# Pupil premium strategy statement – St Benet Biscop Catholic Academy

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 | 1106 |
| Proportion (%) of pupil premium eligible pupils | 26.76% |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024 -2025-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Kevin Shepherd |
| Pupil premium lead | Sarah Watts |
| Governor / Trustee lead | Christine Mills |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £259,785 |
| Recovery premium funding allocation this academic year | £72,864 |
| Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br><br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £332,649 |

# Part A: Pupil premium strategy plan

## Statement of intent

We are an inclusive school and aim to provide the best holistic education for all of our students. We are conscious that students who are entitled PP are a vulnerable group, and so in all we do, we consider them and their needs. PP are not treated as a homogenous group, but as individuals, with individual needs. This child/family centred approach is important in all aspects of our work.

We aim to ensure that PP students are identified, and that teaching caters explicitly for the needs of these children. We aim to ensure that PP students are supported in their learning so that they achieve just as well as their non-PP peers; timely and effective interventions will be implemented if it appears that these students are underachieving.

We aim to ensure that where there are barriers to learning for PP students, these are quickly identified, and bespoke plans are put in place to mitigate these barriers.

We aim to ensure that PP students have high aspirations for themselves.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Attainment of disadvantaged students, particularly in English and maths, is lower than that of their peers. Data from 2023 shows the gap between the progress of PP v non-PP remains a challenge; -0.97 for PP and +0.16 for non-PP. |
| 2 | Assessment data and classroom observations continue to indicate that there are gaps in the literacy levels between disadvantaged and non-disadvantaged students. Many pupils have fallen behind age-related expectations, particularly those who are disadvantaged. These findings are supported by a number of national studies. |
| 3 | Attendance of disadvantaged students continues to be a challenge. The attendance data from 2022-23 showed an average attendance of 85.4% for PP students V 93.1% for non-PP. Comparing 2022-23 with 2021-22 showed a slight improvement in the attendance for PP students (2022-23 = 85.4% V 2021-22 = 83.4%, however this continues to be significantly below national and our target of 95%. Persistent absenteeism continues to be a concern, with 49.7% of PP students below 90% attendance in 2022-23 compared to 18.1% of Non-PP. |
| 4 | The aspirations of our most vulnerable students are often much lower than their peers. This can affect their behaviour and attitude to learning and their plans for the future post 16. |
| 5 | Data from 2022-23 continues to show that the suspension of PP students is disproportionality higher than those non-PP (64.4% of suspension incidents were from PP students and out of the 110 students who were suspended 55.5% were PP) |

# 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 |
|---|---|
| To raise attainment in English and maths and ensure that the progress of all students identified as Pupil Premium is as good as their peers. | <ul><li>Students will close the gaps in their knowledge, which may have developed during lockdown.</li><li>In-house monitoring and evaluation will evidence students developing in their confidence. Lesson observations and student voice recorded on Lessons Learned will indicate that students enjoy their learning and be more motivated in lessons.</li><li>In house data analysis and GCSE results will show improvements in the progress and attainment of these students in English, maths and related subjects.</li></ul> |
| To improve reading comprehension and develop disciplinary literacy for all students particularly those who are disadvantaged | <ul><li>Star Reading tests gathered from the Accelerated Reader programme will show improved comprehension skills and reduction in the gap between PP students and their peers.</li><li>Internal assessment of student's comprehension, as taught through the English curriculum and literacy intervention curriculum, will evidence improved reading, comprehension and literacy skills.</li><li>Robust use of data will inform additional support and interventions needed to help support students with their reading and comprehension.</li><li>Effective interventions will be put in place that will bring about improvements in students' knowledge and skills. Students will engage and voice positively the impact that interventions are having on them.</li><li>Teacher observations will show improved engagement and motivation in lessons, and this is evidenced through book scrutiny and learning walks, recorded on Lessons Learned.</li><li>Data analysis will show improvements in the progress of these students.</li></ul> |
| To improve behaviour for learning and reduce suspensions, particularly for those students who are disadvantaged. | <ul><li>Analysis of behaviour logs will show a reduction in the number of disadvantaged students receiving negative points; particularly in categories disruptive & defiant behaviour, and poor work rate.</li><li>Analysis of behaviour will show a reduction in the instances of suspensions, particularly for disadvantaged pupils.</li></ul> |

| | |
|---|---|
| To achieve and sustain attendance rates in line with National average, particularly for those who are disadvantaged | <ul><li>The overall attendance of students to be at least 95%</li><li>The attendance gap between PP and Non-PP students to be significantly reduced.</li><li>Persistent absenteeism is significantly reduced.</li></ul> |
| To raise the aspirations of PP students | <ul><li>The number of disadvantaged students accessing the EBACC will increase to be closer to the national target of 75% for all students.</li><li>The number of disadvantaged students continuing on to A level studies or further education will improve.</li><li>There will be significant uptake in the participation of disadvantaged students in enrichment activities. There be regular and close monitoring and evaluation of the extra-curricular provision to ensure it meets the needs of students.</li></ul> |

