

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 Bernard's Catholic High School
Number of pupils in school	700
Proportion (%) of pupil premium eligible pupils	34%
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 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Peter Croft, Headteacher
Pupil premium lead	Peter Croft, Headteacher
Governor / Trustee lead	Becky Holmes, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,838
Recovery premium funding allocation this academic year	£27,913
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	£211,751

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all our pupils, irrespective of their background or the challenges they face, receive a high quality education that provides them with the skills, qualifications and values that they need to live in 21st century Britain.

The focus of our pupil premium strategy is to support disadvantaged pupils 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.

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

We also consider it of vital importance to 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.

Challenges

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

Challenge number	Detail of challenge
1	Increased number of pupils with low reading levels and unable to access the core curriculum.
2	Too few disadvantaged students are consistently <i>Secure</i> in the KS3 attainment due to low writing standards.
3	Many students are unable to express themselves confidently and appropriately, which in turn can affect their mental health.
4	Limited life experiences and opportunities to engage with enrichment activities.

5	Poverty which impacts on some families unable to provide basic essentials.
6	Poor Behaviour and Attendance for a minority of Disadvantaged students.
7	Pupils lost learning through Covid-19 in core English & Maths skills

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
Standards of reading, writing and oracy improve across the school.	Increase, and reduction in the gap, for reading ages for disadvantaged students.,
Improvement in the Mental Health of pupils	High levels of wellbeing and mental health awareness seen by Student voice, student and parent surveys and teacher observations. Significant proportions of disadvantaged pupils attending enrichment and wellbeing activities. Monitored through club attendance during and after the school day.
Early intervention is in place for students with poor behaviour and / or attendance, so that 'bad habits' are eradicated.	Reduction in the number of days of education lost through Fixed Term Suspensions. Reduction in the overall absence for disadvantaged compared to previous years. Reduction in the number of lates for disadvantaged pupils. Reduction in the persistent absence rate for disadvantaged pupils.
'Poverty proofing' ensures that all students and families have access to basic essentials..	No disadvantaged student is left behind due to lack of financial support.
Provide bespoke support for a small cohort of high-needs disadvantaged pupils to increase their access to the curriculum	Curriculum in place. Outcomes for students enable them to avoid becoming NEET following their time at St Bernard's.

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: £24,500

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	2

	development on teachers and students EEF Effective Professional Development	
Additional support in teaching staff to ensure quality teaching and learning takes place and reduce class sizes in key areas to support a more personalised catch up approach	Smaller class sizes and the use of expert teachers to support and develop 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	2

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

Budgeted cost: £53,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Support developed to provide a calm, safe space to de-escalate situations and keep pupils in school and learning. Inclusions Manager and Inclusion Mentor.	EEF behaviour guidance report	3
English & Mathematics Booster Sessions	Catch up for lost learning due to Covid-19.	
Literacy & Numeracy Coordinator provide small group intervention sessions to Y7 and Y8 pupils.	Low reading age and poor numeracy is a barrier to accessing the curriculum. Improved reading and numeracy shows positive impact on learning.	1,2

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

Budgeted cost: **£149,894**

Activity	Evidence that supports this approach	Challenge number(s) addressed
House Team consisting of Heads of House and non-teaching Assistant Heads of House to support and promote positive behavior and remove barriers to learning.	The promotion of positive relationships with peers and all staff helps create a growth mindset which supports pupils with their learning. EEF behaviour guidance report	3,4,5
Educational Welfare Officer to support pupils 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 SERIS Worker	Supporting Mental Health in Schools	3
Support for targeted KS4 pupils through provision of resources for creative subjects and revision guides for other subjects.		5
Supplies of uniform and stationery supplies for disadvantaged pupils to ensure they can access learning		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: £227,674