



## St Benedict's Catholic High School

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### Pupil premium strategy statement

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	1006 (As of 09/24)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	01/10/24
Date on which it will be reviewed	Oct 2025 Oct 2026 Oct 2027
Statement authorised by	Emma Jackson Headteacher
Pupil premium lead	Kay Woodcock
Governor / Trustee lead	Kathleen Sullivan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£285,340
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£ 285,340

# Part A: Pupil premium strategy plan

## Statement of intent

St Benedict's Catholic High School is a community of faith and learning, our virtues of dignity, humility, diligence, truthfulness, stewardship, and forgiveness are at the centre of all we do. We pride ourselves on making a difference to the young people in our care.

Our mission is that every student, particularly those who experience social and economic disadvantage have equal opportunities for success, achieving their very best outcomes in progress and attainment. We will provide an ambitious, broad, enriching and inclusive curriculum that meets the needs of all our students, equipping them with the necessary skills, qualifications and mind set to take on the next steps in life.

To mitigate the impact of social disadvantage the school recognises the need for a personalised approach that both understands and addresses the specific challenges our disadvantaged students face. For this to be successful we must:

- Develop and embed our approach to identifying challenges and barriers at a local and individual level
- Ensure all staff - teaching, pastoral and support understand the challenges of educational disadvantage and recognise their responsibility in addressing them.
- Maintain high levels of expectation for all.

We plan to make sure our limited resources are used where they will make the biggest difference to the greatest number and therefore, we adopt the tiered approach recommended by the EEF. We will place the greatest focus on promoting high quality teaching and learning and support this with academic interventions and wider non-teaching strategies.

Our primary focus is high quality teaching and learning, we are committed to embedding a knowledge rich curriculum, delivered by highly skilled, motivated and forward-thinking professionals. We will provide high quality, personalised and effective professional development for staff so we can create and sustain a purposeful learning culture, with high expectations for all to ensure **pupil engagement** is high and opting out is not accepted.

Internal data suggests that weak **literacy** is a substantial barrier for many of our students, especially those with disadvantage and therefore developing literacy in both Key Stage 3 and Key stage 4 is core to this plan

Analysis of **attendance** figures show that attendance of disadvantaged students are lower than non-disadvantaged students. For the academic year 203/24 attendance of

disadvantaged students was 3% lower than their peers. FSM attendance was 87.1% compared to non-FSM of 90.2% PA was also higher and 29% of disadvantaged students attendance was less than 90%

Alongside this a high-quality pastoral system will be the foundation of our wider strategies, ensuring students are supported with their social and emotional learning and have access to many rich and diverse experiences outside of the classroom.

The specific approaches we have adopted are evidence informed and to ensure they are effective we will:

- Regularly evaluate and review
- Create a culture where disadvantage is not an excuse

## Challenges

At St Benedict's School we recognise that our pupil premium and disadvantaged students are more likely to face challenges to achieve success. We have a collective responsibility as staff and governors to ensure these students experience a positive and enriching environment that gives them the skills, confidence and aspiration to not only face these challenges but overcome them and succeed.

We have used GL assessments, SAT scores, teacher assessment and other contextualised information to identify the following barriers to learning and therefore where we will prioritise our pupil premium funding.

Challenge number	Detail of challenge
1	<b>Attainment and Progress</b> Overall attainment and progress are lower for disadvantaged students than for non-disadvantaged students in most subjects. This gap is a particularly evident in <b>the core subjects</b> , progress score for PP students Year 11 2023/4 was Maths -0.87, English -0.78 and Science - 0.88 Observational data suggests these gaps in learning are compounded by low motivation and high anxiety which leads to lesson avoidance.
2	<b>Reading</b> Standardised assessments show that a significant proportion of disadvantaged pupils arrive at school in year 7 with SAS scores below the national average. This is a barrier for students engaging with curriculum content. This gap is still in existence throughout KS3 and into KS4 where feedback from subject reviews shows that disadvantaged students reading comprehension is weaker than their non disadvantaged peers. Staff have commented that the challenge for our disadvantaged