# 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: £166,324.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Quality First Teaching for all students particularly those who are disadvantaged**<br><br>*We aim for quality first for all, in all we do, and regularly monitor, plan to scaffold and adapt, support and intervene with PP where necessary. We aim for all students to have access to the full curriculum. We focus on quality teaching first, to ensure that Pupil Premium students are taught the* | The Teacher Standards make it clear that teaching should be adaptive for the benefit of all students, and to meet their needs.<br><br>St Benet Biscop Lesson Plan, based on Rosenshine's Principles, makes it clear the ways that lessons should be structured, in order to be adaptive, challenging and meet the needs of all students.<br><br>Accurate identification of vulnerable students is central to being able to identify barriers and provide for their needs, therefore we work to accurately to identify vulnerable students and plan to identify their possible barriers to learning. This information is then routinely used by teachers when planning lessons.<br><br>In 2013, Ofsted published a report that stated that higher ability students who attend state schools, often fail to achieve their potential in comparison to those higher ability students who attend selective | 1, 2, 3, 4, 5 |

| | | |
|---|---|---|
| *knowledge and dispositions required to achieve well in the curriculum.*<br><br>*Our focus is on a high-quality curriculum for all where adaptations are made that are appropriate and informed.* | schools. The focus of concern highlighted in the report was the KS2-KS3 transition point. We work to ensure accurate identification of the most able, and that their needs are met in adaptive classrooms.<br><br>To help inform planning, so that teaching is adaptive, relevant information is shared with all staff regarding learning issues of specific students.<br><br>In 2015, the DfE published a report on the most effective strategies that were seen in schools to support disadvantaged students. It highlighted that the most effective schools were prioritizing the development of consistent high-quality teaching and training. This was also raised in the external review of our PP provision in November 2021. As such, we continue to develop our programme of CPD for all staff, which covers some of the key priorities we have identified as a school: improving QFT in the classroom, the behaviour curriculum, literacy and reading, adaptive teaching to support key groups of students, including high prior attaining pupils, disadvantaged students, and students with SEND.<br><br>To help identify specific strategies to support and develop our SEND provision, there have been two external reviews of SEND provision (October 2021 and December 2022). The findings of these reviews have been used to highlight areas for development to improve the provision for students with SEND. The December 2022 findings noted that there has already been a rapid improvement to SEND provision and this is an area we continue to develop.<br><br>In 2013, Ofsted published a report that stated that higher ability students who attend state schools, often fail to achieve their potential in comparison to those higher ability students who attend selective schools. The focus of concern highlighted in the report was the KS2-KS3 transition point. We work to ensure accurate identification of the most able, through FFT Aspire analytics, mapping out aspirational targets for all students.<br><br><ul><li>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/408909/The_most_able_students_an_update_on_progress_since_June_2013.pdf</li><li>https://educationendowmentfoundation.org.uk/public/files/Evaluation/FFT_Offer.pdf</li></ul><br>DfE (2015) report into Effective school partnerships and collaboration for school improvement, highlights | |

the importance schools and teachers sharing examples of best practice. Our school regularly shares examples of best practice through Teaching & Learning strategies meetings, regular Curriculum and SEND breakfasts and Trust wide CPD webinars. We plan to share best practice more widely through weekly briefings and Teaching and Learning working parties.

The AHT for Data and Reporting is reviewing the targets and progress level for all students to ensure they are accurate and aspirational. These targets will be shared with all staff via Classcharts so staff can scrutinize progress more closely.

