

Pupil premium strategy statement – St Benedict’s Catholic School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	976
Proportion (%) of pupil premium eligible pupils	14.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Mrs Imogen Senior
Pupil premium lead	Mr Kevin Murphy
Governor / Trustee lead	Mr Cyrille Bouche

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,000
Recovery premium funding allocation this academic year	£20,000
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£144,000

Part A: Pupil premium strategy plan

Statement of intent

Our vision as a school centres particularly on the Gospel values of Wisdom, Compassion and Resilience and our curriculum reflects these values and principles. These values ensure that young people achieve the full potential God has for them, irrespective of ability, background, or personal circumstances.

Improve progress and attainment

This is the key principle of Pupil Premium. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We want every student to have the opportunity to make excellent progress and realise their full potential. Our aim is to provide high quality teaching, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We aim to remove barriers to learning and offer targeted support and advice to improve the knowledge, skills and understanding of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Enrich students' lives through new opportunities and a creative curriculum

We want every student to have opportunities outside 'classroom' learning and to develop a variety of life skills that will help them to be socially aware and develop confidence. We want students to have high aspirations and learn to be comfortable in a range of environments and circumstances.

Encourage excellence

We want to offer behavioural and social support and reward consistent excellence and sustained improvement to create safe and supportive learning environments for all students.

Ensure there is no hardship that hinders learning

We want all students to have all the equipment, uniform, resources and technology they need to succeed in education. We want pupils to feel safe on the journey to and from school, as well as at school and have excellent attendance and punctuality.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our internal tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Achieve equal to or above similar students nationally
- Achieve average English and Maths for similar schools (from previous strategy statement)
- Improve attendance to national average of similar students nationally
- Ensure 100% of disadvantaged pupils enter further education/training

Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers (2023 PP APS 4.19 Non PP APS 5.37; Value Added PP -0.51 Non PP 0.11; PP 9-7 11% Non PP 30%; PP 9-4 74% Non PP 89%) and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.

	<p>Assessments on entry to year 7 indicate that a higher percentage of our disadvantaged pupils arrive below age-related expectations than non-disadvantaged. Subsequent internal and external assessments show that this gap widens during pupils' time at our school.</p> <p>This was also evident in the 2023 GCSE Results (PP 4.19; Non-PP 5.16 -progress gap of around -0.51)</p>
2	<p>Assessments (Accelerated Reader), observations and discussion with KS3 pupils indicate that, in most academic year groups, disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Accelerated Reader assessments on entry to year 7 in <u>2023</u> indicated that 43% of our disadvantaged pupils arrived below age-related expectations (Below Benchmark) compared to 11% of their peers.</p> <p>External assessments suggest that this trend continues up to Key Stage 4. For example, 2023 English Language GCSE Results (PP APS 4.48 Non PP APS 5.33 PP Value Added -0.44; Non PP Value Added 0.03; PP 9-7 15% Non PP 9-7 24%; PP 9-4 63% Non PP 84%).</p>
3	<p>Our assessments (e.g. AP1 Dec 2022 and AP2 July 2023), observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic; and to a greater extent than for other pupils. These findings are backed up by national studies.</p> <p>This has resulted in knowledge gaps resulting in pupils falling further behind age related expectations.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.</p>
5	<p>Our assessments including observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>This is evidenced by the increase in students referring themselves to/being referred to HoY/Pastoral Support and SEND Support (SEMH and Cognition and Learning).since the partial lockdowns and SEND Support (SEMH and Cognition and Learning)..</p>

