

PUPIL PREMIUM STRATEGY STATEMENT

2021/2024

SCHOOL OVERVIEW

Metric	Data
School Name	Blessed Edward Oldcorne Catholic College
Pupils in School	1052
Proportion of Disadvantaged Pupils	17%
Academic Years Covered by Statement	2021/2022 – 2023/2024
Publish Date	December 2021
Review Dates	Termly & Regularly by SLT
Statement Authorised by	Greg McClarey - Headteacher
Pupil Premium Lead	Danny McCormack – Deputy Headteacher
Governor Lead	David Barclay
Last Formal Governors PP Visit and Report	4/10/21 (Termly)
Next Formal Governors PP Visit and Report	21/1/22

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£146,680
Recovery premium funding allocation this academic year	£20,300
Pupil premium funding carried forward from previous years	£0

Part A: Pupil Premium Strategy Plan

STATEMENT OF INTENT

At Blessed Edward Oldcorne Catholic College our intention is to adopt a long term, evidenced based strategy to help us to address the inequalities, challenges and barriers that many of our disadvantaged learners face. We aim to help all these children to achieve and fulfil their aspirations.

We recognise the importance of whole school culture, ownership and buy-in to address disadvantage. We also appreciate that disadvantaged pupils do not lack talent or the ability to make significant contributions to our society but what they do sometimes lack is the opportunity.

The importance of positive relationships and encounters is foremost in our approach because it is through truly knowing our learners that we can make accurate assessments of need. Our activities, therefore, are based on robust diagnostic assessment of need, not labels or assumptions.

Our ambition is to ensure that all learners, regardless of background or life experiences so far, receive high quality teaching, providing them with exciting, eye-opening and career enhancing opportunities.

We firmly believe that these children don't lack aspirations, but they sometimes lack the route, tools, knowledge, skills, and resilience to realise them. It is therefore essential that all staff have a shared understanding of high expectations looks like for all our learners and take on the mantra that 'no one is beyond reach'. Indeed, we hope that our disadvantaged learners are aware of, and feel, that they are loved, that they are wanted and that they do belong. We are also of the opinion that the greatest impact on what happens to these children occurs in the classroom, inclusive teaching and learning can change lives and every encounter and interaction matters. We will strive to nurture and support these pupils and encourage them to take a pride in their achievements.

We have also adopted a sharp focus on what we call our 'double disadvantaged' students, those who are both Pupil Premium and SEND.

Our approach is evidenced based, underpinned with a tiered approach in line with the Education Endowment Foundation framework. Coupled with this is the realisation that successful strategies to address disadvantage are built on the foundation stone of strong pastoral care which we believe is a real strength of our community and an integral part of our miss

CHALLENGES

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

Challenge Number	Detail of Challenge
1.	<p>Address the under-performance of disadvantaged learners in English.</p> <p>Our 2019 GCSE data shows that this group of students achieved roughly a grade below their peers.</p>
2.	<p>Improve reading comprehension and language development.</p> <p>Through our own curriculum analysis and based on EEF research we realise that we need to adopt a sharper emphasis and focus on disciplinary literacy.</p>
3.	<p>Addressing SEMH needs in the light of the Covid pandemic.</p> <p>Our school data reflects the fact that the number of SEND students with SEMH needs that we have, is above the national figure for this category of pupil.</p> <p>Our school wellbeing surveys, the high number of counselling referrals and discussions with children and parents all reflect the impact that the pandemic has had on SEMH of our community.</p> <p>Our analysis of online non-engagement figures disproportionately reflects the fact that disadvantaged learners had the highest levels.</p>
4.	<p>Developing meta-cognition and self-regulated learning to make our pupils 'better learners'.</p> <p>Feedback from both Teaching and Learning quality assurance and feedback lessons indicates that pupils have become less independent in regulating their learning.</p>
5.	<p>Reducing the rates of disadvantaged learner absence to bring them in line with their peers.</p> <p>Our in-school data shows that absence is an area of concern.</p>
6.	<p>Continue to reduce the rates of disadvantaged learner fixed term exclusions to bring them in line with their peers.</p> <p>Historically, our in-school data shows that this was an area of concern and is something that the college works hard to address.</p>