- https://assets.publishing.service.gov.uk/government/up- loads/system/uploads/attachment_data/file/665522/Teach- ers_standard_information.pdf
- https://teacherofsci.com/principles-of-instruction/
- https://d2tic4wvo1iusb.cloudfront.net/documents/guid- ance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf
- Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study https://dera.ioe.ac.uk/6059/1/RR516.pdf
- https://assets.publishing.service.gov.uk/government/up- loads/system/uploads/attachment_data/file/408909/The_most_able_students_an_up- date_on_progress_since_June_2013.pdf
- https://www.suttontrust.com/our-research/educating-the- highly-able-2/
- https://assets.publishing.service.gov.uk/government/uploads /system/uploads/attachment_data/file/473974/DFE- RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf
- https://educationendowmentfoundation.org.uk/education- evidence/evidence-reviews/special-educational-needs-and- disabilities-send
- https://www.walkthrus.co.uk/
- https://educationendowmentfoundation.org.uk/education- evidence/teaching-learning-toolkit/metacognition-and-self- regulation
- https://www.gov.uk/government/publications/the-reading- framework-teaching-the-foundations-of-literacy
- https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-pre- mium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813
- https://d2tic4wvo1iusb.cloudfront.net/docu-

| | | |
|---|---|---|
| | ments/guidance-for-teachers/pupil-premium/Pu-pil_Pre-mium_Guide_Apr_2022_1.0.pdf?v=1650463957<br>• https://www.gov.uk/guidance/pupil-premium-effective-use- and-accountability#developing-and-delivering-an-effective- strategy<br>• https://educationendowmentfoundation.org.uk/guidance- for-teachers/using-pupil-premium<br>• https://educationendowmentfounda-tion.org.uk/public/files/Publications/Pu-pil_Premium_Guidance.pdf<br>• https://educationendowmentfounda-tion.org.uk/news/how-can-sendcos-de-velop-teacher-practice<br>• https://assets.publishing.ser-vice.gov.uk/government/uploads/sys-tem/uploads/attach-ment_data/file/467855/DFE-RR466_-_School_improvement_effec-tive_school_partnerships.pdf<br>• https://assets.publishing.ser-vice.gov.uk/government/uploads/sys-tem/uploads/attach-ment_data/file/803916/What_works_in_d elivering_school_improve-ment_through_school_to_school_sup-port_May2019.pdf | |
| **Restructure of Senior Leadership team**<br>*Appointment of Assistant Headteacher with responsibility for SEND and Curriculum for vulnerable students*<br>*Appointment of Assistant Headteacher with responsibility for Curriculum, Teaching and Learning*<br>*Assistant Headteacher for Safeguarding and Pastoral*<br>*Assistant Headteacher leading on Catholic life and Personal Development* | In the DfE guidance for school leaders on Pupil Pre-mium and EEF Putting Evidence to Work report, much of the guidance focuses on high level strategic, as well as operational management of systems and budget. As such, from September 2022 we have ap-pointed a new AHT who is the SENDCo and also has responsibility for overseeing the curriculum for vul-nerable students. This includes the strategic devel-opment, and monitoring and evaluation of the PP strategy. This senior leader works alongside other key leaders in school, including the Deputy Headteacher, Assistant Headteachers, Leader of SEND, Heads of Progress and Heads of Department to implement strategies of support to ensure positive welfare and achievement of disadvantaged students. In September 2023 we appointed a new AHT to lead on Curriculum and restructured the senior leadership team to give clear roles and responsibilities to im-prove strategic direction and operational manage-ment. The Deputy head and AHT pastoral are leading on some key changes in the behaviour curriculum and developing a whole school relational approach. The AHT for Data and Reporting is reviewing the tar-gets and expected progress for all pupils to ensure they are accurate and aspirational.<br><br>• https://assets.publishing.service.gov.uk/gov-ernment/uploads/system/uploads/attach- | 1, 2, 3, 4, 5 |

