

Pupil premium strategy statement

December 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Bernard's Catholic High School
Number of pupils in school	700
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Jennifer Whittam, Headteacher
Pupil premium lead	Jennifer Whittam, Headteacher
Governor / Trustee lead	Sue O'Neill, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,811.67
Recovery premium funding allocation this academic year	£53,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£260,286.67

Statement of intent

We have high aspirations for all of our young people and our intent is for them to attain at the highest academic level possible, whilst also equipping them with the values, skills and knowledge to tackle the ever increasing demands of our modern world. This is irrespective of their background. Every pupil will be supported to develop their own unique talents to flourish and have the confidence and self-belief to aim for anything they aspire to.

The focus of our pupil premium strategy is to support, our disadvantaged pupils, overcome any barriers, so that they are able to achieve that goal.

Our strategy is based on four key areas:

- I. Ensuring high quality teaching and learning is at the heart of our school.
- II. Embedding a clear and effective programme of Literacy development for all young people.
- III. Providing high quality pastoral care for pupils to overcome their adverse childhood experiences.
- IV. Supporting pupils access their education by promoting good attendance to school.

It is also of vital importance that we look beyond the academic achievement of our students, who qualify for pupil premium funding, and ensure that they are developing the cultural capital and life experiences of their peers. To achieve this, our intent is to offer a broad and balanced curriculum that is delivered by a team of experienced and talented teachers tailored to meet the needs of every child. Alongside this we intend to offer an extensive programme of activities, and a high level of pastoral care to ensure that every child can widen their horizons and deepen their understanding of the world around them.

Our strategy takes advice from the best available educational research to ensure that all of our pupils meet this goal.

Challenges

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

Challenge number	Detail of challenge
1	There is an increasing number of students with below chronological age reading scores, particularly within our disadvantaged cohort. This is a barrier for these students to access the curriculum and build up core component knowledge. The average reading age of a GCSE exam paper is 15 years and 7 months. Therefore, this is having a significant on students' attainment with an increasing gap between our disadvantaged students and their peers.
2	There is a higher proportion of our disadvantaged students with gaps in their core Maths and English skills, as represented by available KS2 data and the legacy of the pandemic. There is an increasing gap between our disadvantaged students and their peers in their attainment of Grade 4 + in Maths and English from 26% in 2022 to 32% in 2023.
3	Many of our disadvantaged students have lower social and emotional learning (SEL) skills than their peers. Lower SEL skills are linked with poorer mental health and academic attainment. This is represented in our SEND data with an increasing number of students presenting with Social Emotional and Mental Health as their primary need. Disadvantaged students are disproportionately represented within this group.
4	Our disadvantaged students have a lower cultural capital than their peers. This is the essential knowledge that children need to prepare them for future success in life. As a result a significant number of our disadvantaged students do not have high aspirations for their future and are not recognising the options that are available to them.
5	External socio economic factors have had a more significant impact on our disadvantaged students in accessing essentials and being fully prepared and equipped to access their learning.
6	Attendance and punctuality, of our disadvantaged students, is much lower than our non-disadvantaged cohort. This includes higher levels of persistent absence. This also affected by higher rates of suspensions within our disadvantaged pupil cohort.

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>Improve reading ages in line with chronological ages to enhance understanding and comprehension. This will support disadvantaged student progress across all curriculum areas.</p>	<p>Regular GLS reading testing will show a reduction in the gaps between chronological age and reading for all students. Also, identify students requiring intervention.</p> <p>Established reading intervention programme for students below chronological age.</p> <p>Improved attainment across all year groups and curriculum areas as reading for understanding increases.</p> <p>The overall gaps between disadvantaged and non-disadvantaged pupils in all key attainment data will reduce.</p>
<p>To address gaps in core English and Maths knowledge to improve attainment at GCSE.</p>	<p>Improved attainment at Grade 4+ in both Maths and English.</p> <p>A reduction in the gap in performance between disadvantaged and non-disadvantaged pupils at Grade 4+ in Maths and English.</p>
<p>Improved SEL skills to support mental well-being of all students, especially our most disadvantaged.</p>	<p>Referral process and pathway in school to identify students requiring intervention to support SEL skills.</p> <p>Established programme of social, emotional and mental health intervention for students.</p> <p>Improved engagement of students in lessons as evidenced through lesson observations, staff and student voice.</p> <p>High levels of wellbeing and mental health awareness seen by student voice, student and parent surveys and teacher observations.</p> <p>Improved emotional regulation of students, especially our disadvantaged students.</p> <p>Improved attendance and punctuality across the school and a reduction in persistent absence, especially amongst our disadvantaged students.</p> <p>Reduction in suspensions of students, especially of our disadvantaged students.</p> <p>Students will demonstrate a higher level of awareness of their next steps and higher levels of aspiration. This will be demonstrated by student voice on progression routes and destination data.</p> <p>Significant proportions of disadvantaged pupils attending enrichment and wellbeing activities.</p>

