



Three-Year Pupil Premium Strategy

SUMMARY INFORMATION

School Name:	St Benedict Catholic School, Alcester		
CURRENT PUPIL INFORMATION [2021 - 2022]			
Total number of pupils:	595	Total pupil premium budget:	£77,696
Number of pupils eligible for pupil premium:	98	Amount of pupil premium received per child:	£792 on average

COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	45 (Yr7:7. Yr8:5 Yr9:13 Yr10:9 Yr11:11)	45.9%
Girls	53 (Yr7:7 Yr8:12 Yr9:9 Yr10:11 Yr11:14)	54.1%
SEN support	26 (Yr7:7 Yr8:7 Yr9:6 Yr10:5 Yr11:1)	27%
EHC plan	0	0%
EAL	9 (Yr7:2 Yr8:1 Yr9:2 Yr10:1 Yr11:3)	9.2%

Assessment data

CURRENT PROGRESS AND ATTAINMENT (SECONDARY SCHOOLS)						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2016/17	2017/18	2018/19
Progress 8 score average	-0.84	0.01	0.00		-0.21	-0.84
Attainment 8 score average	36.95	50.40	46.7		41.20	36.95

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data		<p>Whole School attendance for this academic year to date excluding covid is currently 92.8 % below national average of 94.5%</p> <p>Persistent Absence 22.5%</p> <p>PP attendance for this academic year to date is 82.4% v Non PP 91.2%</p> <p>PP Yr7: 86.7%,v 91.6%</p> <p>PP Yr8: 87.2% v 91.6%</p> <p>PP Yr9: 73.6% v 91.7%</p> <p>PP Yr10: 83.3% v 89%</p> <p>PP Yr11: 83.3% v 92.3%</p>
Behaviour data	To be reported end of each term	To be reported end of each term
Safeguarding referrals	<p>88 referrals logged in Myconcern to date</p> <p>Lead DSL to provide category break down for year groups, sub groups and vulnerable groups.</p>	New Lead DSL November 21.

LONG-TERM PLAN (3-YEAR TIMESCALE):

PRIORITY 1: BEHAVIOUR AND ATTITUDES

- Maintaining a high attendance rate for all students is a whole school priority.
- Attendance gap between PP and non-PP students has increased (% compared to % for non-PP students Autumn 1)
- Negative behaviour points gap between PP and non-PP students (% compared to % for non-PP students Autumn 1)
- Wellbeing and mental health needs of students are likely to be an issue affecting social, emotional and academic progress since the lockdown.

PRIORITY 2: TEACHING AND LEARNING

- Gaps in curriculum knowledge and skills have arisen due to extended periods of remote learning.
- PP learners have fewer tools to unlock the curriculum and therefore larger gaps have formed.
- Understanding the ability of Year 7/8 pupils without SATs scores is impacting on literacy and numeracy progression.
- Research indicates that the reading gap has widened and is likely to be a barrier to access the full curriculum.
- The school approach to data analysis needs to develop as the PP learner profile is not fully visible and understood with all staff.

PRIORITY 3: ASPIRATIONAL DESTINATIONS

- PP students may have lower aspirations and historic destination data supports this premise.
- Periods of remote learning and COVID restrictions have reduced opportunities to offer events that build cultural capital.
- Parents of PP students may feel less positively engaged with school and feel unable to navigate progression routes.