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
<p>Improve attainment and progress across the curriculum with a particular focus on English</p> <p><i>Outcomes for year's 1&2 of this plan are also referenced in more detail within objective 5 of the whole school 3 Year Strategic Plan.</i></p>	<p>English progress and attainment is now in line with or above national averages for all students and all key groups.</p> <p>Progress in the open element moves into the second quintile.</p> <p>Humanities progress shows an upward trend and/or moves into the second quintile.</p>
<p>Improved reading comprehension among disadvantaged learners</p> <p><i>Outcomes for year's 1&2 of this plan are also referenced in more detail within objective 4 of the whole school 3 Year Strategic Plan.</i></p>	<p>Responsive and adaptive curriculum planning is taking place.</p> <p>Consistent, embedded approach to the teaching of vocabulary and disciplinary literacy</p> <p>Staff feel confident and empowered to teach vocabulary and disciplinary literacy</p> <p>Increased P8 across Ebacc subjects and RE</p> <p>Increased P8 across Ebacc subjects and RE for disadvantaged students.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged</p> <p><i>Outcomes for year's 1&2 of this plan are also referenced in more detail within objective 7 of the whole school 3 Year Strategic Plan.</i></p>	<p>CPD on teaching and learning, curriculum and classroom management is focused on improving outcomes for students with SEND and in particular those with SEMH and Communication and Interaction needs. The college continues to work towards Trauma Informed Schools status.</p> <p>The college has obtained Trauma Informed Status and is offering a range of support to students with SEMH needs</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged learners in all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</p> <p>Student voice along with other quality assurance processes evidence that students are becoming better learners due to the introduction of the MARGE model.</p> <p>Quality assurance shows that the key drivers for ongoing college improvement are a secure part of the college's culture of high expectations</p> <p>External data for PP students' evidences year on year improvement and sustainability. PP progress continues to be better than national. PP strategy plan reviewed and in place for December 2023.</p>

<p><i>Outcomes for year's 1&2 of this plan are also referenced in more detail within <u>objective 1</u> of the whole school 3 Year Strategic Plan.</i></p>	<p>Student voice along with other quality assurance processes evidence that students are clearly benefitting from the MARGE model in terms of attitudes to learning and outcomes</p> <p>Departments identified as having an effective curriculum have moved to having a curriculum which is identified as a strength. All departments in the college are either rated as "beacon" or "strength" in terms of curriculum design.</p>
<p>To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.</p> <p><i>Outcomes for year's 1&2 of this plan are also referenced in more detail within <u>objective 6</u> of the whole school 3 Year Strategic Plan.</i></p>	<p>Relevant school staff automatically prioritise vulnerable students' attendance.</p> <p>Student absenteeism places no extra burden on teachers.</p> <p>Vulnerable students attendance in line with all students' attendance.</p>
<p>To reduce the number of disadvantaged pupils receiving fixed tern exclusions</p> <p><i>Outcomes for year's 1&2 of this plan are also referenced in more detail within <u>objective 1</u> of the whole school 3 Year Strategic Plan.</i></p>	<p>Reduction in the number of disadvantaged and double disadvantaged students receiving fixed term exclusions or accessing our St. John Bosco room.</p>