| | | |
|---|---|---|
| | ment_data/file/1066915/Using_pupil_pre-mium_guidance_for_school_leaders.pdf<br>• https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF_Imple-mentation_Guidance_Re-port_2019.pdf?v=1671432634<br>• https://educationendowmentfounda-tion.org.uk/education-evidence/guidance-re-ports/behaviour | |
| **Accurately identify barriers for learning for Pupil Premium students using a range of data**.<br><br>*Accurate identification of possible barriers to learning will provide teachers with information that they need to scaffold, structure, and support their teaching approaches in the classroom. Through systematic and rigorous monitoring and evaluation, these approaches can be monitored carefully to evaluate the impact on individual students.* | In the EEF Guide to Pupil Premium, published in Autumn 21, it says that "*Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy*".<br><br>We have sought a thorough knowledge of our students in a number of ways. Our quality assurance processes include Student Voice and we routinely target PP students, to discuss their learning, potential issues and barriers and then plan with middle leaders to mitigate them. We have designed a questionnaire to be completed by all students in school exploring various aspects of school life; including, challenges that students encounter in their learning, their environment and equipment for completing homework, and their extracurricular experiences and interests. The information collated from this survey will be used to update current SEN Pupil Passports and pertinent details of disadvantaged children will be shared with staff in order to identify barriers to their learning.<br><br>The AHT for vulnerable curriculum will work closely with the AHT for safeguarding and pastoral needs to develop a comprehensive identification process for disadvantaged learners so that teaching staff can be made easily aware of their students' needs and potential barriers to learning.<br>The AHT for personal development will lead on the extra curricular offer in school and monitor the update from disadvantaged learners to ensure they are receiving and participating in the same opportunities.<br><br>To gain this thorough knowledge, SLT members hold regular link meetings with allocated Heads of Department. We also plan to continue our regular 'RAP-around' meetings with SLT, Heads of Progress and Heads of Department to review achievement and plan timely interventions for core subjects in KS4.<br><br>Data analysis is completed using 4Matrix, FFT Aspire and SMID to ensure timely and accurate interventions.<br><br>All Y7 students have completed the Star reading test from the Accelerated reader programme to identify | 1, 2, 3, 4, 5 |

| | pupils with very low reading ages (of 9years and 6months or less). These students compete additional phonological screening, which then dictates their pathway of intervention into either a programme of Fresh Start Phonics or 6th form reading mentor programme.<br><br>We have used this knowledge of our students to help inform our teaching priorities and professional development. Teachers have been supported in their development of using strategies to support students with SEND and strategies to support with decoding, comprehending and reading fluency. This professional development has been informed by research, pedagogy and our own internal analysis of pupil achievement.<br><ul><li>https://educationendowmentfoundation.org.uk/guidance- for-teachers/using-pupil-premium</li><li>https://www.gov.uk/government/publications/the-reading- framework-teaching-the-foundations-of-literacy</li><li>https://educationendowmentfoundation.org.uk/projects- and-evaluation/projects/lexia</li><li>https://literacytrust.org.uk/resources/quick-guide-phonics/</li><li>https://educationendowmentfoundation.org.uk/public/files/ Review_of_Attainment_Measures_final.pdf</li><li>https://www.ruthmiskin.com/programmes/fresh-start/</li><li>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</li><li>https://educationendowmentfoundation.org.uk/news/how-can-sendcos-develop-teacher-practice</li></ul> | |
|---|---|---|
| **To provide PP with full academic and pastoral support in relation to their academic achievement**<br><br>*We will systematically and rigorously check that students are being taught and assessed. Assessment information will be used to inform possible academic and/or pastoral interventions.* | AHT for vulnerable holds fortnightly meetings with AHT for pastoral, to identify any barriers for learning, and plan and implement any interventions needed. SLT members also hold regular link meetings with allocated Heads of Department. We also plan to continue our regular 'RAP-around' meetings with SLT, Heads of Progress and Heads of Department to review achievement and plan timely interventions in KS4.<br><br>Monitoring and evaluation calendar schedules in opportunities to systematically check the teaching and learning provision for students, particularly those who are disadvantaged. Outcomes are logged on Lessons Learned using the St Benet Biscop Lesson Plan, for rigorous analysis and to support early interventions, where needed. | 1, 2, 3, 4, 5 |

| | • https://educationendowmentfounda-tion.org.uk/guidance- for-teachers/using-pupil-premium<br>• https://literacytrust.org.uk/resources/quick-guide-phonics/<br>• https://educationendowmentfounda-tion.org.uk/projects- and-evaluation/pro-jects/lexia<br>• "40 Ways to Support Struggling Reads in Con-tent Based Classrooms" McEwan, 2007.<br>• "Closing the Vocabulary Gap" Quigley, 2018<br>• https://www.gov.uk/government/publica-tions/school-led-tutoring-conditions-of-grant/school-led-tutoring-conditions-of-grant | |
|---|---|---|
| **Purchase of Acceler-ated Reader Pro-gramme and Lexia student licenses**<br><br>*A reading age assess-ment and KS3 acceler-ated reader pro-gramme, will help to ensure that students' reading progress is ac-curately monitored and appropriate interven-tions are informed. Lexia literacy interven-tion will be imple-mented for students who require additional support with the basics in communication through reading and writing.*<br>*Lexia will be implemented within the English curriculum for identified cohorts and a discreet cohort of students who are taught literacy as a discreet skill, so that they can consolidate their understanding of reading and writing accurately.* | 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:<br>• https://educationendowmentfounda-tion.org.uk/public/fi les/Review_of_Attain-ment_Measures_final.pdf<br><br>The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress.<br><br>• https://educationendowmentfounda-tion.org.uk/projects-and-evaluation/pro-jects/accelerated-reader-effectiveness-trial<br><br>A study by the EEF found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils.<br><br>• https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader<br><br>Lexia® PowerUp Literacy® is an online resource designed to help struggling and nearly-proficient readers in grades 6–12 become proficient readers and confident learners. PowerUp helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyse, evaluate, and compare increasingly complex literary and informational texts. Blending online student- driven explicit instruction with offline teacher delivered lessons and activities, PowerUp empowers secondary teachers, regardless of their background or expertise in reading, to deliver the exact | 1, 2, 4, 5 |

