

Pupil Premium Strategy Statement 2020/21

1. Summary information					
School	St Benedict's Catholic School				
Academic Year	2020/21	PP Income 2020/21		PP Planned Expenditure 2020/21	£26,121,50 as outlined below. Remaining income on TA salaries.
Total Pupils		Pupils eligible for PP	86	Date of most recent Ext PP Review	Nov 2019

Year 11 2020/2021 – based on most recent data drop	Pupils eligible for PP	Pupils not eligible for PP
Number of PP children	11	108
Progress 8 score average	-0.19	0.11
Attainment 8 score average	3.70	4.98

Year 11 2019/2020 – based on awarded grades after CAG process	Pupils eligible for PP	Pupils not eligible for PP
Number of PP children	21	112
Progress 8 score average	-0.33	0.07
Attainment 8 score average	4.03	5.23

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	PP learners have fewer tools to unlock the curriculum – literacy, numeracy and cultural capital
B.	PP learners have lower levels of academic resilience and self-confidence which can lead to low level behaviour issues.
C.	PP learner profile is not fully visible and understood with all staff.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and negative behaviour of PP students % compared to % for non-PP students
E.	PP students may have lower aspirations and their parents may feel less positively engaged with school.
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Increase our understanding of the barriers facing individual PP learners and communicate these effectively to all staff.	Ensure all have full access to IT during remote learning. Implement appropriate support strategies. Pupil progress meetings have disadvantaged children focus.
B.	Raise the resilience and self-esteem of disadvantaged pupils	Children talk increasingly positively about what they are able to achieve Ensure all PP pupils engage with at least one enrichment activity. PP learners supported to actively contribute within STB Feast Day.
C.	Improve Progress 8 score for Year 11 PP learners	Ensure quality first teaching remains of a high standard for PP. Progress 8 score for PP > 0 as tracked in progress meetings. Attainment 8 scores for PP in line with FFT20% PM targets.
D	Improve the attendance and behaviour of PP learners	Attendance of PP learners >94% Behaviour logs of PP learners mirror non PP.
E.	Engage parents in school activities and ensure PP learners are encouraged to participate with school initiatives towards positive destinations.	Parental attendance to curriculum support events. PP learners complete individualised IAG sessions termly in KS4. PP learners participate in Open Doors project at KS3.

4. Planned expenditure

Academic year

2020/21 - £26,121,50 as outlined below. Remaining income on TA salaries.

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
A	Ensure that all teachers know the PP/FSM students that they teach and have identified a target and strategy for each one.	EEF – Metacognition +7	Data drop RAPs from HODs. Class charts progression maps.	C Paddock	MER cycle
	To develop and embed consistent approaches to support PP learners – feedback first, one interaction per lesson, seating plans to support learning.	EEF – Feedback +8	T&L briefing inputs HODS briefings Dept meetings to follow up Documented with ACT folders	C.Etheridge	MER cycle CPD content
	Improve KS3 literacy through a focus on systematic teaching of Tier 2 vocabulary to all pupils.	EEF – Tier 2 acquisition +6	Literacy – tier 2 vocab programme developed, delivered and monitored.	E. Cosnett	CPD cycle/ conclusion of NPQSL projects
	Complete learning plans for all PP pupils informed by dialogue between representatives from core departments.	EEF – Metacognition +7 EEF – Feedback +8	Completion of learning plans that are uploaded to classcharts and communicate to all teaching staff.	F.Fisher	CPD cycle/ conclusion of NPQSL projects
	Ensure all PP pupils remain connected to the school community and their learning whilst working remotely through the distribution of relative ICT provision.	EEF – digital technology +4	Speedy distribution of laptops to all PP pupils that are unable to engage fully with learning whilst at home.	C.Paddock	Weekly whilst working remotely.

