

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 High School
Number of pupils in school	964
Proportion (%) of pupil premium eligible pupils	16.28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Allison Moise Dixon
Pupil premium lead	Helen Barnes
Governor / Trustee lead	Mr M O'Sullivan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 115,164.00
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22,904.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138,068.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve their targets across the curriculum.

Within the pupil premium strategy plan, all disadvantaged students are to be fully supported and this includes those students who are already high attainers. The needs of all students will be considered as well as the challenges faced by vulnerable students, 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.

The greatest impact on closing the disadvantage attainment gap is high-quality teaching. Well planned and well-resourced lessons with a focus on the support needed by students will not only benefit disadvantaged students, but also non-disadvantaged students in our school. With high quality teaching being the focus within the school, and the careful monitoring of students, the outcome will be non-disadvantaged students' attainment being sustained and improved alongside the progress of their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention within the classroom and small group intervention for those students whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive and meet the needs of the individual student. Diagnostic assessment will inform the school of the attainment and progress of students and there will be a focus on disadvantaged students as well as those who have gaps in their knowledge. As a school, we will:

- ensure disadvantaged students are challenged in the work that they're set
- ensure all disadvantaged students have access to emotional support if needed
- ensure all staff raise the expectations of disadvantaged students and intervene early when there are concerns

## Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged students is currently not in line with non-disadvantaged students across GCSE. This has resulted in lower progress scores for disadvantaged students. Specific interventions need to be put in place for these students in order to close the gap.
2	Assessments, observations and discussion with Year 7 students indicates that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
3	The number of disadvantaged students requiring additional support with social and emotional needs has increased significantly due to the pandemic. This is evident in the number of referrals for the learning mentors as well as the number of students needing to see the school counsellor.
4	Our current attendance for disadvantaged students is 1.6% lower than for non-disadvantaged (93.53% disadvantaged 95.23% non-disadvantaged). The Flu virus has had a significant impact on overall attendance this academic year. Covid is not having the same Impact this year as in 2021.  Yr 7 PPG seems to be the most impacted currently at 91.1% for the current year against the National average 90.09%, all other years PPG students are well above the National average.

## 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, with a focus Maths and English	The gap between disadvantaged and non-disadvantaged closes further. Students are making the same level of progress and this is evidenced in the progress 8 and attainment 8 scores
Improved reading comprehension among disadvantaged pupils across KS3.	Improved comprehension skills among disadvantaged students which is evident in tests. There is 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.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Feedback from the Learning Mentor Team highlights the improvement in wellbeing particularly from the disadvantaged students. All students who need to see a learning mentor or the school counsellor are seen
To maintain the outstanding attendance figures in the school and to continue to improve attendance of our disadvantaged students	The overall absence rate for all students being at/above 95% for all students including the disadvantaged students The percentage of all students who are persistently absent being below 5%

## 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.

### Targeted Teaching (for example CPD, recruitment and retention) £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The academy will recruit good to outstanding teachers to ensure outstanding quality first teaching.</p>	<p>Teaching and learning – Research conducted by the EEF found that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”. Quality first teaching, recruitment, retention and professional development will be part of our key focus. High standard of teaching benefits all students including pupil premium (Education Endowment Fund). DFE research 2015 – Leaders in schools that were more successful “focus on high quality teaching first rather than on bolton strategies and activities outside school hours”.</p>	<p>1</p>
<p>The academy will invest in CPD for whole staff training needs and will also support colleagues in external training. The academy will cover the cost for daily cover for staff participating</p>	<p>Staff are aware of all current policies, strategies and research.</p>	<p>1,2</p>

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**Targeted academic support (for example, tutoring, one-to-one support structured interventions) £61,124.00**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Enhancement of Maths teaching with intervention in the classroom so that the gap between disadvantaged and non-disadvantaged students closes	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	1
Improving literacy in all subject areas so that the gap closes between disadvantaged and non-disadvantaged	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	2
Specific intervention classes for Year 11 and 13 in holidays and after school to help close the gap between disadvantaged and non-disadvantaged	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	2

<p>Students to be assessed and allocated appropriate intervention groups for reading comprehension using for example Lexia</p>	<p>The school has invested in programs such as Lexia as they have been known to help students progress with reading comprehension.</p>	<p>2</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing). £45,936**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>School counsellor to have increased hours in order to support the wellbeing of students</p>	<p>There has been a significant rise in students who would benefit from seeing the school counsellor including those who are disadvantaged</p>	<p>3</p>
<p>Attendance and welfare officer will be appointed to improve attendance especially the year 7 disadvantaged.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Additional member of staff working within attendance communicating with parents and informing the pastoral team.</p>	<p>4</p>

<p>The academy will continue to employ 5 full time learning mentors and 1 part time as well as a Pastoral Support Manager.</p> <p>Contingency fund for issues such as uniform, laptops etc.</p>	<p>Students have regular meetings with the named staff and a good partnership has been established with families. Attendance and attitude to learning are tracked and support provided.</p> <p>14,162.00 has been set aside to support disadvantaged students in areas not identified above.</p>	<p>3</p>
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**Total sum - £138,060**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

The main reason for these outcomes points primarily to Covid-19 and the impact the pandemic had on different subject areas. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to support not only their academic progress but also their wellbeing.

Attendance in 2020/21 was 0.7% lower than the preceding year, but still high at 95.29%, and higher than the national average. Absence among disadvantaged students was just under 3% higher than their peers. 2% of this drop was due to two persistent absentees. As there is a gap between disadvantaged and non-disadvantaged attendance remains a focus of our current plan.

Our assessments demonstrated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
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Maths and English 1:1 online tuition to help fill in the gaps for disadvantaged and non-disadvantaged students when they returned to school in the spring term of 2021	TLC and Aspire

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

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. This has significant benefits for students particularly disadvantaged students.
- Ensuring students understand the 'catch-up' plan for all their subjects. This will include for example and explanation of how the curriculum will be delivered and what is expected of them. This will help alleviate worries and concerns about the curriculum.
- Continuing to have the support of the school counsellor with an extension to the days she was working.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.