| | instruction each student needs to become a proficient reader.<br>• https://www.lexialearning.com/why-lexia/<br>• https://educationendowmentfounda-tion.org.uk/projects- and-evaluation/pro-jects/lexia<br>• https://cdn.literacytrust.org.uk/media/docu-ments/Teachers__Use__of__Technology__re-port.pdf<br>• https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader<br>• https://www.renlearn.co.uk/accelerated-reader/<br>• https://www.gl-assessment.co.uk/assess-ments/new-group-reading-test/ | |
|---|---|---|
| **Appointment of Librarian to manage LRC**<br><br>*Having a librarian based in the Learning Resource Centre will ensure books are ap-propriately chosen for the student and they are checked in and out.*<br>*The LRC has been re-stocked with a wide range of age-appropri-ate fiction and non-fic-tion materials for all key stages to promote a love of reading and disciplinary literacy.*<br>*The librarian supports KS3 students during their library lesson and can read with students on a  1:1 basis to im-prove the reading flu-ency and confidence levels of our students, particularly the most disadvantaged.* | The EEF highlights the importance of disciplinary literacy as an approach to improving literacy lev-els across the curriculum. The Library has been sticked with fiction and non-fiction texts to support students developing a love of reading and their disciplinary literacy.<br><br>• https://educationendowmentfounda-tion.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4<br><br>The Librarian will support in KS3 library lessons, with the delivery of the Accelerated reader pro-gramme and the Star reading test. The librarian will be responsible for tracking student progress on the Accelerated reader programme and for tar-geting students who are not making expected pro-gress for 1:1 reading sessions.<br><br>• https://educationendowmentfounda-tion.org.uk/projects-and-evaluation/pro-jects/accelerated-reader-effectiveness-trial<br>• https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader<br><br>As the EEF states, some students may not have a quiet space for home learning. Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may in-crease the gap in attainment for disadvantaged pu-pils. As such, the LRC will also be available for stu-dents during lunch time and after school as a home- | 1, 2, 3, 4 |

| | | |
|---|---|---|
| | work club; a quiet space, with the necessary resources (computer room available) to complete homework, with the support of an adult.<br><br>• https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework | |
| **Continued Professional Development (CPD)**<br><br>*We are committed to ensuring that teaching and support staff experience up-to-date training on strategies and pedagogy to support all students, and in particular, students who are considered most vulnerable to underachievement.* | The ECF highlights the importance for teaching to be adaptive, so that students can succeed. ECTs are fully supported through a rigorous induction programme to the school, to help them to develop their teaching expertise to support all students, and in particular, those vulnerable to underachievement.<br><br>• https://assets.publishing.service.gov.uk/government/up- loads/system/uploads/attachment_data/file/978358/Early- Career_Framework_April_2021.pdf<br><br>A comprehensive programme of CPD means staff are fully aware of the needs of vulnerable students, and resources and strategies are utilised to deliver quality first teaching, which results in barriers being identified more quickly and therefore removed. The DfE (2015) report into Effective school partnerships and collaboration for school improvement, highlights the importance schools and teachers sharing examples of best practice. School has plans to hold further CPD sessions to improve the behaviour for learning curriculum, adaptive teaching strategies to support scaffolding for learners with SEND and to stretch high prior attainers. This year staff will track their own CPD needs using a CPD implementation plan and this will support discussions in their performance management. AHT for curriculum plans to use a coaching model to share areas of best practice and ensure the school is working collaboratively to improve teacher practice and student progress.<br><br>• https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/467855/DFE-RR466_-_School_improvement_effective_school_partnerships.pdf<br>• https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803916/What_works_in_delivering_school_improvement_through_school_to_school_support_May2019.pdf | 1, 2, 3, 4, 5 |

