

Pupil premium strategy statement – Saint Benedict Catholic Voluntary Academy

This statement details our school's use of pupil premium (and recovery premium) 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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1199
Proportion (%) of pupil premium eligible pupils	30.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	15/12/2024
Date on which it will be reviewed	June 2025
Statement authorised by	Hazel Boyce
Pupil premium lead	Claire Goggin
Governor / Trustee lead	Patricia Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£365,784
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£365,784

Part A: Pupil premium strategy plan

Statement of intent

We have a clear mission to educate all, especially the poor and the marginalised. Our curriculum is knowledge based; woven through this knowledge based curriculum is the opportunity to develop the mind and body, and the opportunity for Christian and human formation. We aspire for disadvantaged pupils to reach levels of attainment in line with their peers and prepare them for the next stage in life. We believe every child can overcome barriers to be the best version of themselves; our Pupil Premium strategy provides extensive support to identify and break down these barriers.

Our strategy works to close the gap in particular areas that have a significant impact on the overall progress and achievement of disadvantaged pupils. For example, by improving literacy skills, students have improved access to the planned curriculum as well as all the best of what has been said and done in society. We offer wide cultural capital opportunities and bespoke pathways to ensure all students can flourish, regardless of background.

Leaders at Saint Benedict are relentless in their pursuit of excellent and critically evaluate the impact of their actions to ensure the Pupil Premium Strategy is continuously reviewed and improved.

Challenges

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

Challenge number	Detail of challenge
1	Special Educational Needs (SEN) - many of our PP students also have SEND.
2	Poor reading skills - many of our PP students arrive in year 7 with a lower than chronological reading age.
3	Persistent absence - average attendance rates for PP are lower than non-PP, persistent absence is higher. This reduces their access to learning time and diminishes progress.
4	Poor engagement with homework - uptake of homework is lower for PP students. This is further exacerbated by low parental engagement with homework.

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
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
The reading gap for disadvantaged pupils is closing	Disadvantaged pupils have a reading age which is broadly in line with their chronological age
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
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

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Heads of Year to RAG rate pupil engagement Raising Standards Leads to run series of assemblies Parents to be informed of protocols around homework Timely response to non-completion of homework Reduced curriculum for key pupils to enable engagement with homework during school hours and accelerate progress Homework club afterschool with free transport home	<i>"Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools."</i> <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> <i>"Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework and revision."</i> Education Endowment Fund	4.

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading at pace during form time to inspire all pupils and increase immersion in tier 2 language</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 - all KS3 pupils to experience one library lesson per fortnight</p> <p>Purchase of books suitable for cohort, revamp of library environment</p> <p>Recruitment of a librarian</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>	2.

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

Budgeted cost: £165,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Set up KS3 and KS4 alternative pathway</p> <p>Weekly Multi-disciplinary Inclusion meetings to consider pathway for any at-risk students</p> <p>Clear curriculum mapping and SoWs for each pathway</p> <p>Regular parental engagement and reviews with AP students</p> <p>Recruitment of additional staff for AP, including LSAs and behaviour mentor</p>	<p>There is a consensus in the literature that the most successful AP programmes provide a smaller environment than mainstream schooling with a lower student– teacher ratio. The formation of strong relationships between teachers and pupils underpin effective pedagogies in AP.</p> <p><i>Alternative Provision: Effective Practice and Post 16 Transition January 2017 Sue Tate and Professor David Greatbatch – Sue Tate Consulting Ltd</i></p>	3.

Total budgeted cost: £365,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium attendance for 22/23 was 87.3%, which was above the national average of

Pupil engagement in homework was significantly increased as seen by increase in attendance to Study Club, reduction of detentions for homework throughout the year and increase in parental engagement with Satchel One. We are on track to meet our targets within the 3 year strategy and engagement with homework remains a key area of investment.

Review and development of knowledge books has further refined the content and enhanced their effectiveness for use with homework. All homework is linked to Knowledge Books and knowledge recall, enabling all students to access is more readily. Whole-school curriculum time focused on improving homework.

Study skills evenings run for year 10 and 11. These were well attended by parents of Pupil Premium students and engagement with school communication via parents evenings and Satchel One have increased. Study skills sessions run with lower year groups to reinforce/introduce independence methods.

Review of homework platforms used, has led to a change for Maths to 'Sparx'. Homework booklets developed for more subjects, leading to increased completion.

Effective literacy intervention sessions enabled 98% of pupils who attended to make progress

- Average progress was 19 months
- Only 6 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

While progress towards the intended outcomes was made, there is further work to do:

Updates to reading strategy, to be taken forward

- A significant number of pupils with gaps in their knowledge continue to benefit from high quality intervention
- Closing the gaps in reading and literacy enable young people to more effectively access the curriculum and make progress in line with their ability
- Supporting pupils who graduate from intervention is key to ensuring they continue to make progress and build confidence
- Revamp of the library will encourage more usage. KS3 classes will have one library lesson per fortnight as part of their curriculum.
- KS3 AP groups will have at least one library lesson per week

Persistent Absence has reduced but there is further work to do:

- Dis average attendance is above national and Trust
- Strategies used 2022-2023 are working and will continue
- Tightened processes and more regular home visits will improve PA
- Regular monitoring during form time and engagement with EWO

Reducing incidents of persistent absence will impact on overall attendance.

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Externally provided programmes – not used 2022-23

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

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Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates it has significant benefits, particularly for disadvantaged pupils.
- utilising support from our trained Mental Health First Aiders, access to School Health, external agencies such as Building Sound Minds and Love4Life.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.