



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 Justine Lane
CURRENT PUPIL INFORMATION 2021-2022					
Total number of pupils:	1177	Total pupil premium budget: National Tutoring Program	£347,252 £39,360	Date of most recent PP Review	March 2019
Number of pupils eligible for pupil premium:	361	Amount of pupil premium received per child:	PP = £985 Services child = £320 Prev-LAC = £2410	Date for next internal review of this strategy	Lent 1 2023
Proportion of disadvantaged pupils:	30.7%				

PUPIL PREMIUM COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys (565)	178	31.5%
Girls (612)	183	29.9%
SENK (150)	75	50.0%
SENK Boys (87)	47	54.0%
EHCP (33)	11	33.3%
EHCP Boys (22)	7	31.8%
EAL (342)	90	26.3%
EAL Boys (167)	48	28.7%

Assessment data for previous 3 years *

ATTAINMENT 2021-2022						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Progress 8 score average	-0.42	+0.42	+0.18			
Attainment 8 score average	38.19	55.00	50.24			
Percentage of Grade 5+ in English and maths	23.81%	54.66%	45.42%			
Ebacc entry (%)	20.63%	41.28%	35.0%			
ATTAINMENT 2018-2019						
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 2017-2018						
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%

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2021-2022	91.0%	93.6%	
2020-2021	93.1%	95.1%	N/A
2019-2022	93.5%	95.4%	N/A

* 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	
External Barriers (such as poor attendance)		
C	Persistent absence	
D	Poor engagement with homework	
Desired Outcomes		
	Outcome	Success Criteria
A	Disadvantaged pupils are making progress which is broadly in line with non-disadvantaged peers	Disadvantaged pupils are making progress which is broadly in line with national figures
B	The reading gap for disadvantaged pupils is closing Gaps in numeracy skills are closing for disadvantaged pupils, particularly those with SEN.	Disadvantaged pupils have a reading age which is broadly in line with their chronological age Disadvantaged pupils with SEN have numeracy skills which are in line with their peers
C	Reduction in the number of disadvantaged pupils who are persistently absent	Disadvantaged pupils have reduced incidents of persistent absence Disadvantaged pupils who were previously persistently absent have attendance which is broadly in line with their peers
D	Disadvantaged pupils are engaging with all homework	Homework club being used regularly by disadvantaged 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 Goggin, Mrs Groom, Mrs Robinson, Miss Kureczko

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>Quality first teaching is a key focus of appraisal for teaching and classroom support staff</p> <p>Regular Subject Expert Sessions (SES) to share good practice, including CPD on subject specific pedagogy in advance of teaching</p> <p>Half termly learning walks to identify excellence and areas for improvement</p> <p>QA of pupil engagement and behaviour to identify areas for CPD in curriculum or pastoral teams</p>	<p>Strategies to continue throughout the academic year</p> <p>All events are on the calendar to enable planning and ensure workload is considered</p>		<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 homework	<p>Setting and completion of homework as part of the curriculum provision</p> <p>Homework club after school to support pupils</p> <p>Provide parents with homework protocols and publish on website</p> <p>Regular updates on website</p>	<p>September 2022</p> <p>Throughout the academic year</p> <p>Advent 2</p> <p>Throughout the academic year</p>		<p>Pupils are engaging regularly with home learning</p> <p>Improved outcomes</p>
3. Consistent access to online platforms for pupils in Year 7	<p>Identify areas of need for pupils arriving in Year 7</p> <p>Provide electronic devices where these are not accessible at home</p> <p>Monitor engagement with homework</p>	<p>Advent 1</p> <p>Advent 2</p> <p>Throughout the academic year</p>		<p>Pupils are consistently engaging with homework</p> <p>Improved outcomes</p>
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. Disadvantaged pupils with SEND make progress which is broadly in line with their peers	Golden thread running through Academy Action Plan to ensure that all strategic planning prioritises the impact on PP+SEN pupils	<p>Weekly SLT review</p> <p>Termly HT report</p> <p>Outcome achieved by summer 2023</p>		Disadvantaged pupils with SEN are making broadly the same progress to all their peers and national