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

Budgeted cost: £83,162.25

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Delivery of Lexia to targeted groups** | With significant time away from school, we have observed a regression in the accuracy of students' reading and writing. To support students, we have invested in the use of Lexia as a programme designed to support students improve their literacy and accuracy of communication. The programme is being used to support our most vulnerable students, predominantly in year 7, 8 and 9, to improve their literacy skills and develop their confidence and self-esteem. This year we plan to extend the Lexia provision to 4 classes in year 7, where it has been identified there is a high level of need and low literacy levels.<br><br>• https://www.lexialearning.com/why-lexia/<br>• https://educationendowmentfoundation.org.uk/projects- and-evaluation/projects/lexia | 1, 2, 4 |
| **Embedding literacy and disciplinary literacy in the curriculum**<br>1. Sixth Form Reading Mentor Programme<br>2. Phonics Training for weakest readers<br>3. KS3 Accelerated Reader programme<br>4. Regular KS3 Library lessons<br>5. Reading sessions planned into Form time<br>6. LRC area and Librarian | We aim to ensure  PP students are supported in the development of their literacy, vocabulary and reading skills, so that they can access the curriculum, enjoy reading and ultimately succeed.<br><br>Research has found that teenagers who read often, and those who had access to plenty of books, were more likely to develop a better vocabulary than their peers. Analysing the scores of nearly 11,000 14-year-olds in a word exercise, the researchers found that teenagers who read for pleasure every day understood 26 per cent more words than those who never read at all in their spare time. And teenagers from book-loving homes knew 42 per cent more words than their peers who had grown up with few books. Even considering other factors, such as parents' qualifications and profession, and cognitive tests taken by the teenagers when they were aged 5, teenagers who read for pleasure still got 12 per | 1, 2, 4 |

| | | |
|---|---|---|
| 7. Purchase of Digital Theatre programme | cent more words right, while those from book-rich homes scored 9 per cent more.<br><br>• https://cls.ucl.ac.uk/reading-improves-teenagers-vocab-whatever-their-background-say-researchers/<br><br>A major new study led by the University of Malaga and UCL, and published in the peer-reviewed journal Oxford Review of Education concluded that what children choose to read outside school directly influences their academic performance.<br><br>The research showed that pupils who enjoy reading high-quality books daily score higher in tests. The average marks of pupils who read books rose by 0.22 points overall, which is the equivalent of 3 months' worth of additional secondary school academic growth.<br><br>• https://www.tandfonline.com/doi/full/10.1080/03054985.2020.17 23516<br><br>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Disciplinary literacy supports students to get better at reading, writing and oracy within each subject area, leading to better global literacy skills and improved student performance within the subject at the same time. In school, reading is embedded across and within curriculum areas and teachers plan and teach students in the following ways to improve disciplinary literacy across all subject areas:<br><br>• Students read regularly in lessons: read to, read aloud, and read independently<br>• Students read material that is appropriately challenging, and is material is appropriate to the academic discipline<br>• Students are regularly taught with appropriate scaffolding to read accurately and fluently<br>• Students are regularly taught with appropriate scaffolding to comprehend what they read<br>• Students are encouraged and guided in their wider reading around curriculum topics<br>• Students with SEND, and in particular those who are dyslexic, are given the same opportunities as their peers to read aloud, be read to, and read independently. Students are supported and prepared for homework where reading is a key activity<br>• Extending students vocabulary and language use is seen as inextricably linked to the development of students' reading skills.<br>• https://www.walkthrus.co.uk/ | |

| | | |
|---|---|---|
| | • https://educationendowmentfoundation.org.uk/education- evidence/guidance-reports/literacy-ks3-ks4<br>• https://www.tes.com/magazine/archived/disciplinary-literacy-why- you-need-embed-it<br><br>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in English, maths, science and in fact, all disciplines.<br>• https://www.oup.com.cn/test/word-gap.pdf<br>• https://educationendowmentfoundation.org.uk/guidance-for-teachers/science<br><br>EEF Research has also shown that interventions such as Reading comprehension strategies and Oral language interventions are high impact, low-cost interventions which can be used very successfully to improve pupil outcomes:<br>• https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies<br>• https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions<br><br>Reading comprehension strategies<br>Very high impact for very low cost based on extensive evidence £ £ £ £ £ 🔒🔒🔒🔒🔒<br><br>Oral language interventions<br>Very high impact for very low cost based on extensive evidence £ £ £ £ £ 🔒🔒🔒🔒🔒<br><br>The EEF highlights how technology can be used to improve teaching and learning , but it has a better impact when the technology is linked to wider planning. The Digital Theatre package can be accessed by all students and can be used to support their understanding of key texts such as Macbeth, An Inspector Calls and Romeo and Juliet by showing full-length productions of the texts and providing insights into the imagery, themes and contexts of the pieces.<br><br>• https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital | |
| **Targeted smaller maths groups in Y11** | Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others.<br>Improving the attainment of children in mathematics is essential in order to ensure that all students, particularly those who are disadvantaged, are able to achieve their true potential. | 1, 2, 4 |

