



3 Year Pupil Premium Strategy Plan - Saint Benedict CVA

SUMMARY INFORMATION					
PUPIL PREMIUM LEADERSHIP INFORMATION 2021-2022					
Pupil Premium Lead	Mrs Claire Groom		Governor Lead		Mrs Karen Daniels
CURRENT PUPIL INFORMATION 2021-2022					
Total number of pupils:	1198	Total pupil premium budget:	£393,542	Date of most recent PP Review	March 2019
Number of pupils eligible for pupil premium:	PP = 346 Services child = 1 Prev-LAC = 2	Amount of pupil premium received per child:	PP = £955 Services child = £1265 Prev-LAC = £2345	Date for next internal review of this strategy	March 2022
Proportion of disadvantaged pupils:					

PUPIL PREMIUM COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys (638)	177	30.6%
Girls (717)	169	27.3%
SENK (160)	81	50.6%
SENK Boys (97)	55	56.7%
EHCP (29)	8	27.6%
EHCP Boys (18)	4	22.2%
EAL (355)	86	24.2%
EAL Boys (174)	48	27.6%

Assessment data for previous 3 years *

ATTAINMENT 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Progress 8 score average	+0.10	+0.31	+0.25	-0.45	0.13	-0.03
Attainment 8 score average	39	50	47	36.7	50.3	46.7
Percentage of Grade 5+ in English and maths	26	40	36%	24.7%	49.9%	43.2%
Ebacc entry (%)	8%	17%	14%	27.5%	44.5%	40.0%
ATTAINMENT 2017-18						
Progress 8 score average	-0.01	+0.38	+0.26	-0.44	0.13	-0.02
Attainment 8 score average	41	51	48	36.7	50.1	46.5
Percentage of Grade 5+ in English and maths	24%	43%	37%	24.9%	50.1%	43.3%
Ebacc entry (%)	8%	9%	7%	26.4%	42.8%	38.4%
ATTAINMENT 2016-17						
Progress 8 score average	-0.27	-0.01	-0.09	-0.40	0.11	-0.03
Attainment 8 score average	38	47	44	37.0	49.8	46.3
Percentage of Grade 5+ in English and maths	16%	41%	33%	24.5%	49.4%	42.6%
Ebacc entry (%)				25.4%	43.0%	38.2%

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2020-21	93.1%	95.1%	N/A
2019-20	93.5%	95.4%	N/A
2018-19	93.7%	95.4%	94.5%

* No individual school or national attainment data is available for the 2019-20 or 2020-21 academic year, due to the Coronavirus pandemic.

BARRIERS TO FURTHER ATTAINMENT		
In-School Barriers (such as poor literacy skills)		
A	Special Educational Needs (SEN)	
B	Poor reading/numeracy skills	
C	Higher than average incidents of poor behaviour	
External Barriers (such as poor attendance)		
D	Lower than average attendance	
E	Poor engagement with homework	
Desired Outcomes		
	Outcome	Success Criteria
A	PP eligible pupils with SEN are making progress which is broadly in line with PP eligible pupils without SEN	All PP eligible pupils are making progress which is broadly in line with national figures
B	The reading gap of PP eligible pupils is closing Gaps in numeracy skills are closing for PP eligible pupils, particularly those with SEN.	PP eligible pupils have a reading age which is broadly in line with their chronological age PP eligible pupils with SEN have numeracy skills which are in line with their peers
C	Reduction in the number of incidents of poor behaviour from PP eligible pupils	Behaviour of all groups of pupils is similar across the school with a downward trend in incidents
D	Improved attendance for PP eligible pupils	Pupils who are eligible for PP have average attendance of 96.5%
E	Pupils are engaging regularly in homework activities regardless of context	Successful homework club being used regularly by key PP eligible pupils who are also SEN Reduction in number of sanctions issued for non-completion of homework

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality first teaching, Teaching support (NQT/RQT), curriculum subject design, recruitment and retention, CPD)

Member of staff responsible: Mr Fenn Griffin, Mrs King, Mrs Groom

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1. Improved quality of teaching and learning for all pupils	<p>Weekly CPD sessions for ITT/ECT/RQT and new staff</p> <p>Range of CPD provided by key colleagues to share good practice</p> <p>Weekly CPD sessions for NQT+1 to address gaps resulting from lockdown</p>	Launch September 2021, running weekly after school throughout the academic year		<p>Half termly ED provide evidence of improved engagement and progress</p> <p>End of year assessments provide evidence of improved outcomes (PPE etc)</p>
2. Consistent engagement with home learning resources to accelerate progress and improve outcomes	<p>Online platforms in place for Eng/Maths/Sci Support from AHT with homework techniques</p> <p>Work set for pupils who are isolating to maintain progress with peers</p>	Homework protocols in place Sept 2021		<p>Pupils are engaging regularly with home learning</p> <p>Improved outcomes</p>
3.Improve access to online platforms and learning opportunities through the provision of electronic devices	<p>Secure funding to provide PP eligible pupils with electronic devices</p> <p>Identify those most in need</p>	September 2022		Our most vulnerable PP eligible pupils will have sole use of an electronic device to enable online and home learning to take place
Costing:				