2. The literacy gap experienced by Dis+SEN pupils is resolved in Y7	<p>Extensive reading/literacy intervention programme in school</p> <p>Reading Buddies for pupils with poor reading fluency</p>	<p>Nov 2022 GL Assessments Feb 2023 re-test May 2023 re-test June 2023 Graduation Repeated annually</p> <p>Throughout the academic year</p>		<p>Pupils have reached at least their chronological reading age by the end of Y7</p> <p>Additional support in Y8 when needed</p> <p>Pupils develop a love of reading and have greater access to the curriculum</p>
3. The numeracy gap experienced by Dis+SEN pupils is closing	<p>Development of numeracy intervention</p> <p>Continue and improve successes from 2021-2022</p>	<p>CPD for LSA delivering intervention</p> <p>Robust monitoring of programme of study, assessments and progress</p>		<p>Improve outcomes in Maths for disadvantaged pupils</p> <p>Greater resilience and independence with numeracy in mainstream lessons</p>
4. Bespoke provision for pupils of all ages	<p>St Catherine's Centre to provide intensive support for pupils transitioning into Year 7</p> <p>Bespoke curriculum for pupils who have significant gaps as a result of COVID or SEND</p> <p>Targeted bespoke provision for pupils in Year 10 and Year 11 to build confidence and resilience alongside meeting the needs of the pupil and completion of homework</p> <p>Counselling provision for pupils struggling with mental health post COVID</p>	<p>Throughout the academic year</p> <p>Curriculum adjustments in place during Advent 1 to run throughout the academic year</p> <p>Ongoing through the year via referral from Heads of Year</p>		<p>Pupils' gaps in knowledge is reduced</p> <p>Specific needs are met</p> <p>Progress is accelerated</p> <p>Engagement with homework</p>
Costing:				

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

Member of staff responsible: Mrs Goggin

Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Costings	Success measure
1. A tailored approach to Alternative Provision to prevent repeat fixed-term or permanent exclusion	<p>Timetable of subject teachers in AP to ensure continued progress</p> <p>Art therapy sessions, Baby People, Junction 16, Catharsis</p> <p>Use of Ed-Class</p> <p>Family liaison</p> <p>Small group mentoring – Yippy Yap Tutor</p>	<p>Targeted support provided on a fortnightly timetable</p> <p>Review provision at the end of each term and set changes based on findings</p>		<p>Reduction in the numbers of disadvantaged pupils receiving repeat fixed-term exclusions</p> <p>A significant reduction in the numbers of disadvantaged pupils who are at risk of permanent exclusion or who have been permanently excluded</p>
2. Reduced instances of disadvantaged pupils who are persistently absent	<p>Attendance officer to monitor disadvantaged pupils as a priority, particularly those with SEN</p> <p>Tutor-time discussions around attendance monitoring to overcome barriers</p> <p>HoY to develop bespoke pathways for disadvantaged 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> <p>All continue throughout the academic year</p>		<p>Attendance of disadvantaged pupils is increased and incidents of persistent absence are reduced</p>
Costing:				

PUPIL PREMIUM ACTION PLAN: 2022-2023

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
2 - Homework	Disadvantaged pupils show significant improvement in engagement with, and completion of, homework	<p>Heads of Year to RAG rate pupil engagement</p> <p>Raising Standards Leads to run series of assemblies</p> <p>Parents to be informed of protocols around homework</p> <p>Homework protocols to be published on website</p> <p>Timely response to non-completion of homework</p> <p>Reduced curriculum for key pupils to enable engagement with homework during school hours and accelerate progress</p> <p>Homework club afterschool with free transport home</p>	<p><i>"Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools."</i></p> <p><i>"....surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space.....and may receive less parental support....These difficulties may increase the gap in attainment for disadvantaged pupils."</i></p> <p><i>"Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework and revision."</i></p> <p>Education Endowment Fund</p>	<p>Responsibilities assigned to members of the Leadership Team</p> <p>Regular monitoring of engagement with homework by class teacher, form tutor, Head of Year</p> <p>Pupils invited to attend homework club where good practice is not well established</p> <p>Free transport home after homework club</p> <p>Timetable of support for pupils in homework club and those on bespoke curriculum</p>	<p>CGO</p> <p>CK</p> <p>NR</p>	<p>Regular monitoring throughout the year</p> <p>Full review June 2023</p>
TOTAL estimated budgeted cost?						£115,983.60