| | Having found that the additional tuition in maths we had previously used did not have a high level of impact, this year we have split some maths groups into smaller sets to allow a higher level of teacher support per pupil to stretch higher prior attaining and give a increased level of support to students who lack core maths skills.<br><br>• https://educationendowmentfounda-tion.org.uk/guidance-for-    teachers/mathe-matics<br>• https://educationendowmentfoundation.org.uk/education- evidence/teaching-learning-toolkit/metacognition-and-self- regulation | |
|---|---|---|
| **Bespoke revision programme for Year 11** | Revision is an important part of the learning process. It gives students the opportunity to reflect on what they have learned, analyse their ideas and practise their skills. Good preparation for assessments and examinations reduces stress and anxiety for students and ultimately leads to better outcomes. Year 11 students will have the opportunity to take part in a clear, well planned revision programme leading up to the GCSE examinations which will allow them to maximise their chances of achieving well. Disadvantaged students will be targeted specifically for revision and intervention.<br><br>• https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model | 1, 2, 3, 4 |
| **Careers advice and support and wider cultural experiences** | Cultural capital is the essential knowledge that children need to prepare them for their future success.<br>• https://www.gov.uk/government/publica-tions/school-inspection-    handbook-eif/school-inspection-handbook#quality-of-education (Bullet point 203.)<br><br>The AHT for Catholic life and Personal Development will oversee this area of the curriculum to ensure it provides wider development of all pupils; this includes the core studies programme, RE, thematic PSHE focus days, external visitors, school trips and lessons in the  wider  curriculum to help students to assess and manage risks and how to keep themselves safe socially, emotionally and physically in all contexts including when on-line.<br>Our students engage with and take part in meaningful encounters with employers, apprenticeship providers, FE and HEI providers. Students receive individual advice and guidance and supported transition to the next stage of their life. | 1, 3, 4 |

| | All opportunities are accessible to all students including the most vulnerable and disadvantaged students are specifically targeted for additional opportunities.<br><br>• https://educationendowmentfounda-tion.org.uk/education- evi-dence/teaching-learning-toolkit/aspi-ration-interventions<br>• https://www.ascl.org.uk/News/Blog/January-2020/Raising- Aspirations-for-Disadvantaged-Students-Exa<br>• https://d2tic4wvo1iusb.cloudfront.net/docu-ments/guidance/Careers_Education_sum-mary_infograph.pdf | |

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

Budgeted cost: £83,162.25

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Attendance Officers**<br>*Continued investment to retain two attendance officers. PP students prioritised in attendance review. Place students on punctuality report. Home visits which often results in students being brought in. First day calls for attendance – priority group get a phone call. Effective relationships developed with family – knowledge of family / quality of relationships* | Government research published in 2015 stated:<br>*"Pupils with no absence from school were nearly 3 times more likely to achieve 5 A\* to C GCSEs, including English and maths, and around 10 times more likely to achieve the English Baccalaureate, than pupils missing 15 to 20% of school across key stage 4"*<br>• https://www.gov.uk/government/publications/ab-sence-and-attainment-at-key-stages-2-and-4-2012-to-2013<br>Our internal analysis of data shows students who attend regularly make better progress. As such, we continue to prioritise attendance as a strategy to ultimately close the gap in attainment between PP and non-PP students. This year student support managers will also use the first part of each day to make calls to priority groups of students to promote attendance and build a relational approach. | 1, 3 |
| **Small group behaviour support for targeted students** | By providing early and targeted support through a child-centred approach, this intervention aims to remove barriers to learning; help children achieve the most from their education and reduce exclusions and support inclusion.<br><br>https://www.northumberland.gov.uk/Children/Needs/Behaviour-Support-Service.aspx | 1, 2, 3, 4, 5 |
| **Breakfast and Lunch Clubs**<br>*that run daily for students* | We know that it is important for pupils to start the day with a nutritious breakfast. The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing | 1, 3 |

and behaviour.