	<p>Monitored through club attendance during and after the school day.</p>
<p>Provide bespoke support for a small cohort of high-needs disadvantaged pupils to increase their access to the curriculum</p>	<p>Established curriculum in place.</p> <p>Reduction in Fixed Term Suspensions.</p> <p>Improved attainment for this cohort of students and higher aspiration for post 16 options.</p> <p>Reduction in this cohort of students becoming NEET.</p>
<p>Enhanced programme of early intervention and support is in place for students who are struggling to access the wider school offer and presenting with challenging behaviour.</p>	<p>Increased staffing capacity to deliver early intervention programmes, including Early Help Assessments.</p> <p>Reduction in the number of days of education lost through Fixed Term Suspensions.</p> <p>Reduction in the overall absence for disadvantaged students compared to previous years.</p> <p>Reduction in the number of lates for disadvantaged students.</p> <p>Reduction in the persistent absence rate for disadvantaged students.</p> <p>Disadvantaged students are able to recognise and articulate their aspirations for the future, improved cultural capital. This will be demonstrated by student voice on progression routes and destination data.</p>
<p>All aspects of the school day and wider school offer is "poverty proofed" and improved levels of cultural capital knowledge.</p>	<p>All students are fully equipped and prepared to access the school curriculum without being hindered by external socio economic factors.</p> <p>Improved proportions of disadvantaged pupils accessing extra-curricular activities and trips, as shown by attendance data.</p> <p>Disadvantaged students are able to recognise and articulate their aspirations for the future, improved cultural capital. This will be demonstrated by student voice on progression routes and destination data.</p> <p>Reduced numbers of students becoming NEET on leaving St Bernard's.</p>
<p>Improved attendance and punctuality of all students, especially our disadvantaged cohort.</p>	<p>Improved attendance data and reduction in persistent absence, especially in our disadvantaged cohort of students.</p> <p>Improved punctuality both to school and lessons of all students, especially in our disadvantaged cohort of students.</p>

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: £ 125768

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments for reading ages.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: word-gap.pdf (oup.com.cn)	1,2
Increase of our Maths, Science and RE curriculum planning and staff development time.	Education Policy Institute The effects of high-quality professional development on teachers and students EEF Effective Professional Development	2
Reflective Teacher Development Programme	Education Policy Institute The effects of high-quality professional development on teachers and students EEF Effective Professional Development	2
Additional support in teaching staff to ensure quality teaching	Smaller class sizes and the use of expert teachers to support and develop	2

and learning takes place and reduce class sizes in key areas to support a more personalised catch up approach	staff teaching and learning is seen to be a great driver of improving personalisation and teaching and learning. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £72136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Support programme further enhanced. This includes to provide a calm, safe space to de-escalate situations and keep pupils in school and learning. Inclusion Managers and Inclusion Mentor.	EEF behaviour guidance report	3
English and Mathematics targeted small group tuition.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2
Literacy Coordinator providing small group intervention sessions to Y7 and Y8 pupils.	https://ffteducationdatalab.org.uk/2023/09/early-literacy-skills-and-longer-term-outcomes-part-one/	1,2
Targeted SEL interventions via Inclusion Department to support improvement in students overall mental health and well-being,	EEF SEL Skills	3,4,6

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

Budgeted cost: £63347.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased capacity in pastoral department with the appointment of and non-teaching assistant pastoral leaders, supporting Pastoral Leader. This is to support and promote positive behaviour and remove barriers to learning.	The promotion of positive relationships with peers and all staff helps create a growth mind set which supports pupils with their learning. EEF behaviour guidance report	3,4,5,6
Educational Welfare Officer to support students who struggle to achieve good school attendance	Pupils need to attend all their lessons to have the greatest chance of academic success.	6
School Counsellor and 1:1 SERIS work.	Supporting Mental Health in Schools	3
Targeted careers advice with disadvantaged students prioritised in Year 9 onwards for at least annual 1:1 careers advice.	Careers Education	4
Support for targeted KS4 students through provision of study materials, including revision guides and study aids.	To ensure that students have access to high quality resources and materials to support revision.	5
Supplies of uniform and stationery supplies for disadvantaged pupils to ensure they can access learning	To ensure that all students are fully equipped for a day of learning and do not feel at a disadvantage.	5
Financial support for disadvantaged students to attend extra-curricular events.	To ensure that there are no barriers to accessing the wider school offer and increasing cultural capital.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £261,251