	<p>students is background knowledge and ability to draw inferences from texts. From student and teacher surveys it is felt this is a large part due to the missed opportunities for us to increase their cultural capital and wider experiences.</p> <p>English language GCSE results and exam paper analysis for 2024 support this.</p>
3	<p><b>Attendance</b></p> <p>The attendance rate for students eligible for pupil premium is currently below the target for all children of <b>95%</b></p> <p>Currently our attendance figures show that <b>28%</b> of our PP students are PA compared to non-PP this is a particular issue in year 8</p> <p>Assessment data and observations indicate that this higher level of absenteeism is having an impact on progress and attainment, our disadvantaged students, we need to ensure that students and families want to be in school.</p>
4	<p><b>Pupil and Parental Engagement</b></p> <p>Internal analysis of ATL grades shows that attitude to learning grades is lower in the core subjects of English Maths and Science for disadvantaged students. Class visits and observations across other subject areas highlight an issue with some disadvantaged students not fully participating in their learning, leaving tasks incomplete and in some cases giving up easily.</p> <p>Behaviour data shows that low level disruption and disruption to learning is significantly higher for some of our disadvantaged students.</p> <p><b>Ensuring all students feel they can engage and can make progress is a priority.</b></p> <p>Data shows that attendance at parents' evenings was lower for disadvantaged students across all year groups than for their non disadvantaged peers. Through appropriate methods of communication and support parents/carers need to feel involved and included.</p>
5	<p><b>SEND Outcomes</b></p> <p>In 2023-2024 27% of our disadvantaged students were SEND students compared to 14% of our non-disadvantaged students. In 2023-2024, attainment 8 for disadvantaged SEND students was <b>17.5</b> and progress 8 at <b>-1.03</b></p> <p>This academic year <b>32%</b> of our disadvantaged students are also SEN</p>
6	<p><b>Metacognition, Self-regulation and Mental Health</b></p> <p>Discussions with pupils, their families, staff and the wider community alongside internal assessments, behaviour and attendance data have identified a large increase in social and emotional issues. These include mental health concerns, high levels of anxiety and stress and low self-esteem and aspirations. These whole school challenges have a disproportionate effect on our disadvantaged students and are leading to lesson avoidance, disruption to learning and a negative impact on academic attainment.</p> <p>The number of student referrals for well-being and mental health support has increased significantly in 2023/2024 and over <b>75%</b> of these students were for disadvantaged students.</p>

	Observations show that our students, especially our low attaining students do not always adopt a range of metacognitive strategies when faced with learning new skills, challenging academic work and some social situations. This is leading to them refusing to engage, in school and in lesson truancy is a significant issue for some of our students. Our disadvantaged students need additional support to build their resilience and increase their motivation
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## 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
<i>Improved reading SAS scores for disadvantaged students between year 7 and 9 to be in line with their chronological age</i>	<p><b>By the end of 2024/2025</b></p> <ul style="list-style-type: none"> <li>• Reading ages for our disadvantaged students will be broadly in line with their chronological age.</li> <li>• Attainment for PP students in GCSE English language and Literature in in line with attainment value for other students</li> <li>• Reciprocal reading embedded and implemented across all curriculum areas.</li> <li>• Phonics programme for students who on entry are below their reading age has led to significant improvement</li> <li>• Paired reading</li> <li>• Key Vocabulary for each curriculum topic shared with students prior to delivery</li> <li>• News articles delivered in form tutor to widen the cultural capital and expose students to a range of styles of writing</li> <li>• Form tutor reading programme established across KS3</li> </ul>
<i>Improve progress and attainment of pupil's premium students at key stage 4 to close the gap between our disadvantaged students and their peers.</i>	<p><b>By the end of 2024/25</b></p> <ul style="list-style-type: none"> <li>• Progress scores for pupil premium scores broadly in line with non-disadvantaged students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teaching and Learning group established working alongside the EBE using the GTT - with a specific focus on disadvantage provision</li> <li>• Improved attainment of our pupil premium students.</li> <li>• Pupil premium profiles that are individual, allowing teachers to plan to the individual and not the label</li> <li>• All KS4 pupil premium students have access to an academic mentor</li> <li>• Pupil premium students offered a bespoke tutoring programme</li> <li>• Attendance support plans for targeted pupil premium students in Year 11</li> <li>• Targeted subject specific intervention with the needs of pupil premium students prioritised.</li> </ul>
<i>To achieve and sustain improved attendance for all students in particular disadvantaged students and reduce persistent absence</i>	<p><b>By the end of 2024/2025</b></p> <ul style="list-style-type: none"> <li>• Attendance data to be at least in line with National average.</li> <li>• Number of PA for disadvantaged students should decrease from 30% (2023/24) to be in line with peers.</li> <li>• Weekly disadvantaged attendance meetings established which allow successful monitoring and intervention for our disadvantaged students.</li> <li>• Attendance reward initiatives established which are positively weighted for disadvantaged students.</li> </ul>
To improve parental engagement across the school with a specific focus on disadvantaged families	<p><b>By the end of 2024/2025</b></p> <ul style="list-style-type: none"> <li>• Improved attendance at parents' evenings</li> <li>• Parental engagement working group established and working alongside our school council.</li> </ul>