- https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023

We continue to provide breakfast in school for all students in order to reduce the stigma and encourage as many students as possible, especially our most vulnerable students, to take the opportunity to start the school day with a healthy school breakfast.

Supervised lunch clubs in all year groups also provide a safe haven and an opportunity to socialise for our most vulnerable students.

| | | |
|---|---|---|
| **Wellbeing Support**<br><br>*School retains some of the funds available to intervene and support pupils where their needs are outside of the academic curriculum. Support can take a variety of forms, from assistance with the cost of transport and travel to extra curricular activities, uniform, equipment and revision resources, support students to participate fully in all aspects of school life and the wider curriculum, offering food hampers and other supplies for the students in the hardest economic circumstances. To promote punctuality and attendance, school supports covering costs of bus passes, taxi's etc.* | This bespoke and individualised support allows students to focus on their schoolwork, avoid stigma and participate in all areas of school life.<br>Disadvantaged students will be identified and targeted for specific support by staff and pastoral teams.<br>This support will lead to improved attendance and improved relationships between parents and school for disadvantaged students.<br>This support will lead to improved engagement of disadvantaged students with the curriculum and the wider life of the school. | 1, 2, 3, 4, 5 |

## Total budgeted cost: £332,649

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

**Academic achievement**

- GCSE results of the PP cohort from summer 2023 continue to show there is significant gap in the progress of PP (-0.97) compare to non-PP (+0.16)
- The results also show a gap in attainment with average attainment score for PP students 30.83 V non-PP 49.97.
- There were some improvements in the 2023 data
  - Progress 8 Overall figure increased from -1.00 to -0.97
  - Progress 8 figure for Maths increased from -1.19 to -0.96
  - Progress 8 figure for EBACC increased from -1.23 to -0.91
  - Percentage of Students 5+ in English and Maths increased from 14% to 15%
  - Percentage of Students achieving 5+ in Maths increased from 18% to 23%
  - Humanities progress increased from -1.1 to -0.87
  - Science progress increased from -0.91 to -0.71
  - MFL progress increased from -0.98 to -0.69
- The additional tuition in KS4 for Maths and English did not have the desired impact:
  - 15 PP Pupils involved in Maths intervention (P8 Score -0.96)
  - 15 PP Pupils involved in English intervention – Term 1 (P8 Score -0.65)
  - 15 PP Pupils involved in English intervention – Term 2 (P8 Score -1.15)
- We are looking to explore other ways to improve the progress and attainment of PP KS4 students.

**Reading**

- NGRT successfully used to assess the reading ages of all students in KS3 and implement appropriate interventions (e.g. Lexia, Freshstart, 6th form reading mentors)
- A cost- benefit analysis of the NGRT shows that the NGRT does not offer school any additional data beyond what can be offered from the Star reading test in the Accelerated Reader Programme. Next year we will just use the Accelerated Reader Programme.
- Students positively report they enjoy the Lexia literacy programme and feel their phonological knowledge is improving as a result of the Freshstart programme.
- Students positively report they very much enjoy the 6th form reading programme, building relationships with older students and having role models in school. This will continue into next year

**Attendance**

- 2022-23 Attendance data continues to show there is a gap between PP attendance (85.4%) compared to non- PP (93.1%).
- There have been some improvements from 2021-22 where PP attendance

was 83.4%

**Behaviour and Wellbeing**

- All students received high quality pastoral and wellbeing support; including internal interventions as well as seeking external providers (for example, Inclusion services, EWO support, Emotional wellbeing support services, mental health referrals).
- Behaviour data for disadvantaged students continues to be a concern and shows PP student having a disproportionate number of negatives
  - Behaviour Last Year (Whole Year):
  Positives – PP = 32227, Non PP = 72251 – PP accounts for 30.8% of positives.
  Negatives – PP = 11314, Non PP = 11456 – PP accounts for 49.7% of negatives.

- Behaviour continues to be an area the school is looking to improve with the Deputy headteacher and AHT leading on changes to the behaviour curriculum and a relational approach.

**Aspirations**

- There have been some improvements in the % of students eligible for FSM school to study with us in 6th form:
  - No. Students FSM: 2023 = 16, 2022 = 15, 2021 = 11
  - No. Bursaries: 2023 = 6, 2022 = 5, 2021 = 8

**Homework**

- There have been some operational changes in the way all staff now set homework on Classcharts. Having one system to set homework across has been well received by parents.
- Work will continue this year to improve the quality and impact of homework set.
- School continues to invest in homework clubs – LRC, Learning support area to support disadvantaged students completing their homework.