



Pupil Premium Strategy Statement

Blessed Edward Oldcorne Catholic College

2025-2028



Detail	Data
Number of pupils in school	1056
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Greg McClarey
Pupil premium lead	Paul Edmunds
Governor / Trustee lead	Philip Fowler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£189,000
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

“Carry each other’s burdens, and in this way you will fulfil the law of Christ.” Galatians 6:2

At Blessed Edward Oldcorne Catholic College our intention is to adopt an adaptive, long term, evidenced based strategy to help us to address the inequalities, challenges and barriers that many of our disadvantaged learners face. We have high expectations 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 recognise the importance of whole school culture, ownership and buy-in to address disadvantage. Disadvantaged pupils do not lack talent or the ability to make significant contributions to our society. We have encountered many barriers to success for disadvantaged pupils, while financial poverty is one, we have identified a poverty in **stable and supportive parenting**, poverty in **aspiration**, poverty in **self-confidence**, poverty in **attendance**, poverty in **mental health and well-being**, poverty in **reading** and a poverty in **self-regulation and social interactions** also play a significant role in limiting student success. Pulling down barriers will take more than simply throwing money at them.

Our disadvantaged cohort show a significant gap on entry to our school. While our non-disadvantaged students start school with a mean CAT score of 105, our disadvantaged students have a mean score of 99. This is also reflected in reading age, on average there is a 3 year gap between disadvantaged and non-disadvantaged students. In our current Year 11 cohort, 18% are designated EAL and 16% have SEND needs.

Our ambition is to ensure that all learners, regardless of background or life experiences so far, receive a high-quality teaching experience, thus enabling them to achieve improved outcomes. We are 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 strive to ensure all staff have a shared understanding we will strive to nurture and support these pupils and encourage them to take a pride in their achievements.

This plan forms part of our whole school **“Think Barriers”** strategy and will focus on the poverty element of this strategy.

Our approach is evidenced based, underpinned with a tiered approach in line with the Education Endowment Foundation framework. We will drive our strategy along 5 key strands: **Aspirations, Academic, Character and Culture, Parental support and Nutrition, Health and Well Being**. Each strand, where possible, will have specific, deliverable and measurable targets which will be regularly reviewed and adapted.

Challenges

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

Strand number	Detail of challenge
1 Academic.	To ensure all disadvantaged students achieve their potential. PP students achieve academic outcomes which reflect their ability and prior achievement at KS2. Enable all students, including disadvantaged, to have age-appropriate reading skills to enable them to access the full curriculum. Ensure all staff know their class, in particular their PP students. Ensure all teaching staff make reasonable but deliberate adjustments to their classroom practice to support disadvantaged students. We need to improve the speed of identification if any disadvantaged student has any unmet learning need and ensue support is put in place.
2 Aspirations	Improve disadvantaged students access to enhanced careers support to give them the richest and widest horizon when leaving school.
3 Parental Support	Disadvantaged students do not maintain the same attendance profile as non-disadvantaged students. A significant attendance gap persistent in all year groups. Encourage all disadvantaged parents to attend all parental meetings/parents evenings.
4 Character and Culture	Support all students, including disadvantaged, to modify self-behaviour. Disadvantaged students are overrepresented in after school detention and internal isolation figures. Analysis has shown that disadvantaged students are underrepresented in wider school activities such as, school trips, performances, sports teams etc
5 Nutrition, Health and Well Being.	Ensure students have access to well-balanced nutrition when at school. Access to quality sports teaching, sporting equipment, sport teams and clubs and access to healthy lifestyle education. Access to mental health and wellbeing support is readily available to disadvantaged students.