	<ul style="list-style-type: none"> <li>Families of targeted pupils across both key stages running a pilot programme around feedback and engagement.</li> <li>Parental survey analysis establishing target areas for improvement.</li> </ul>
To achieve improved metacognition, well-being and resilience for all pupils including those who are disadvantaged, ensuring more students can access mainstream education	<p><b>By the end of 2024/2025</b></p> <ul style="list-style-type: none"> <li>Teaching and learning CPD programme with focus on engaging students through HQT</li> <li>Positive responses to student well-being survey</li> <li>Reduction in negative behaviour points, lesson avoidance and suspension</li> <li>Behaviour policy review completed, and effective changes made to support students who are struggling to access the curriculum because of wellbeing and mental health.</li> <li>Disadvantaged students needing support for social and emotional needs quickly receive in school support in response to their need</li> </ul>
Raise the aspirations of pupil premium students	<p><b>By the end of 2024/2025</b></p> <ul style="list-style-type: none"> <li>No students to be classified as NEAT</li> <li>Spotlight on sixth form week giving students the opportunity to experience sixth form while in year 11</li> <li>Careers fair for year 9 students that has opportunities suitable for ALL students</li> <li>Educational visits to further educational institutes</li> <li>All KS4 pupil premium students to have additional INSPIRA input.</li> <li>Increased number of disadvantaged students accessing level 3 courses</li> </ul>

	<ul style="list-style-type: none"> <li>• “I Did it” programme established to motivate, inspire and catch the imagination of our disadvantage students and families.</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: £142,670 – 50% of budget spending -

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver a high-quality CPD programme which equips teachers and support staff to maximise pupil engagement.	EEF Guidance Report Professional Development: Effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1,2,3,4,5,6
Embed and sustain a whole school reading strategy <i>-Re-visit and refine professional development of literacy strategies for all teaching staff</i> <i>-Text rich curriculums will be embedded</i> <i>-NGRT assessments to continue to assess reading ages through KS3</i>	EEF: Improving literacy in secondary schools. Disciplinary literacy is an approach to improving literacy across the whole curriculum. <a href="http://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom">http://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</a>	1,2,4,5,6



Curriculum intent and HQT to develop pupil's metacognition and resilience	Evidence suggests that the use of metacognition strategies can be worth the equivalent of an additional 7+months progress with the potential impact to be higher for disadvantaged students <a href="http://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">http://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>	1,2,4,5, 6
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £85,602 – 30% of budget spending

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement evidence informed targeted interventions for identified students with SEND. These include:</p> <ul style="list-style-type: none"> <li>-MITA training to ensure teachers and support staff are utilising support effectively</li> <li>-Reading and Phonics interventions</li> <li>-A bridging curriculum that allows students to access mainstream curriculum while also receiving additional support and scaffolding.</li> <li>-SEMH interventions</li> <li>Speech, language and communication interventions</li> <li>-ELSA intervention</li> </ul>	<p><a href="#">EEF blog: Maximising the Impact of Teaching Assistants in the...   EEF</a></p> <p><a href="#">Special Educational Needs in Mainstream Schools—Recommendations</a></p>	5,4
Effective deployment of Learning mentors	The EEF evidence states that effective pastoral and academic mentoring can lead to up to 2 months of progress	1,3,4,6

and HOY to advocate/champion four pupil premium students. Providing both pastoral and academic support and working together to make positive behavioural changes.	<a href="#">Mentoring   EEF</a>  Effective and timely behaviour interventions with staff who can build positive relationships with students and their families, evidenced suggested can lead to up to 4 months of progress  <a href="#">Behaviour interventions   EEF</a>	
School led tutoring in small groups and individual external revision programme provided through <i>after school sessions with a focus on maths at KS4</i>	EEF: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils with gaps in knowledge  <a href="http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,5,6