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 - Reading	Improved reading skills, literacy and love of reading	<p><i>Reading for pleasure</i> during form time to inspire all pupils</p> <p>Reading during subject lessons to regularly expose pupils to high quality writing</p> <p>Reading Buddies for Dis/SEND pupils</p> <p>Encouraging pupils to use the library facilities more regularly</p>	<p><i>"Without this faculty (being literate), we condemn children to a solipsistic existence where memory is the only reservoir of one's knowledge, and voice our only medium with this to interrogate, communicate or express it..... Throughout the world, children – and adults – groan under the burden of illiteracy. And it is an entirely unnecessary burden."</i></p> <p>The ResearchEd Guide to Literacy</p>	<p>Pupils engage with reading for pleasure</p> <p>Pupils' vocabulary is enhanced</p> <p>Independence and resilience with reading tasks and texts is evident in lessons</p> <p>Improved outcomes</p>	LFG CSG	Ongoing with full review June 2023
TOTAL estimated budgeted cost?						£193,306
WIDER STRATEGIES						
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	Date
3 - Persistent absence	Reduced incidents of persistent absence	<p>Close monitoring of absence of disadvantaged pupils</p> <p>Regular contact with parents/carers</p> <p>Support with barriers to getting pupils to school</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.</i></p> <p>NFER</p>	Persistent absence of disadvantaged pupils is reduced	CGO	Ongoing 2022-2023

			<i>Children missing education are at significant risk of underachieving, being victims of harm, exploitation or racialisation, and becoming NEET later in life. DfE</i>			
TOTAL estimated budgeted cost?						£77,322.40

REVIEW OF STRATEGY 2021-2022

*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 for all teaching staff Knowledge-based curriculum	HIGH impact <ul style="list-style-type: none"> Pupil engagement in lesson was significantly increased as seen by reducing incidents of poor or disruptive behaviour Quality first teaching for all pupils had a positive impact on the progress of disadvantaged pupils Review and development of knowledge books has further refined the content and enhanced their effectiveness Use of knowledge books an expectation in lessons enriches the knowledge-based curriculum Use of Walkthru CPD is a focus of Evaluation and Development (ED) strategies, showing teaching across the school maintains a high standard Whole-school curriculum time focused on improving classroom-based practice Fortnightly curriculum meetings for operational notices ensured curriculum time could focus on strategic planning and CPD 	<ul style="list-style-type: none"> Quality Assurance (QA) strategies being developed to provide more detailed and specific feedback on subject specific priorities Subject Expert Sessions (SES) planned for extended development time Training for middle-leaders to ensure all CPD is planned effectively to ensure maximum impact on pupil progress
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"> Effective literacy intervention sessions enabled 98% of pupils who attended to make progress Average progress was 3 years and 3 months Only 4 pupils need to continue intervention this year Cumulative progress for pupils in Year 7 was greater than 81 years. Reading Buddies continued to develop a love of reading for many of our youngest pupils 	<ul style="list-style-type: none"> A significant number of pupils with gaps in their knowledge continue to benefit from high quality intervention Closing the gaps in reading, literacy and numeracy enable young people to more effectively access the curriculum and make progress in line with their ability Ongoing work with staff providing numeracy intervention will ensure impact continues to improve

	Targeted numeracy intervention program	<ul style="list-style-type: none"> An effective first year of numeracy intervention for pupils in KS3 92% of pupils who attended made progress of up to 2 years and 3 months Regular communication with the Maths team ensure pupils are developing the knowledge needed in the mainstream curriculum lessons 	<ul style="list-style-type: none"> Supporting pupils who graduate from intervention is key to ensuring they continue to make progress and build confidence
WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
3	<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>MID impact</p> <ul style="list-style-type: none"> 95.6% target not achieved Dis attendance overall 91.0% Dis Boys 91.5% Dis Girls 90.6% Dis & SENK 88.7% Dis & SENK Boys 88.8% Dis & EHCP 92.5% Dis & EHCP Boys 90.6% Dis & EAL 93.3% Dis & EAL Boys 94.4% 	<ul style="list-style-type: none"> Dis average attendance is above national and Trust Strategies used 2021-2022 are working and will continue Attendance assemblies to run periodically Regular monitoring during form time Reducing incidents of persistent absence will impact on overall attendance (see Action Plan 2022-2023)