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
1 Academic	Number of disadvantaged students achieving a standard pass in both English and Maths moves from 36% in 24/25 to 50% in 25/26. Attainment 8 score of disadvantaged students moves from 32.59 to 42.99. Our school has developed a Teacher Tool Kit to support high quality teaching and learning for all students. Included in this tool kit is an emphasis on high quality and inclusive questioning to enable teachers to show how they can make reasonable but deliberate modifications to their classroom practice. Through extracurricular reading interventions disadvantaged students achieve an age-appropriate reading age. Disadvantaged student progress is regularly monitored and middle leaders challenged over issues of concern. Governors receive regular feedback on disadvantaged progress.
2 Aspirations	38 disadvantaged students receive regular personalised careers advice, guidance and employer encounters. New opportunities created to expose disadvantage students to a wide range of possible careers. Disadvantaged student extra-curricular participation increased.
3 Parental support	Disadvantaged students maintain same attendance profile as non-disadvantaged students. Disadvantaged Student Support Officer works closely in school with students who fall into the 90-93% attendance category. Disadvantaged Student Support Officer works in school and out of school (home visits) with students who fall into the 90-85% attendance category. Students who fall below 85% attendance are assigned to the School Persistently Absent Welfare Officer (L Cassamassa) Parents personally invited to attend parents evenings and other events. Disadvantaged Student Support Officer creates a range of parental support strategies. Increase in targeted home / school communications to disadvantaged families.
4 Character and culture	Implement a proactive approach to low level behaviour management in conjunction with restorative justice, pastoral support, school counsellor and external agencies, disadvantage students are not overrepresented in discipline figures. Increase in

	disadvantaged students participating in wider school community activities, to meet at least 20% threshold. Modify trip approval process to make trip organisers prioritise disadvantaged students and compare previous trip percentages to show continued disadvantaged engagement. Inclusion Quality Mark status achieved, providing a nationally recognised framework to recognise and develop inclusiveness.
5 Nutrition, Health and Wellbeing.	Parental support website in place and school counsellor offers parental support events. Students supported in curriculum through PDE lesson Nutrition, health and wellbeing intrinsic in Year 11 GCSE preparations. Student participation in sports clubs/teams monitored.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff use Blessed Edward Teacher Tool Kit to deliver high quality lessons for all learners. Deliberate adjustments made to support disadvantaged learners. Continue to use PiXL resources and support.	Teacher–Student Dialogue During Classroom Teaching: Does It Really Impact on Student Outcomes? Christine Howe, Sara Hennessy, Neil Mercer, Maria Vrikki & Lisa Wheatley Over 15 years of working with PiXL	1,2
All teaching staff use Focus Five strategy. Up to 5 disadvantaged identified in each class. Reasonable but deliberate adjustments made to support their learning	Focus Five – a high impact, low-cost response to disadvantage – Department of Education – Phil Stock 2025	1,2

Appoint a Whole School Disciplinary Reading Coordinator. Improve reading comprehension by prioritising disciplinary literacy.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.	1,2,5
We will fund professional development and appropriate resources for each subject area. Including School of PiXL Leadership and Clinics.	EEF - Improving Literacy in Secondary Schools -Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in English.	1,2
Ensure PDE lessons provide opportunities to explore Nutrition, Health and Well Being support.	Reynolds AJ, Temple JA, Ou S, et al. Effects of a School-Based, Early Childhood Intervention on Adult Health and Well-being: A 19-Year Follow-up of Low-Income Families. <i>Arch Pediatr Adolesc Med.</i> 2007;161(8):730–739. doi:10.1001/archpedi.161.8.730	3,5
Embed aspirations and career guidance in all curriculum areas. Making the link between subjects and career pathways explicit for all learners, including disadvantaged.	Musset, P. and L. Mytna Kurekova (2018), "Working it out: Career Guidance and Employer Engagement", <i>OECD Education Working Papers</i> , No. 175, OECD Publishing, Paris, https://www.goodcareerguidance.org.uk/case-study/linking-curriculum-learning-to-careers	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
College Reading-Coordinator to test and create reading interventions for all year groups	Sullivan, A. & Brown, M. found that the impact of reading for pleasure on vocabulary, Maths and spelling between 10 - 16-year-olds was four times greater than the impact of a parent holding a degree qualification.	1,2
Support identified students with wave 2 or 3 intervention in GCSE English and Maths	Students working with English intervention staff regularly achieve or exceed their Fischer targets.	1,2
Disadvantaged student data regularly analysed and acted upon.	PP data across all year groups is analysed by HODs. Students who are underachieving are regularly discussed at raising standards meetings and included in departmental pre-mortems.	1,2,4
Structured intervention for KS3 students who fall into the Non-Secondary Ready category for English and maths based on SATS results.	Data analysis provides progress information which can be used for other intervention approaches.	1
Continue to embed targeted academic meetings with disadvantaged students and parents. Including one to one student meetings throughout the year and parental PEP meetings, following specific assessment milestones.	Several years of parental and student feedback. Several years of observing the motivational impact a PEP meeting has on students/ parents and subsequently increased parental engagement.	1,2,3
Continue to develop support with our able disadvantaged students. Continue to embed the	PP strategies must also support HPS PP students.	1,2,4

