

Pupil premium strategy statement

This statement details our school'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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Benedict's Catholic High School
Number of pupils in school	1101 2021 1082 2022
Proportion (%) of pupil premium eligible pupils	24.61% 2021 26.34% 2022 (285 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	20/10/2021
Date on which it will be reviewed	Oct 2022 Oct -2023 Oct - 2024
Statement authorised by	Emma Jackson (Headteacher)
Pupil premium lead	Tessa Bishop
Governor / Trustee lead	Gillian Finlinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,805 2021 £280,725 2022
Recovery premium funding allocation this academic year	£39,295 2021 £78,660 2022
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Total budget for this academic year	£298,100	2021
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£359,385	2022

Part A: Pupil premium strategy plan

Statement of intent

At St Benedict's we want all of our students to be well-rounded individuals with the skills and knowledge to enable them to be successful in life, both professionally and emotionally. We feel it is crucial to have a whole-school literacy focus, right from Year 7, as literacy is key to be able to access the curriculum both in KS3 and at GCSE. Alongside this, we know the importance of providing Quality First Teaching in all lessons to enable all our students to be able to 'know more and remember more', so much of our CPD is reinforcing strategies to allow our students' knowledge to be transferred to their long-term memories. We acknowledge that closing the attainment gap is crucial for our PP students, but we also understand that by providing QFT there will still be a gap, but the achievement will improve for all students.

Improving attendance is also crucial as we need to decrease the rates of persistent absence which is a particular issue for PP students. This has been exacerbated by COVID -19 and the impact on the emotional well-being of many of our students. Linked to this is the need for emotional and mental health support for many of our students, provided by the school nurse, in-school social worker and the Learning Mentors.

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills for year 7 PP students are lower than non-PP students which prevents them making good progress.
2	Higher Persistent Absence (below 95%) for PP students compared to non-PP. Currently (Oct 2021) there is a gap of 4% between PP and non-PP students.
3	Pupil engagement with teaching and learning across all key stages to ensure that all students have access to QFT which will lead to improved outcomes.
4	Emotional and mental health issues which have been exacerbated by COVID

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>1. Improve whole-school literacy, with a specific focus, initially on Year 7 DA/PP students, bringing them more in line with their peers.</p>	<p>Accelerated Reader rolled out across Year 7, with STAR tests used as the starting benchmark, leading to improved Reading Ages by the end of the academic year. Staff will use the individual student reports to monitor progress and to provide targeted intervention in order to maximise outcomes. An element of competitiveness will be implemented in order to increase engagement with the programme, displays, prizes etc.</p> <p>Increased engagement with reading. KS3 tutor groups read once a week, a whole class reader. More new titles to be bought to include non-fiction texts, aspirational autobiographies, and texts from different cultures.</p> <p>Virtual library provided by Wheelers is now available for all students, to allow them to access books from home as well as in school.</p> <p>New librarian has been employed, to raise the profile of reading across school and to support interventions for students with AR. We have enrolled with the County Library Service who audited the library, and we are subscribing to book boxes to supplement the existing titles. We will also be purchasing extra titles.</p> <p>Closing the Vocabulary resources and strategies are being rolled out across all curriculum areas resulting in increased awareness and understanding of Tier 2 and Tier 3 vocabulary.</p> <p>On-going membership of the National Literacy Trust and a new Literacy Coordinator appointed.</p>

	<p>Increase in opportunities to develop student's interest in literacy, e.g. appearances by guest poet, Mike Garry.</p>
<p>2. Improve attendance for PP/DA students and reduce the PA gap between PP/Non-PP</p>	<p>Attendance officer has been appointed and SLT re-structure has created an Assistant Head position with overall responsibility for this area. Incentive programme to be developed. Attendance plans to be put in place, where appropriate. LMs to work with families who need support with their children's' attendance. More triangulation with Safeguarding, where needed, to address attendance issues with Early Help plans.</p> <p>Tighter focus on literacy interventions in Year 7 should have a long-term impact on attendance in KS4, where we suspect, some attendance issues are linked to inability to access the content of GCSEs.</p>
<p>3. Improve the quality of teaching and learning across all key stages to ensure that all students have access to QFT.</p>	<p>More focus on strategies for recall and retrieval, across the curriculum, in order to improve student's long-term memory and enable them to be able to 'learn more and remember more'. These strategies will include further implementation of Knowledge Organisers, low stakes-testing and throw-back activities.</p> <p>Voice 21 initiative to be implemented across the school, with a team of Ambassadors and Champions from each curriculum area. This will equip all students to have the ability and confidence to articulate their ideas more clearly and to engage in productive oracy activities in the classroom.</p> <p>6th Form Teaching and Learning group to be established to encourage a dialogue between students and staff about pedagogy etc.</p>
<p>4. Provide support to improve students' well-being.</p>	<p>In-school social worker has been appointed as part of a regional trial. He provides small group support for bereavement and other issues.</p> <p>School chaplain also provides pastoral and religious support for students.</p> <p>Learning Mentors and members of the Safeguarding Team have completed Youth Mental Health First Aid training.</p>