PRIORITY 1

Member of staff responsible: SC

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
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<p>1. Supporting the development of pupils' social and behavioral needs.</p>	<ul style="list-style-type: none"> • Implementation of a consistent morning routines. • Explicitly taught expectations reinforced by all staff. • Attendance of PP learners >94% • Attendance Improvement Plans implemented • Behaviour logs of PP learners mirror non-PP. • HOY track the barriers for individuals and plan pastoral interventions. • Increased representation of PP students in student leadership positions 	<p>Standards assembly delivered to all students</p> <p>Staff briefings on classrooms routines</p> <p>HoYs identify PP students less than 94% weekly.</p> <p>Form tutors to monitor and encourage key students' attendance and reward for increased attendance</p> <p>HoYs and HoDs to monitor behavioural logs using Power BI. Identify departments, classes and staff hotspots and develop strategies that promote behaviour for learning.</p> <p>Staff to reward and sanction appropriately and consistently using BROMCOM</p> <p>Audit number of PP students on the student council, chaplaincy, and prefect positions. Identify and encourage PP students.</p>	<p>National Behaviour Hub research</p> <p>staff and student baseline survey and follow up survey</p>	<p>SC</p> <p>SC</p> <p>HoY & Attendance officer</p> <p>Form tutors</p> <p>HoY & HoDs KS leaders</p> <p>All staff</p>	<p>Ongoing</p> <p>Half termly</p> <p>Dec 21</p> <p>Dec 21</p> <p>Nov 21 & ongoing</p> <p>Nov 21</p> <p>Oct & ongoing</p> <p>Ongoing</p> <p>Nov 21</p> <p>When required & ongoing</p>	<p>Reward certificates and prizes</p> <p>Department workbooks for each half term for each year</p> <p>Department textbooks</p> <p>Printer</p> <p>Stationery eg pens, pencils, rulers etc.</p> <p>Storage units for department workbooks</p> <p>Copies of report booklets</p> <p>Taxi fares to bring students into school</p> <p>Walkie Talkies for pastoral leads and RTL staff</p> <p>Staff home visits.</p> <p>Uniform subsidies</p>	<p>Number of students positive referrals</p> <p>Number of students receiving rewards</p> <p>Number of students receiving negative referrals</p> <p>Number of students placed on report</p> <p>Number of students being placed in RTL</p> <p>Number of students being placed in detentions</p> <p>Number of FTE's</p> <p>Attendance and punctuality rates</p> <p>Follow up student and staff voice survey show improving response rates</p> <p>Records of staff home visits.</p>
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<p>2.The adoption of a cohesive social and emotional learning curriculum across all key stages.</p>	<ul style="list-style-type: none"> • Raised resilience and self-esteem of disadvantaged pupils • Participation in the planning and delivery of whole school events (e.g Mass/Sports day etc) • Increased Mental Health Awareness and how to access support from within and outside school • Disadvantaged students participation rates in enrichment and extra curricular activities 	<p>Sixth form and staff mentoring</p> <p>Reward PP students demonstrating improved resilience</p> <p>Identify and refer students on the Lifespace 6 seek program</p> <p>Develop website to enable students to self-refer and provide links to internal and external sources of support.</p> <p>Create mental health awareness boards signposting students to key staff members.</p> <p>Use Quo Vadis to develop student mentors to support younger students</p> <p>Use 'The Key' toolkit to audit current mental health provision and develop additional support systems.</p> <p>Monitoring of Myconcerns to identify trends and adapt Character education and compass for LIFE lessons to educate and support student needs</p>	<p>EEF - Metacognition +5</p> <p>EEF - Self-regulation +7</p>	<p>Staff and Sixth form mentors</p> <p>Lifespace mentors</p> <p>CAH and SLT</p> <p>Admin and Student mentors</p> <p>Student Mentors</p>	<p>Autumn 2</p> <p>Autumn 2</p> <p>Completed Oct 21</p> <p>When requested</p> <p>When requested</p> <p>TBC</p> <p>TBC</p>	<p>Purchase mental health first aid courses for students and staff</p> <p>Cover costs for staff undertaking courses</p> <p>Purchase of Quo Vadis</p> <p>Guest speakers</p> <p>Subsidies PP students enrichment costs</p> <p>Subsidies purchase of PE kit</p> <p>Subsidies purchase of D of E kit</p> <p>Subscription to The Key</p>	<p>Number of sixth form and staff mentors</p> <p>Students accessing Lifespace mentoring</p> <p>Dedicated and comprehensive webpage and links dedicated to Mental Health and Well Being resources</p> <p>Referrals on myconcern</p> <p>Increasing PP participation in enrichment and extra curricular activities</p> <p>Number of PP participating in D of E awards</p>
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<p>3.Effective systems of communicating with and supporting parents</p>	<ul style="list-style-type: none"> • Considered approach to reintegration following behaviour sanctions. • Strategic planning of support to prevent escalation or a repeat of behaviours. • PP pupils receive at least one half termly home contact from tutor. • PP parent attendance at parent evenings 	<p>PP given priority bookings for core subjects on school cloud. Follow up to check IT is working</p> <p>Reintegration meeting script and records</p> <p>Weekly newsletter</p> <p>Support PP parents in downloading and using MCAS app</p>	<p>EEF - Parent engagement +3 (OSI Report)</p> <p>EEF -Behaviour interventions +3</p>	<p>Admin</p> <p>HoY's & SLT</p> <p>SLT / Hoys / Admin</p> <p>Lourdes IT and HoYs/ Form tutors</p>	<p>Renewed subscription Oct 21</p> <p>Staff training Oct 21</p> <p>Autumn 2</p> <p>Weekly</p> <p>When required</p> <p>When required</p> <p>Calendared and when required</p>	<p>School Cloud for parent evenings</p> <p>Bromcom communication log</p> <p>MCAS app</p> <p>Weekly newsletter</p> <p>Phone calls home</p> <p>Time for Face to face meeting (provide cover if necessary)</p> <p>Student academic and behaviour reports</p>	<p>Decrease in: Repeat of negative behaviours. Exclusions</p>
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PRIORITY 2