B	Involve HOY in mapping and tracking the barriers for individual using class charts to assist in the planning of effective pastoral interventions.	EEF – self regulation +7 EEF – intervention +3	Completion of progression maps on class charts. Staff CPD on use. Tracked interventions	K.Alford	June 2021
	Proactively plan and deliver an inclusive enrichment programme and ensure all barriers to participation are removed.	EEF – Arts Participation +2	Track and engage all pupils. Removal of barriers to participation	C.Paddock T.Slyvester Deanna	July 2021
	Ensure PP learners are involved in the planning and delivery of various aspects of STB Feast Day.	EEF – Metacognition and self-regulation +7	Develop a working party to plan the event effectively.	F.Fisher	July 2021
Total budgeted cost – Professional Fees and staff CPD/ICT provision					£20,140.42
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C	Identify underperforming Y11 PP students and focus intervention and support on this target group. Implement small group intervention work for these pupils as informed by HODs.	EEF – Intervention +5 EEF – One to one +5 EEF– Academic interventions +3	Effective data tracking of these pupils. Increased Progress 8 outcomes. Appropriate curriculum planning. Register of attendance at tailored after school progression sessions. HODs to ensure provision is of high quality.	SLT – pastoral HODs	Data drops/ exam results Data drops

D	Track all PP pupils with attendance below 95% and follow up with regular student and pupil contact to remove barriers.	EEF – data analysis +5	Improved trend in attendance data. Increased compliance with behaviour expectations.	SLT – pastoral	HoY meetings SLT meetings
	Ensure that parents of all PP pupils receive at least one half termly contact from tutor.	EEF –parent engagement +3 OSI Report	Class charts notes confirm regularity of contact and positive dialogues. Evidence of structured dialogue that focusses on listening to parental viewpoints.	Tutors/ HOY	HoY meetings SLT meetings
	Considered approach to reintegration following behaviour sanctions and strategic planning of support to prevent escalation or a repeat of behaviours.	EEF – self regulation + EEF – Behaviour interventions +3	Decrease in repeat of negative behaviours.	K. Alford	HoY meetings SLT meetings
E	To encourage high attaining PP pupils to aspire to a university destination through increased signposting to Access to Birmingham in year 12.	Gatsby Report 2019.	Increased PP progression onto University.	J. Holmes D.Munford	Line management meetings.
	To ensure Year 10 PP pupils are prioritised and receive a personalised and aspirational careers guidance package.	EEF – One to one +5	Increased PP progression onto Post 16 studies. Increased retention of PP pupils between Years 11 and 12.	J. Holmes D.Munford	
Total budgeted cost – uniform/equipment/books/music instruction/FSM/ professional fees.					£3964.71
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

E	<p>Make students aware of 14-19 pathways as a fundamental part of the options process and ensure all PP pupils receive personalised support.</p> <p>Review the current careers strategy against the Gatsby benchmarks.</p> <p>Plan and deliver a Post 18 Event to raise aspirations and increase guidance in Years 10- 12</p> <p>Develop a one year action plan and event calendar with links to other partnership schools and external providers.</p>	Gatsby Report 2019	<p>Delivery of a drop down Options day to ensure effective communication and appropriate subject choices.</p> <p>Review of current practice and a coherent response</p> <p>Delivery of event with high attendance of PP pupils.</p> <p>Completion of a systematic careers events calendar that delivers a layered approach to IAG.</p>	<p>C.Paddock/ J. Holmes</p> <p>External review/SLE Careers</p> <p>Consortium Careers Team.</p> <p>Careers team.</p>	<p>Exit survey of event</p> <p>TBC</p> <p>Exit survey of event</p> <p>Half termly</p>
Total budgeted costs to include educational visits/learning resources and travel					£2015

Analysis of Impact

Leavers in 2019 – 2020

	Students Achieving Positive P8 Score									
	P8 Overall		English		Maths		EBacc		Open	
Year	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019
FSM Ever 6	18.8	25.0	43.8	25.0	37.5	33.3	12.5	33.3	18.8	33.3
Non FSM	53.8	49.1	49.6	48.2	41.9	47.3	62.4	51.8	49.6	51.8
PP	28.6	20.0	52.4	20.0	38.1	33.3	28.6	33.3	23.8	26.7
Non PP	53.6	50.5	48.2	49.5	42.0	47.7	61.6	52.3	50.0	53.3

The achievement of vulnerable pupil groups (particularly PP) is a key priority for the school and has formed the focus of teaching & learning reviews. The gap between PP and non-PP students is decreasing, and this needs to continue to be a focus for all subject areas. An SLT lead will ensure that all strategies are coherent and mean disadvantaged pupils attend St Benedict's and can achieve well.

	2020 Est	2019	2018
Pupil Premium	0.01	-0.76	-0.21
Non-PP	0.40	0.04	0.13