	A team of Learning mentors, the school nurse and the Safeguarding Team provide support for mental health issues, through appropriate channels, referring students and families to external services when needed, following national and county guidelines and procedures.
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Activity in this academic year 2021-2022

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: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Accelerated Reader across Year 7.	EEF has conducted some research on the effectiveness of this approach but there were mixed results, and it appears that a lot can be dependent on the running of the programme. (WELL PROJECT)	1
Recruitment of member of staff to work with individuals and small groups of students needing extra intervention identified from AR benchmarking and Star Tests.	Individualised instruction from Toolkit has evidence to suggest 4 months progress can be made.	1
Embed VOICE 21 through CPD	EEF has done extensive research in this field and have found that oral language interventions have boosted progress by an average of 6 months.	1 and 3
Use CPD effectively.	As a school we want to develop skills to enable our students to access Quality First Teaching, and to ensure that all teachers are teaching to the top and scaffolding for the bottom, as we move towards mixed ability teaching. The EEF have found no impact on progress for setting or streaming.	1 and 3

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bridging group in Year 7	EEF - moderate effect with moderate evidence in terms of small group teaching but we feel it is important to offer a more personalised curriculum for this small cohort to allow them to access the KS3 curriculum.	1
ASDAN curriculum being introduced in key subject areas, e.g., English, History	This allows all students to be able to obtain qualifications to prepare them for post-16 education.	1 and 3
GCSE revision catch-up sessions	This allows students to access support from all subject areas.	3
MyTutor 1:1 and small group tuition	Evidence from the EEF suggests 1:1 tuition can have an impact of + 5 months and small group tuition, +4 months. National Tutoring Programme has been part of the DFE's recovery initiative following COVID-19 pandemic	3

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer monitoring and tracking attendance	In order for all students to access QFT they need to be in school. There is currently no EEF research into this issue, however, Marc Rowland has identified this as a key area to ensure that strategies to improve attendance are based on research evidence. To that end, the Essex Way initiative is planning to	2

	base their approach on the 2017 British Psychological Society report.	
INSPIRA/UNIFROG	There is currently insufficient evidence and unclear impact for this, however, we feel, as a school, that all students need career guidance to avoid becoming NEET, and to encourage students to explore other professions and careers, that are available out of county.	3
Learning Mentors In-School Social worker School nurse	Although judged as having a low impact (+2 months) for moderate cost, mentoring is crucial for the well-being of our students, particularly following the COVID-19 pandemic, as many of our families have had deaths of close family members. The in-school counsellor is a trial project being run by the Local Authority, this allows quicker interventions and small groups to tackle bereavement issues, peer pressure etc.	4
Reading initiatives – Book Buzz, Literacy Trust membership, Librarian External Speakers e.g., visiting poet	Reading comprehension activities are judged to have +6 months impact on students. Also, we want to ensure that all students have access to books as part of the wider focus for decreasing the literacy gap, exposing them to more sophisticated and varied vocabulary and opportunities to develop comprehension skills. Exposure to wider opportunities for cultural capital to be developed in our students.	3 and 1
Provision of ingredients for all PP students in Food Technology		3

Total budgeted cost: £ 270,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Covid-19 brought many unforeseen challenges to us as a school, as it did to the whole education sector. PP funding helped to provide CPD to upskill staff very quickly to enable teachers to teach via Teams in the second lockdown, from home. We ensured that all students had access to resources for home-learning in the first lockdown that entailed printing and delivery of resources to many disadvantaged students. We also put exercise books in several local shops to ensure that all students had access to these. We acted as a hub for students of key workers, and monitored the well-being, via mentors, of our vulnerable students.

Funding received by the DFE and the WELL project enabled us to provide the necessary IT equipment to disadvantaged students, as well as routers and Wi-Fi access, where needed. Our resources were diverted to support acute and unplanned needs such as providing 54 devices for remote learning for PP students. Since returning to school these devices have been deployed within school to provide more access to computers for our students. We also have a bank for students to borrow if needed.

We also continued to work with MyTutor to provide 1:1 tuition, for several cohorts of GCSE students, as well as the NTP programme earlier this year. We had 51 students in total who participated in this programme, from home, due to the uncertainty of bubbles etc. 70% of PP students achieved higher final TA grades compared to their starting point.

Although national assessments were cancelled in 2020-21, our Teacher Assessed Grades demonstrated that disadvantaged student performance improved. In 2019/20 the Attainment 8 difference between PP and Non-PP was 16.76 and in 2020/21 this had reduced to 8.62.

We also subscribe to Wheelers, a virtual library that enabled all students, including PP to be able to read at home, on devices.

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

Programme	Provider
NTP	MyTutor
E-Platform	Wheelers