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

Budgeted cost: £73,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued enhancement of our English teaching and curriculum planning alongside close monitoring of disadvantaged students progress.	<ul style="list-style-type: none"> - Good outcomes in English have a significant input on the life chances of our students 	1
Improve reading comprehension by prioritising disciplinary literacy. We will fund professional development and appropriate resources for each subject area.	<ul style="list-style-type: none"> - Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. EEF - Improving Literacy in Secondary Schools - Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in English word-gap.pdf (oup.com.cn) - Reference objective 4 whole school strategy plan 	1,2,3,4
Developing metacognitive and self-regulation skills in all pupils. This will include teacher training, teacher support and release time.	<ul style="list-style-type: none"> - 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 Toolkit Strand Education Endowment Foundation EEF 	1,3,4
Embed the college drivers for Think SEND and knowing your Double Disadvantaged students through strategic meetings and planning at all levels.	<ul style="list-style-type: none"> - Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. - The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. <p>EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1,2,3,4

<p>Purchase National College training videos.</p>	<ul style="list-style-type: none"> - Research tells us that high quality teaching narrows the disadvantage gap - The college is always looking for new ways to motivate staff and effectively build <ul style="list-style-type: none"> a) Pedagogical Knowledge b) Subject Knowledge c) Pedagogical Content Knowledge <p>EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,2,3,4</p>
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TARGETED ACADEMIC SUPPORT

Budgeted cost: £46,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality tutoring based on need <u>Wave 2 Academic Intervention</u> <i>In school 'catch up' sessions for NSR (KS3) & GCSE 'needs based' interventions (KS4) – Supported by a team of Intervention tutors and teachers</i> <i>Barrier Reports established from 1to1 interviews and shared with staff on Mintclass</i> <i>High quality 121 and small group tuition</i> <i>Weekly SLT English & Maths meetings</i> <i>PP L10 groups established for all subjects</i> <u>Wave 3 Holistic Intervention</u> <i>Lead learning mentor supporting students on a 121 basis</i></p>	<ul style="list-style-type: none"> - <u>EEF Guide to the Pupil Premium Autumn 2021</u> <u>Tiered Approach 2</u> Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. 	<p>1,2,4</p>

<p><i>Appoint a new Lead Learning mentor assistant</i></p> <p><i>Needs based 121 interventions including CLA, EHCP</i></p>		
<p>Engaging with the National Tutoring Programme 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.</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> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,4</p>

WIDER STRATEGIES

Budgeted cost: £46,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting Students Social, Emotional and Behavioural Needs</p> <p>Increased capacity within the non-teaching pastoral support team and continuing to improve their knowledge and skills</p>	<p>Internal and external evidence indicates that student wellbeing has been adversely affected by the pandemic.</p> <p><u>Research Evidence</u> <i>'Impacts of lockdown on the mental health and wellbeing of children and young people'</i> https://www.mentalhealth.org.uk/sites/default/files/MHF%20Scotland%20Impacts%20of%20Lockdown.pdf</p>	3,6
<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. Attendance/support officers will be appointed to improve attendance.</p> <p><i>Referenced in more detail within objective 6 of the whole school 3 Year Strategic Plan.</i></p> <p>Current college attendance officer will continue to be developed and upskilled.</p>	<p>Internal and external evidence indicates that the attendance rates of disadvantaged students has been adversely affected by the pandemic.</p> <p><u>Research Evidence</u> DfE – Improving school attendance updated 7th December 2021 https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5
<p>Set aside a 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>	

Total budgeted cost: £146,680 – Plus additional Recovery Premium £20,300

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.

PUPIL EVALUATIONS INCLUDE

- Use of CAT tests for new Year 7 on entry
- Maths and English baseline testing
- 121 interviews 'Barrier Reports' with all disadvantaged learners – Key details shared with staff on MINTclass

