%) points were awarded for attending clubs compared to 380 points awarded to the 785 (48%) non-disadvantaged students. While these figures are positive, we will continue to encourage and track PP involvement in all aspects of college life.



**Attendance** – Last academic year, our overall average attendance was 92.2% (2.5% above National Average of 89.7%. 92.7% for non-disadvantaged compared to national average of 91.3% and 89.5% for disadvantaged, a significant increase on the national average of 84.9%. While the gap has increased from 1.7% to 2.7% difference, a number of high-profile students with a variety of barriers to their learning made significant contributions to this figure and the comparison to national average shows we're still in a very healthy position. Year 11 disadvantaged students were 8.4% above national average. The most significant gap to non-disadvantaged appear in Years 8 and 10 which we will work strategically to improve this academic year, targeting individuals and supporting by breaking barriers to learning/progress.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Scholars Programme	Brilliant Club
Counselling	Prospect