TARGETED ACADEMIC SUPPORT (structured interventions, small group tuition, one-to-one support)

Member of staff responsible: Mrs Groom

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1. PP eligible pupils with SEND make the same progress to those who are not PP eligible or SEN	Golden thread running through Academy Action Plan to ensure that all strategic planning prioritises the impact on PP+SEN pupils	Weekly SLT review Termly HT report Outcome achieved by summer 2022		PP eligible pupils with SEN are making broadly the same progress to all their peers and national
2. The literacy gap experienced by PP+SEN pupils is resolved in Y7	Extensive reading/literacy intervention programme in school Reading Buddies for pupils with poor reading fluency	Nov 2021 GL Assessments Feb 2022 re-test May 2022 re-test June 2022 Graduation Repeated annually		Pupils have reached at least their chronological reading age by the end of Y7 Additional support in Y8 when needed Pupils develop a love of reading and have greater access to the curriculum
3. The numeracy gap experienced by PP+SEN pupils is closing	Introduction of numeracy intervention LSA L3 appointment to run program CPD provided by SEN Numeracy coordinator Develop close working relationship with Maths department	Appointment for Nov 2021 Intervention program in place by Christmas 2021		Improve outcomes in Maths for PP eligible pupils Greater confidence leading to accelerated progress for pupils who are PP+SEN

4. Bespoke SEN provision for pupils with significant gaps to enable access to full-time mainstream curriculum	Opening of St Catherine's Centre to provide intensive small group support for pupils in KS3 Appointment of teacher Development of bespoke curricula to ensure each child receives quality first teaching from subject specialists	Identification of pupils by September 2021 Timetable of subject teachers input by September 2021 Half-termly monitoring of progress towards return to mainstream curriculum Return to mainstream lessons		Pupils' gaps in knowledge is reduced Specific needs are met Progress is accelerated Successful, phased-return to mainstream lessons
Costing:				

WIDER STRATEGIES (Wider/extra-curricular, Cultural capital, PSHE, Mental Health, behavioural support, increasing attendance)

Member of staff responsible: Mrs Boyce, Mrs Groom

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
A tailored approach to AP to prevent repeat fixed-term or permanent exclusion of PP pupils	Timetable of subject teachers in AP to ensure continued progress SENCO or key worker to attend review meetings for PP pupils in AP who also have SEN Art therapy sessions Use of Ed-lounge Family liaison Small group mentoring	Targeted support provided on a fortnightly timetable Review provision at the end of each term and set changes based on findings		A significant reduction in the numbers of PP eligible pupils who are given repeat fixed-term exclusions A significant reduction in the numbers of PP eligible pupils who are at risk of permanent exclusion or who have been permanently excluded

A reduction in incidents of poor or inappropriate behaviour by pupils who are eligible for PP	<p>Head of Year to develop bespoke pathways for PP pupils who exhibit repeated poor or inappropriate behaviour</p> <p>SENCO to collaborate with HoY where PP pupils also have SEN to ensure that poor behaviour is not linked to needs not being met</p> <p>Ed-psych sessions to develop social skills and enable pupils to manage their behaviour more effectively</p> <p>Nurture provision for PP pupils with SEN which may exhibit as poor behaviour</p>	<p>Daily and weekly analysis of the C2/3 behaviour report to identify trends</p> <p>Form time discussion relating to behaviour incidents</p> <p>Meeting with pupil and parent/guardian when appropriate</p> <p>Termly review of behaviour logs by DHT (behaviour) and AHT (PP)</p> <p>Half-termly review of Nurture provision by SENCO</p>		A significant reduction in the numbers of PP eligible pupils who are exhibiting poor behaviour
Improved attendance for pupils who are eligible for PP	<p>Attendance officer to monitor PP eligible pupils as a priority, specifically those with SEN</p> <p>Tutor-time discussions around attendance monitoring to overcome barriers</p> <p>HoY to develop bespoke pathways for PP pupils with poor attendance, in liaison with SENCO where SEN is also present</p> <p>Rewards for high / improved / improving attendance</p>	<p>Weekly attendance monitoring</p> <p>Weekly attendance discussion in tutor-time</p> <p>Termly / Yearly awards ceremonies for attendance</p>		Attendance of pupils eligible for PP is on average 96.5% in line with school target
Costing:				