Member of staff responsible: CP/AH

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
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<p>1. To ensure high-quality teaching for all.</p>	<ul style="list-style-type: none"> • Improved academic outcomes. • Systematic evidence of widespread quality teaching. • Less variation of provision between subjects. • Setting systems are fluid, particularly at KS3, to prevent underachievement. • Effective support mechanisms during periods of remote learning. • Student access to remote learning. • Proactive approach to CPD activities. • Effective revision program for years 11/13 students. 	<p>Identify students who have fallen significantly behind through low states testing.</p> <p>Implement effective responses within and beyond the classroom.</p> <p>Year 7/8 to be taught in mixed attainment groups.</p> <p>Support all subject staff with the effective use of TEAMS. Ensure all PP pupils remain connected to the school when remote.</p>	<p>EEF - Feedback +8</p> <p>EEF - Self-regulation +7 EEF - Intervention +3</p> <p>Sutton Trust – Potential for Success 2018</p> <p>EEF -Digital technology +4</p> <p>EEF - Intervention +3</p>	<p>All staff</p>	<p>Autumn 2021.</p>	<p>MAC central data reports SISRA ACT folders Bromcom dashboard and data drops Lourdes IT support to ensure students can log into IT systems GL assessments</p>	<p>Progress 8 score for Year 11 PP learners.</p> <p>GL KS3 assessment data indicates a positive trend over time.</p> <p>Year 7/8 writing levels show positive trend.</p> <p>ACT folders indicate subject/class progress.</p> <p>T&L cycle evidenced improved teaching standards.</p>
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<p>2. To implement robust systems that enable effective diagnostic assessment and proportional responses.</p>	<ul style="list-style-type: none"> • SLT/Dept meetings standard agenda item. • Embed consistent approaches to support PP learners – feedback first, one interaction per lesson, seating plans to support learning. • High-quality one-to-one and small group tuition via well deployed graduate coaches. • SEND TA training refined to encourage improved targeted support. • Academic tutoring implemented with monitored participation to ensure added value. • GCSE Pod purchased and implemented. 	<p>Teachers provided with usable data so targeted learning can be planned.</p> <p>ACT folders to evidence PP data focus and strategies.</p> <p>Academic Support Plans created and actioned.</p> <p>Academic Intervention Forms for year 11 students at risk of underachieving.</p>	<p>EEF - Data analysis +5</p> <p>DFE report – Supporting PP attainment (2015) EEF - Feedback +8</p> <p>EEF - One to one +5</p> <p>EEF - Academic interventions +3 EEF -Metacognition +7</p>		<p>Nov 21</p>	<p>GL Assessments Power BI dashboard licenses for HOY/HOD.</p> <p>Data CPD delivered.</p> <p>TA CPD delivered.</p> <p>Academic Coach x1</p> <p>TA x 4</p> <p>Academic tutoring</p> <p>GCSE Pod software.</p>	<p>Pupil attainment improves.</p> <p>Strategies address barriers to learning.</p> <p>ACT folders are purposeful and used documents that aid teachers.</p> <p>SEND provision is evidenced as effective within MER activities.</p>
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<p>3. Improve disciplinary literacy through the systematic reinforcement of reading and writing skills</p>	<ul style="list-style-type: none"> COMPASS curriculum reinforces literacy. Accelerated reading program to support progression. Tier 2 vocab strategy embedded across core subjects. Coherent marking which includes literacy. 	<p>Devise the KS3 Compass Curriculum with a focus on literacy. AR purchased/ implemented. Purchase varied texts that are age appropriate. Recruit 6th formers as lunchtime reading coaches. Reading focus to MER cycle. Literacy marking codes reinforced with staff and then evidenced in books.</p>	<p>EEF - Tier 2 acquisition +6 SSAT – ‘Word Poor’ 2019 Closing the Gap – Didau 2018</p>		<p>Weekly</p> <p>1 formative assessment per term</p>	<p>Quo vadis</p> <p>Accelerated Reader. Literacy resources.</p>	<p>Increased reading ages. Reading culture across school. Improved KS4 outcomes.</p>
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<p>PRIORITY 3</p>							
<p>Member of staff responsible: CP/KL</p>							
Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
<p>1.To ensure all pupils continue into a positive destination</p>	<ul style="list-style-type: none"> Parental attendance to curriculum support events. PP learners complete individualized IAG sessions termly. PP learners participate in several employer encounters. The curriculum responds to the needs of the co-hort and prepares individuals for the next stage of learning. 	<p>Review the current careers strategy and plan response for PP. Calendar/deliver curriculum evenings. PP parental engagement through targeted contact. Prioritize PP pupil guidance. Plan and deliver an inclusive IAG events calendar. Monitor PP participation to all opportunities offered. Communicate 14-19 pathways as part of the options process. Deliver a drop-down Options Day</p>	<p>Gatsby Report</p> <p>EEF - Parent engage +3</p> <p>EEF – self regulation+7</p>	<p>KL</p> <p>CP/KL</p> <p>CP/KL</p>	<p>Calendar</p> <p>Termly</p> <p>TBC</p>	<p>Subscription to Unifrog</p> <p>Impartial career advice sessions</p> <p>Employer volunteers</p>	<p>Number of students accessing Unifrog</p> <p>Career interview records</p> <p>Student NEET numbers</p>