RAG RATING OF PREVIOUS PLAN

GREEN = x62 Well on the way, working well or achieved already

AMBER = x21 Working towards achieving objective

RED = x7 Need to carry forward into new plan – more work needed

1. TEACHING PRIORITIES

MEASURE	ACTIVITY
Priority 1 <i>11/6/21</i>	<p><u>High Quality Teaching for All</u></p> <ul style="list-style-type: none"> ■ - Prioritising the curriculum ■ - Quality assurance of lesson planning, content and delivery to include long term memory retention, retrieval practice, special learning and recall tests ■ - Evidence within Teaching and Learning folders of whole class feedback addressing misconceptions ■ - Evidence of rigour with staff following college expectations
Priority 2	<p><u>Know your Disadvantaged Learners</u></p> <ul style="list-style-type: none"> ■ - Increase staff understanding of student's individual barriers to learning ■ - Continue to monitor staff Teaching and Learning folders including specific student details from the weekly Teaching and Learning and Pastoral CPD for all staff ■ - Whole school Intervention Plan/Mint Class updates/Barrier Reports/PEP Meetings/PP Cohort Profiles/Student Mentoring shared with all classroom teachers ■ - SLT monthly Intervention monitoring meetings ■ - Wave 1 Intervention strategies ■ - Effective diagnostic assessment identifying gaps and setting goals
Priority 3	<p><u>Improving Literacy</u></p> <ul style="list-style-type: none"> ■ - Embed PIXL unlock resources across the curriculum (Technical vocabulary for each subject – Tier 2 then stretching to Tier 3 Aspirational vocabulary)

Launch on 15th June + delivered to staff during 11th June 22nd June

<p>Wants to read more (Final review) Re-start 5/25/2021</p>	<ul style="list-style-type: none"> - Provide targeted vocabulary instruction in every subject including a focus on etymology - Embed specific reference to Literacy in departmental schemes of learning - Use of Circle Time to enable students to practice oracy thus becoming more confident to speak in formal situations and avoiding use of colloquial language or slang - CPD opportunities for our newly appointed Literacy lead 	<p>- It has allowed us to be more confident</p>
<p>Priority 4</p>	<p>Focus on Professional Development</p> <ul style="list-style-type: none"> - Quality CPD to be cascaded across the college, especially to support home learning - Development of a knowledge rich curriculum - All departmental curriculums reviewed and rewritten to enrich student experience of a knowledge rich curriculum - Provide students with exposure to opportunities and experiences to enhance their cultural capital - Provide opportunities for HOD's to visit 'outstanding' departments in other schools 	<p>- base class, looking for the parts - set text conversations - support with writing tools etc - part of (curriculum planning) (check on him or help) - Hope to start Sept 2021</p>
<p>Priority 5</p>	<p>Continue to address previous PP underperformance within the English Department</p> <ul style="list-style-type: none"> - English HOD continues to undertake the leadership training - Review new coherently and collaboratively planned English curriculum at KS3 & KS4 - Review the effectiveness of moving to 10 teaching groups at KS4 - Members of the English dept. to visit other outstanding English departments - Implement the findings of our external consultancy support and moderation - Review the impact of our two new Wave 2 intervention tutors - Review the impact of the TLR for whole school literacy - Link governor visit - Departmental moderation days - HOD to present an English dept. progress update to the full governing body - Student voice feedback regarding the KS4 set text 	<p>- See st Adjusting</p>