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

Budgeted cost: £57,068 – 20% of budget spending

Activity	Evidence that supports this approach	Challenge number(s) addressed
Poverty proofing our curriculum <i>Supply of essential resources, access granted to quality extracurricular activities</i> <i>Access to cultural capital experiences</i>		2,4,6
Embedding the principles of good practice set out in "Working together to improve attendance" -Employment of SLT Attendance Champion - -Additional attendance	<a href="#">2. Build a culture of community and belonging for pupils   EEF</a>	1,3,4,6

<p>officer recruitment to ensure timely intervention with pupil premium and disadvantaged students who are persistent absentees or at risk of persistent absence</p> <p>-Improve our communication with families by using consistent language and focusing on the causes not the symptoms of poor attendance</p>		
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**Total budgeted cost: £ 285,340**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### OVERALL OUTCOMES

	Good Progress	✓	Average progress		Minimal progress
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While it is important to be cautious when making direct comparisons with data from previous years the progress of our disadvantaged students has steadily increased in Maths but has taken a dip in English and Science

	English			Maths			Science		
Academic year	22	23	24	22	23	24	22	23	24
Progress of Disadvantaged students	-0.74	-0.8	-0.91	-1.39	-1.03	-0.95	-0.76	-0.78	-0.95

The performance of students who were attending regularly, engaging with the teaching and learning and taking advantage of the support provided was very strong. A significant number of our disadvantaged students were also SEN and faced challenges both inside and outside of the classroom. This is reflected in the number of disadvantaged students achieving good or standard passes in both English and Maths, significantly lower than those students who are not from disadvantaged backgrounds.

	% Achieving grade 4 in English and Maths	% Achieving grade 5 in English and Maths
All	53.9	29.1
Boys	51.7	25.8
Girls	56.6	32.9
Disadvantaged	33.3	16.7

Progress in other subjects for our disadvantaged students was a varied picture, practical subjects seem to be capturing the imagination of our most disadvantaged students and in languages disadvantaged students progress scores have greatly improved this academic year and were above that of their non-disadvantaged peers. Funding experiences for them to immerse in the country and culture on a foreign trip is having a positive impact on students progress in these subjects.

	All students	Disadvantaged Students	Non-Disadvantaged students
Science VA	-0.49	-0.88	-0.36
Humanities VA	-0.18	-0.68	-0.02
Languages VA	+0.08	-0.05	+0.12

We must do better to capture these students and offer a curriculum they can fully engage in. 4 students in our disadvantaged cohort were serious attendance concerns (below 50%) this had an impact on their outcomes and therefore overall PP outcomes.

### **ATTENDANCE**

✓	Good Progress		Average progress		Minimal progress
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The attendance gap remains stubborn, in the academic year 2023/2024 we had 4 PP students whose attendance was a serious concern and categorised as such, we had a further 1 student who was educated off site. These 5 students had a serious impact on our disadvantaged attendance data. With that in mind the below data from the DfE shows the gap between the attendance of our disadvantaged students and our non-disadvantaged students has narrowed since the academic year 2022/2023. Therefore, we are pleased with the overall direction of our PP attendance figures and will continue to work with families on an individual basis to strive for good attendance for all our pupils.

#### **Group Analysis by Vulnerability**

Period: 01/09/2023 AM to 31/07/2024 PM

Whole School

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Free School Meals	276	87.15	8.98	3.72	5.35	0.43
No Free School Meals	801	90.21	7.75	1.32	2.63	0.06

Missing marks have been ignored

## **TEACHING**

	Good Progress	✓	Average progress		Minimal progress
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Overall teaching is good in school, subject knowledge of staff is excellent and most students across all year groups are taught by specialists. Our recent Pupil Premium audit carried out by Mark Rowlands has highlighted to us areas for consideration around pupil engagement. Many of our subject reviews have concluded that students and in particular our most disadvantaged students are passive and do not fully engage in learning activities. High Quality teaching and learning which engages and excites our students coupled with planned and effective professional development is the main carry forward from our evaluations around whole class teaching this academic year. Subject leaders are prioritising poverty proofing their curriculums, we have used the academic year 2023/24 to focus on materials, equipment, curriculum activities, the next step is to now ensure our curriculum does not

Our focus on reading across the curriculum is having apposite impact and reading data is showing that our disadvantaged students involved in reading interventions are making in some cases rapid progress.