6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 88.2-93.3%, which is lower than the school average which has been between 91.11-95.12%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on maths.	<p>By the end of our current plan in 2024/25, 50% or more of disadvantaged pupils will enter the English Baccalaureate (EBacc). In the last 3 years this figure was 24% (2020) - 48% (2023).</p> <p>Nationally, the figures for 2023 EBacc entry were Disadvantaged 27.7% All pupils entering EBacc 39.3%.</p> <p>The past performance of students entering the English Baccalaureate are as follows. EBacc APS 2023 PP 5.51 Non PP 6.94 (gap 1.43). EBacc APS 2022 PP 4.38; non PP 4.71 (gap 0.33). EBacc APS 2021 PP 4.18; non-PP 4.54 (gap 0.36). EBacc APS 2020 PP 4.03; non-PP 4.97 (gap 0.94). EBacc APS 2019 All pupils 3.65; disadvantaged 3.73 (gap 0.08) (SISRA).</p> <p>Nationally, the figures for 2023 Disadvantaged Ebacc APS 1.46 Average EBacc APS for all pupils 4.05</p> <p>2024/25 KS4 outcomes will demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • Equal to or above similar standards nationally
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests (Accelerated Reader) will demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate

self-regulatory skills among disadvantaged pupils across all subjects.	their own learning. This finding will be supported by improved Attitude to Learning scores across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance of disadvantaged students will be demonstrated by improved attendance figures for disadvantaged students and a narrower gap between disadvantaged and non-disadvantaged students' attendance.

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: **£80,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests (e.g. Accelerated Reader) can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Teaching and Learning Toolkit EEF	1, 4
Enhancement of our maths teaching and curriculum	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in	1, 3, 4

<p>planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school.</p>	<p>the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>The Head of English has introduced an English Intervention in the form of Reciprocal Reading. She has also introduced Reading Weeks to encourage reading for pleasure; as well as piloting subject specific word banks. These initiatives will continue to be developed in this academic year.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>word-gap (Oxford University Press)</p>	1, 2

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

Budgeted cost: **£24,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopt a targeted reciprocal reading programme as a reading intervention for disadvantaged pupils who need additional help to</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	1, 2, 3

comprehend texts and address vocabulary gaps. SEND PP students will continue to have targeted literacy lessons using both reciprocal reading and rapid reading.	One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	
Internal tutoring Programme (English and Maths) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. SEND PP students will continue to have targeted literacy and numeracy lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 3
Internal sixth form mentoring programme for students on the PP register	Mentoring involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Mentoring EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school will continue to use (and extend the use of) the Boxall Profile and the Strengths and Difficulties Questionnaire – Youth in Mind which are already in	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy (Youth Endowment Fund)	5

<p>use by the Director of Inclusive Education</p> <p>The SENCO and Director of Student Welfare will continue to refer students in needs of support to Special Educational Services (SES) who provide Social, Emotional Mental Health support (SEMH).</p>	<p>Early Intervention Foundation’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	
<p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>PP coordinator will phone parents of students who are below the national average for their attendance once every term.</p> <p>Breakfast Club and Homework Club will be continued to try and help improve attendance.</p> <p>PP coordinator will analyse PP ATL at each assessment point and will liaise with HoY to provide appropriate intervention e.g. HoY reports/sixth form mentoring. A Breakfast Club and Homework Club will be set up to try and help improve attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All
<p>Music lessons fully funded for students on the PP</p>	<p>As well as being valuable in itself, arts participation can have a positive impact</p>	6

register and funding available depending on individual circumstances for extra-curricular clubs and cultural trips	on education outcomes when the interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	
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Total budgeted cost: £144,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 4 performance data and our own internal assessments, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrates that both disadvantaged and non-disadvantaged students at St Benedict's perform considerably better in these measures at St Benedict's than the national averages.

The data demonstrated that there has been a dramatic increase in Ebacc entry for both PP and Non PP students at St Benedict's - 2023 PP 48% Non PP 62% (compared to 2022 PP 32% and Non PP 31%). National figures – Percentage of disadvantaged pupils entering the Ebacc 2023 27.7% Percentage of all pupils entering EBacc 2023 39.3%.