<p>2. To encourage high attaining PP pupils to aspire to a university destination</p>	<ul style="list-style-type: none"> Increased PP pupil progression to university destinations Increased PP pupil completion of degree level study. 	<p>Early introduction to university route in Year 11 using various outreach opportunities. Full and inclusive consortium events program which aids networking opportunities. Financial aid as required to allow full participation. Post 18 parent finance workshops. Increased signposting to Access to Birmingham in year 12.</p>	<p>Gatsby Report 2019. Sutton Trust – Potential for Success 2018</p>	<p>KL</p>	<p>TBC</p>	<p>Funding to cover transport costs</p>	<p>Increased PP progression onto University or Level 4 qualification routes.</p>
<p>3. To ensure Year 11/10 PP pupils receive a personalized and aspirational careers guidance package.</p>	<ul style="list-style-type: none"> Increased progression of Year 10/11 pupils into Post 16 study. Increased progression of Year 10 /11 pupils to sustainable and meaningful destinations. 	<p>Embed the use of UNIFROG with pupils and launch usage with parents. Post 18 Event to raise aspirations and increase guidance in Years 10-11. Event calendar with links to other partnership schools and external providers. Plan an effective and thorough introduction to the world of work culminating in Year 10 Work Experience placements.</p>	<p>Sutton Trust -Potential for Success 2018</p> <p>EEF - One to one +5</p> <p>EEF – self regulation +7</p>	<p>CP/KL</p> <p>KL</p>	<p>6th Form Open evening 4th Nov</p> <p>Deadline for Post 16 applications TBC</p>	<p>Subscription to unifrog</p> <p>Careers Advisor</p>	<p>Increased PP progression onto Post 16 studies.</p> <p>Increased retention of PP pupils between Years 11 and 12.</p>

EEF Evidence Documents:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>

Sutton Trust Report: <https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf>

Gatsby Report: <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Closing the Language Gap (Didau) : <https://learningspy.co.uk/literacy/closing-language-gap-building-vocabulary/>

SSAT "Word Poor" Report: <https://www.ssaturk.co.uk/blog/making-the-word-poor-richer-with-tier-2/>