PUPIL PREMIUM ACTION PLAN: 2021/22

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1	PP pupils make progress which is broadly in line with their non-PP peers, particularly those with SEN	Action research for all teaching staff Knowledge-based curriculum	<i>Walk-Thrus – Tom Sherrington</i> <i>Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.</i> Education Inspection Framework (EIF) 2019	Appraisal-based action research Effective QA procedures Reduction in incidents of poor or inappropriate behaviour as the needs are all are being met in the classroom Progress and outcomes for PP eligible pupils has improved, particularly for those with SEN	LFG AK HB CSG	July 2022 Half-termly Weekly / Monthly / Termly / Annually APs as per calendar End of year assessment
TOTAL estimated budgeted cost?						£90,515
TARGETED ACADEMIC SUPPORT						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
2	PP + SEN pupils have reached their chronological reading age by the end of the Y7 Gaps are closing in numeracy outcomes for pupils eligible for PP	Intensive reading / literacy intervention Targeted intervention program	<i>On average, reading comprehension approaches deliver an additional six months' progress.</i> EEF Data shows 160 year cumulative progress in reading/literacy during 2020-2021 <i>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</i> <i>Often interventions are based on a clearly</i>	Trained staff to deliver the program Regular monitoring of progress Six-monthly re-testing	CSG/LT CSG/AJ	Feb 2022 May 2022

			<i>specified approach which teaching assistants have been trained to deliver.</i>			
TOTAL estimated budgeted cost?						£196,771
WIDER STRATEGIES						
Priority No. from 3 Year plan	Review Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Date
3	PP eligible pupils will have an average attendance of 96.5% which is in line with the school target for all pupils	<p>Robust monitoring protocols</p> <p>92-95% monitored by tutor, including meeting with pupil and letter sent home</p> <p>85-92% monitored by HoY, including letters home, parent meetings and home visits</p> <p>Below 85% dealt with by EWO, including home visits, six-week attendance tracking and FPN</p>	<p><i>We have found that in particular P8 scores are highly sensitive to changes in absence rates for disadvantaged pupils. This suggests that small improvements in KS4 absence could potentially improve the outcomes of disadvantaged pupils' more than small improvements in other areas. NFER</i></p> <p><i>Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. DfE</i></p>	<p>First item on all HoYs line-management meetings with DHT in charge of attendance</p> <p>Weekly attendance monitoring in tutor time</p> <p>First item on all line-management meetings with in-school EWO</p> <p>Weekly attendance reports received by DHT in charge of attendance</p> <p>Focus area on AAP</p>	HB	Weekly and fortnightly monitoring throughout the academic year
TOTAL estimated budgeted cost?						£106,256

REVIEW OF STRATEGY 2020-2021

*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
1	Action research based CPD for all teaching and classroom-based support staff	HIGH Impact <ul style="list-style-type: none"> • WalkThru training was reduced due to the spring lockdown 2021 • Observations of strategies from WalkThrus took place • Knowledge Books used consistently in the classroom to support learning and reduce cognitive load • Reduced number of learning walks due to spring lockdown 2021 • Learning walks identified a significant improvement in engagement and learning, and a reduction in incidents of low-level disruption particularly for pupils who are PP+SEN 	<ul style="list-style-type: none"> • Due to lost time during spring lockdown 2021 this strategy will continue for 2021-2022 • Knowledge Books evaluated and improved to further reduce cognitive load and include a significant amount of dual-coded information • WalkThrus continue to form the basis of teacher appraisal and have been introduced for classroom-based support staff
	Knowledge-based curriculum		
TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
2	Intensive reading / literacy intervention	HIGH Impact <ul style="list-style-type: none"> • Despite spring lockdown 2021 literacy intervention has once again been very successful • Literacy intervention successfully closed the gaps for 80% of pupils who attended sessions • Combined progress for these pupils was 160 years in their reading and literacy skills, enabling them to graduate from the programme and fully access the curriculum 	<ul style="list-style-type: none"> • High quality intervention, provided by experts in their field, is essential to open up the curriculum to pupils who are PP • Provision will continue • Intervention structure and lessons learned will be used to introduce numeracy intervention to further close gaps for pupils who are PP

		<ul style="list-style-type: none"> Reading Buddies continued but was affected by spring lockdown 2021 	<ul style="list-style-type: none"> Reading Buddies to continue with larger numbers of pupils involved to further close gaps for those who are disadvantaged
WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
3	Robust monitoring protocols <ul style="list-style-type: none"> 92-95% monitored by tutor, including meeting with pupil and letter sent home 85-92% monitored by HoY, including letters home, parent meetings and home visits below 85% dealt with by EWO, including home visits, six-week attendance tracking and FPN 	HIGH impact <ul style="list-style-type: none"> Attendance monitoring followed the usual protocols while pupils were in school Regular contact was made with all pupils during spring lockdown 2021 Food parcels were provided to those families who were disadvantaged where requested or identified by key staff 	<ul style="list-style-type: none"> Attendance monitoring protocols will remain high priority Home visits and FPN procedures will continue where appropriate