The data demonstrated that our school's 2023 PP Attainment 8 was 42.67 (compared to 52.49 All Students) and 2023 PP Progress 8 was -0.44 (compared to 0.24 Non PP). Our school's 2023 PP Ebacc APS was 5.51 (compared to 6.68 All Students) and PP Ebacc APS score was 5.51 (compared to 6.68 All Students). These figures reveal that the gap widened between PP and non PP students compared to 2022. 2022 PP Attainment 8 was 49.27 (compared to 52.89 All students) and 2022 PP Progress 8 was 0.65 compared to 0.73 Non PP. Our school's 2022 PP Ebacc APS was 4.38 (compared to 4.71 Non PP). However, the data in terms of Attainment 8 and Progress 8 was more similar to 2019 data. 2019 PP Attainment 8 43.44 (compared to 51.95 All students) and 2019 Disadvantaged Progress 8 -0.26 (compared to 0.29 All students).

Nationally, 2023 Average Disadvantaged Attainment 8 was 34.9 (compared to 46.2 of all pupils) and 2023 PP Progress 8 was -0.57 (compared to 0.17 non disadvantaged) Nationally, PP Ebacc APS was 2.97 (compared to 4.05 for all pupils) and PP Ebacc APS was 2.97 (compared to 4.05 all pupils). Nationally, 2023 Ebacc % for PP students was 27.7% (compared to 39.3% all pupils).

Entry to EBacc and attainment across each headline measure was lower for disadvantaged pupils at St Benedict's compared to all other pupils in 2023.

The attainment gap, showing the differences between disadvantaged pupils and non-disadvantaged pupils, has widened in Attainment 8 when comparing to both 2018/19 exam data and 2021/22 data. For the percentage achieving grades 5 and above in English and maths, the gap has widened since 2018/19.

- for the percentage of pupils achieving grades 5 and above in English and maths, the gap widened in 2022/23 compared to 2021/22 (19.0 up to 30.0) and compared to 2018/19 (17.3 up to 30.0).

- the average Attainment 8 gap has widened from 9.99 points in 2018/19 and 4.19 points in 2021/22 to 11.98 points in 2022/23.
- the gap widened for the EBacc APS from 0.33 points in 2021/22 to 1.43 points in 2022/23.
- and the gap has narrowed for the rate of entry to the full EBacc from 5% percentage points in 2019/20 and -1 percentage points in 2021/22 to 4 percentage points in 2022/23.

Progress 8 scores for disadvantaged and non disadvantaged pupils showed that non disadvantaged pupils averaged a Progress 8 score of 0.10 whereas disadvantaged pupils averaged a Progress 8 score of -0.44. This means non disadvantaged pupils, on average, progressed more than expected when compared to similar pupils in their prior attainment group, whereas disadvantaged pupils achieved nearly half a grade less than expected by the end of KS4.

Our analysis suggests that there has been a dramatic increase in Ebacc entry for both PP and Non PP students but that PP students in particular were affected by the return to pre-pandemic grading and there also seems to be a correlation between a large increase in the percentage of PP students entering EBacc and a widening gap between PP and Non PP key performance measures, although PP students at St Benedict's performance at St Benedict's is considerably above national averages and compares favourably with non-disadvantaged national performance data.

Absence among disadvantaged pupils was 1.5% higher than their peers in 2021/22. This trend appears to be continuing in 2022/23 as the data from December 2023 shows that PP recipients' attendance percentage is 88.2% and Non PP is 93.9% (a gap of 5.7%) . We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Our evaluation of the approaches delivered last year indicate that the school is on line to achieve its target of 50% or more of PP students entering EBacc subjects by 2025 and that the performance of PP students at St Benedict's generally compares favourably with national performance figures for **all** students, although the gap has widened between PP and non PP students internally. The parts of our strategy that we have found particularly effective have been a continued focus on high quality first teaching.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. In particular, we will focus on providing more regular targeted academic support for PP students, particularly in Maths and English, but also

in all KS4 options by targeting PP students to attend revision sessions. We will also revive the Breakfast Club and make it universal.

The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Accelerated Reader Programme	Renaissance
GCSEPod	GCSEPod
KOOTH (Online Mental Health Wellbeing Community)	KOOTH PLC

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates it has significant benefits, particularly for disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.