2. TARGETED ACADEMIC SUPPORT

MEASURE	ACTIVITY
Priority 1	<p>Establish a School Wide Intervention Plan ✓ - <i>-Building ✓</i></p> <ul style="list-style-type: none"> - Distribute to all staff – add individual student detail to Mintclass - Make continued reference to content in staff CPD and weekly briefing sessions - SLT and key staff meet monthly to review the plan - Expand and develop our existing 'needs based' whole college intervention strategy - Consolidate the role of our raising standards co-ordinator <p><i>Review of the role of the co-ordinator</i></p>
Priority 2	<p>Planning for Students with SEND</p> <ul style="list-style-type: none"> - Review the New LSM Provision - To ensure effective, targeted academic support - Ensure that within individual LSM caseloads, individual students can access the curriculum and are having their particular learning needs provided for <p><i>Significant</i></p>
Priority 3	<p>Help Students to Access and Organise Home Study ✓ - <i>(see above)</i></p> <ul style="list-style-type: none"> - Review of remote learning provision at home and providing identified students with chrome books - Provide parents with access to Knowledge Organisers for every topic, in every curriculum area - Homework Review - including setting all homework and uploading every lesson into Google Classroom - Expectation Evenings for every year group <i>7-11</i> - Re-structuring of homework club <i>- Pe - Sat 2/10/2021</i> - Parental Engagement - PEP Meetings ✓ - Half Termly disadvantaged reports from HOY's (SLT links) <i>- Sent out before reports</i> <p><i>Link to document</i></p>
Priority 4	<p>High Quality Tutoring</p> <p>Wave 2 Academic Intervention</p> <ul style="list-style-type: none"> - In school 'catch up' sessions for NSR (KS3) & GCSE 'needs based' interventions (KS4) – Supported by a team of intervention tutors and teachers - Barrier Reports established from 1:1 interviews and shared with staff on Mintclass - High quality 1:1 and small group tuition - Weekly SLT English & Maths meetings <i>2 minutes = 1:30</i> - PP L10 groups established for all subjects <p>Wave 3 Holistic Intervention</p> <ul style="list-style-type: none"> - Lead learning mentor supporting students on a one to one basis <i>1:1</i> - Appoint a new Lead Learning mentor assistant <i>1:1</i> - Needs based 1:1 interventions including CLA, EHCP ✓

3. WIDER STRATEGIES

MEASURE	ACTIVITY
Priority 1	<p>Supporting Students Social, Emotional and Behavioural Needs</p> <ul style="list-style-type: none"> ✓ Provide support for disadvantaged students especially wellbeing and mental health concerns within the current Covid climate (SJB Provision) – Ensure they feel 'safe' <i>Con</i> ✓ Establish the Edge Programme – participants initially based on the Year 7 PASS survey and feeder school information on entry ✓ PDE Programme – Key Themes – RSE, PSHE, British Values, Safeguarding, College Virtues, Online Safety, Citizenship and SMSC ✓ Full time counsellor - including specialist wave 2 group and Wave 3 121 interventions ✓ Restorative Justice ✓ POP – Positive Outcomes Project ✓ Be You Programme ✓ Sanctuary Provision ✓ Character Education ✓ Clear and consistent approach to classroom management and centralised sanctions system ✓ Pastoral team members fully trained in mental health and first aid ✓ Increase whole staff knowledge in trauma and mental health through CPD sessions ✓ Assign 4 student social workers to work to support our whole school social and emotional provision
Priority 2	<p>Communicate with and Support Parents</p> <ul style="list-style-type: none"> ✓ Regular cycle of PEP meetings ✓ Regular Pastoral Support meetings ✓ 'Expectations Evenings' for all year groups <i>7 + 11 feasibility 2/11</i> ✓ Personal invitations to Parents Evenings ✓ Home visits ✓ Appointment of a Pastoral Support Administrator – <i>Sept 2021</i> ✓ Seek opportunities for Positive contact/communication home – <i>2/11</i> ✓ 'No homework' texts – <i>10/11 11/21 20/21</i> ✓ College App promotion & awareness of online curriculum support e.g. Knowledge Organisers ✓ College Website ✓ Encourage summer reading