## **TARGETED ACADEMIC SUPPORT**

✓	Good Progress		Average progress		Minimal progress
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Targeted intervention for disadvantaged Year 11 students was a success, students were identified through analysis of gaps in knowledge by subject teachers and sessions were delivered this year internally by St Benedict's staff as oppose to external providers. For our disadvantaged students we believe the relationship that was already in place and familiar adult was the main reason for the significant increase in uptake from 2023

Year 11 Disadvantaged targeted tutoring			
	% of PP targeted	% attending 1 targeted intervention	% attending 2+ targeted intervention
2023	36%	68%	465
2024	85%	85%	645

Is a reading intervention for students who:

Our "Fresh" intervention was a success in the academic year 2023/24 fresh start is part of the Read Write Inc. reading intervention programme aimed at students aged 9-13 and encourages a 3-step approach to reading intervention - Accuracy-Fluency-Comprehension. Out of the 10 year 7 students on the programme last academic year 8 have graduated students on the programme

graduated before the end of the academic year. 17 of the 18 year 8 and 9 students successfully completed all modules and all 3 KS4 students who had continued through KS3 graduated before the end of 2023.

Student feedback from the fluency programme which runs with trained post 16 students tells us that our disadvantaged students are thriving in the sessions, not just in the improvement in their fluency but the oracy that occurs between year 7 and year 12 students was commented on in our external audit. This has led to our role model programme “I have done it” being part of our intent this academic year.

SEN interventions are a continued focus for this year’s strategy, we have rising numbers of PP/SEN students and are more accurate method of assessment and tracking progress needs to be established.

### **WIDER STRATEGIES**

✓	Good Progress		Average progress		Minimal progress
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Wider strategies that have been a success are:

Recruitment of attendance officer – attendance of PP students is now a priority with the team, and we have a plan to further expand our attendance team with an additional member of staff.

Unifrog is now our leading programme for PD – PD is delivered in all years through tutor led activities and has returned to the timetabled curriculum I KS4 and remains as drop-down days in KS4. NEET data for 2024 leavers is due to be published in January but we have worked towards reducing the NEET score gradually over the last 3 years of this PP strategy. Where we feel we need to develop is raising the aspiration of our disadvantaged students, we have had reduced disadvantaged students continuing into sixth form or level 3 courses. This is a priority area in 2024/25.

We continue to provide all ingredients, revision books, calculators, sketch books and any materials required for curriculum work. We have through this programme covered cost for all curriculum activities/trips for our disadvantaged students. We have reviewed the cost and impact of this expenditure and have taken the decision to change to “offering” to cover cost.

Our pre-loved uniform is always in use and families have given us positive feedback on the accessibility and impact of this resource.

We have thanks to additional support from charities been able to provide free sanitary products to all girls in the school

The Pastoral support and care offered to our disadvantaged students is comprehensive, this was commented on in our PP audit report “pastoral staff have excellent relationships with disadvantaged students and their families, they have a clear understanding of the challenges these children face on a daily basis” What we need to improve is the understanding of these barriers at a classroom level. Our impact on disadvantage outcomes is the greatest in the classroom, we can sustain the work preparing and supporting the students to be ready to learn

but we now want to through this strategy improves classroom teachers understanding of the barriers and challenges. A greater understanding and knowledge of our strategic PP intentions is a key priority moving into the academic year 2024/25.

## Externally provided programmes

*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
Fresh Start	Read Write in.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Enrichment activities.

### **The impact of that spending on service pupil premium eligible pupils**

No significant gaps in learning and making sound academic progress across the curriculum and therefore enrichment activities were the focus for the service pupil premium students funding in 2023/24



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*