Scholars Programme to promote University careers pathways. Develop our KS3 able readers programme. Develop our Y11 8 to 9 programme, both run by Sophie Gilson.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Librarian created a school reading canon for each year group. Form tutors read twice a week with their form group.	EEF - Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in English	1,4
Appoint a Pupil Premium Support Officer . The role will include: Regularly meeting with all PP students to maintain a pastoral relationship, remove barriers where encountered. Enable all PP students have access to support across the 5 identified areas of need. Develop the role to include home/school contact by visiting parents who do not regularly interact with school. Support parents of students who's attendance falls below 90%. Develop a pre-emptive approach to attendance management.	Research Evidence DfE – Improving school attendance (Updated) December 2021 https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	ALL
Encouraging wider participation of disadvantaged student in the cultural life of the school.	Remove the need for disadvantaged parents to apply for trip funding. Trips will be opened to disadvantaged parents a week before non-disadvantaged parents. PP trip subsidy will be built into the trip amount seen by disadvantaged parents. Where possible, parents will be contacted personally, to inform them of upcoming trips. Extra-curricular participation carefully monitored Advanced funding on school website to enable advanced financial planning by parents.	4

Supporting Students Social, Emotional and Behavioral Needs Increased capacity within the non-teaching pastoral support team and continuing to improve their knowledge and skills	Internal and external evidence indicates that student wellbeing has been adversely affected by the pandemic. Including: trained mental health first aiders, students nominating 2 emotionally available adults and regular mental health questionnaires. <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	4
Implement a proact – behaviour system to reduce disadvantaged students over representation in suspension and negative behaviour point analysis.	Rideout, Glenn, et al. "Measuring the impact of restorative justice practices: Outcomes and contexts." <i>Journal of Educational Administration and Foundations</i> 21.2 (2010): 35. EEF – Improving Behaviour in Schools NIHR ARC West – Behaviour in Schools Study (2024) University of Southampton (2024) Emotional and Behavioural Difficulties Journal	4
Develop a deeper relationship with parents: Develop a parental communication app. Year 11 exam preparation support evenings, PDE Q/A sessions, Counsellor led sessions, one-one parent exam support meetings (PEP), disadvantaged parents personally invited to parents evenings, develop website to have greater support for cost of living and mental health and well being. Develop a parental forum, personally invite disadvantages parents to attend.	Understanding the Impact of Parent School Involvement on Children's Educational Outcomes Gail L. Zellman & Jill M. Waterman University of California, Los Angeles	3
Work Experience Co-ordinator prioritises disadvantaged students to ensure they have	https://www.goodcareerguidance.org.uk/case-study/experiences-of-workplaces	2

access to high quality work based experiences.		
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Part B: Review of the previous academic year

GCSE outcomes for disadvantaged students.

Prior attainment		
	PP	Non-PP
2024 (19)	100.42	106
2025 (33)	99	105

Relative performance	2024	2025
APS		
E&M Threshold		
Both Subjects 5 or Above	31%	18%
Both Subjects 4 or Above	44%	36%
Progress 8		
Progress 8 Entries	18	n/a
Progress 8 Score	-0.64	n/a
Attainment 8	39.63	33
Performance		
EBACC APS	2.78	2.57
Strong pass in Maths	37.58 %	21%
Strong Pass in English	37.58 %	33%

National Comparison 2025		Nat.
A8		
P8		

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
WEST – Wellbeing and Emotional Support Teams in Schools The Wellbeing and Emotional Support Teams (WEST) in schools service is designed to help children and young people ages 5-18 years access mental health and wellbeing support early on in educational settings.	Wellbeing and Emotional Support Teams in Schools Herefordshire and Worcestershire CAMHS
Malachi Malachi are a not for profit, therapeutic family support organisation founded in 1991, working across the Midlands and Staffordshire. We support parents/carers, young people and professionals through a range of counselling based therapeutic interventions to create lasting change.	Malachi Billesley Ark 725 Yardley Wood Road Billesley Birmingham B13 0PT
<u>The Edge</u> The aim of this programme is to develop and accredit students with those personal attributes essential for employability and life	PIXL.org