MEASURE	ACTIVITY
Priority 3	<p><u>Raise the Aspirations of our Disadvantaged Learners</u></p> <ul style="list-style-type: none"> ✓ Develop and enhance the role of our careers and aspirations co-ordinator - 121 interventions ✓ Aspire to a 20% model for all enrichment activities - Priority for events and visits using NCOP funding ✓ Individual careers interview for all PP students in Year's 9,10&11 ✓ Prioritise for additional help e.g. External link interviews for apprenticeships ✓ Ensure pupils are ready for the next stage of education (KS5) ✓ Application process support ✓ Year 12 invited back for additional support e.g. NEET's - 6000
Priority 4	<p><u>Increase the Attendance of Disadvantaged Learners</u></p> <ul style="list-style-type: none"> ✓ Develop and extend the role of our attendance officer ✓ Weekly Mts. cccs & Fortnightly Mts. cccs/cam ✓ Home visits ✓ Text home before 11.00am each day ✓ HOY issued with priority lists for action ✓ Parents invited in for Mts. ✓ Courtesy calls home relating to 'patterns' and return dates ✓ 100% weekly attendance rewards ✓ Appropriate penalty notices employed where necessary
Priority 5	<p><u>Reduce the Fixed Term Exclusion Rate of our Disadvantaged Learners</u></p> <ul style="list-style-type: none"> ✓ Develop and enhance the role of our lead learning mentor inc. CLA/PP+ 121 mentoring and attending all PEP reviews ✓ Enhance the provision opportunities within our SJB Room inc. increasing 121 PP interventions and selected priority access

Select + 7+8

Lin 7

Externally Provided Programmes

Programme	Provider
<p><u>The Be You programme</u> is a 10-12 week bespoke alternative provision which aims to raise the self-esteem, confidence and resilience of young people.</p>	<p>Worcestershire Children First Virtual School https://www.worcestershire.gov.uk/info/20757/the_virtual_school/2185/virtual_school_training_providers</p>
<p><u>The Positive Outcomes Project (POP)</u> POP will provide 1:1 work with children and young people or provide group work for children in their school setting. It aims to deliver services for children and young people within their communities whilst providing high quality placements for student social workers</p>	<p>Worcestershire Children First POP@worschildrenfirst.org.uk</p>
<p><u>Maths and English Intervention</u> Supporting our students on a needs basis</p>	<p>Kip McGrath https://www.kipmcgrath.co.uk/</p>
<p><u>The Edge</u> The aim of this programme is to develop and accredit students with those personal attributes essential for employability and life</p>	<p>PIXL</p>
<p><u>Nessy Fingers</u> Gets children typing real words fast and introduces spelling practice immediately. It follows a structured sequence of word lists that progress from easy to complex</p>	<p>Nessy Fingers Touch Typing for Home https://www.nessy.com/en-gb/product/nessy-fingers-home</p>

Further Information

OUR VISION

Blessed Edward Oldcorne Catholic College is a Catholic community of aspiration, dedicated to all our students excelling spiritually and academically both within our college and beyond. Everything we do is encapsulated in our Mission Statement, "For the Greater Glory of God" and our core purpose is to develop virtuous young people. Our vision is that all members of our community fulfil their vocation and play their part in making the world a better place. In order to do this, we all strive to be people of good character as described by our college virtues.

Additional Activity

Our pupil premium strategy has been supplemented by additional activity -

- embedding more effective whole school practice around feedback
[EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils
- ensuring pupils and parents understand our 'catch-up' plan by providing information about the support they will receive, how the curriculum will be delivered, 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 school based counsellor to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. As part of the schools 20% model, disadvantaged pupils will be encouraged and supported to participate

Planning, Implementation, and Evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

Our Pupil Premium lead attended National Pupil Premium Reviewer Training Review conferences training to get an external perspective and to support the formation of our own plan

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database <https://educationendowmentfoundation.org.uk/support-for-schools/families-of-schools-database> to view the performance of disadvantaged pupils in schools similar to ours

We looked at a number of 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 a number of 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 put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

The items below highlight a sample of the range of further strategies and activities that we employ to support our disadvantaged learners

- Summer to school to aid KS2-KS3 transition
- PEP (Pupil Exam Preparation) meetings to encourage parental engagement
- Membership of The Brilliant Club – Helping our disadvantaged learners to gain access to competitive universities
- Introduction of the MARGE meta cognition model - Motivate, Attend, Relate, Generate, Evaluate
- Regular 'meetings around the student'
- Regular cycle of staff CPD based on our disadvantaged learners
- Use of St. John Bosco room providing a safe and nurturing learning environment
- Implementation of our school wide Restorative Justice programme