# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to

## 2022 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.

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## School overview

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| Detail | Data |
| School name | Stuart Bathurst Catholic High School |
| Number of pupils in school | 721 / 886 |
| Proportion (%) of pupil premium eligible pupils | 313 = 43.4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Gavina Raindi /  Richard May |
| Pupil premium lead | Stewart Holder |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £289,365 |
| Recovery premium funding allocation this academic year | £43,935 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £333,300 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Leaders at Stuart Bathurst seek to articulate the purpose and principles of our curriculum as underpinned by both our values in faith, and, the context of our school (and its place within a growing Multi Academy Trust). As a diverse secondary school in Wednesbury, we believe that instilling the qualities – as set out in the Catholic Schools Profile – will help our young people grow into ambitious, loving and community-minded citizens; keen to build the successful futures they so richly deserve.  We celebrate our position as a knowledge-engaged school: where the effective development of knowledge and skills are intertwined in our classrooms to enable students to benefit from the broad and balanced curriculum we work hard to offer – not least across a three-year KS3; where they keep their entitlement to a wider range of precious subjects for longer. We also continue our embrace of Blooms Taxonomy, but now ask that greater emphasis is placed on the processes of gaining, retaining and recalling knowledge. Furthermore, knowing that access to (and application of) language is key, we place considerable emphasis on the improvement and promotion of Reading and Writing across the curriculum.  While staff in each separate subject area are passionate about helping students to create deep and long-lasting relationships with their academic discipline, we also understand the importance of working together across departments – finding ways to celebrate common areas of knowledge and skills for life. We expect our classrooms to be places of curiosity; where adults bring out in young people an excitement for learning and a hunger to know more and remember more.  In active collaboration with our Primary and Secondary partners, our goal is to use knowledge of what students have studied at our feeder schools, and build upon those foundations in ways that seek to generate outstanding progress at secondary level and beyond. We believe that a curriculum based on a solid understanding of how reading, writing, number work (and other subjects) are delivered in earlier years, will invite greater challenge and aspiration, as well as more seamless routes to age-expected progression.  Enrichment and entitlement should never be an afterthought and outside of the classroom, our students should benefit from a wide range of experiences and celebrations in the hope they will make lasting memories and well as academic progress. Preparing young people for the wider world and later life should always be central to our considerations when planning what they do now.  When it comes to designing what will be taught, we believe that successful knowledge-gain should be cumulative and sequential. Therefore, those writing curriculums are led to ensure that the principles of the science of learning are embedded when doing so to ensure that pupils are given every opportunity to know and remember more. Whether planning for the year, the topic, the week or the day, we rest our approach on the simplicity of two sets of questions: Where have students been? and Where do they need to get to? What do they need to know? and What must they remember to succeed? Subject Leads are also supported in developing individual Feedback and Assessment policies that best fit the needs (and differences) of their domain.  When it comes to the effective delivery of what has been planned, our policies for both T&L and BfL unapologetically put relationships and routines first. Students accustomed to warm, positive and engaging environments where they expect to be actively challenged by teachers who know them (and their individual needs) well, will be primed to know and remember more.  In finding evidence of the impact of our curriculum provision (including excellent outcomes and destinations for all students), holistically, we look first and foremost to celebrate the happiness and successes (however small) of the individual child on their individual journey. That said, attainment and progress data continue to be scrutinised by leaders at every level – with now a greater cultural shift of teachers owning their own class data and determining and measuring interventions through robust systems of monitoring and tracking. In simple terms, where our teachers identify then correct gaps in knowledge, impact is there to be seen: because the child moves forward as a result of what we do. We try to understand objective setting at National, Whole-school and Classroom levels, as we plan to keep our curriculum and its effectiveness under constant evaluation and review. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Academic Gap as a result of the pandemic – there was a slight gap between disadvantaged and non-disadvantaged students in the last externally validated exams (2018-19). This gap has increased in the Teacher Assessed Grade (2020-21).   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **2018 – 19 Exam Grades** | | **2020 – 21 TAG’s** | | |  | **All Students** | **Gap between disadvantaged and others** | **All Students** | **Gap between disadvantaged and others** | | **Progress 8** | -0.19 | -0.05 | -0.03 | -0.74 | | **Attainment 8** | 42.54 | -3.70 | 49.66 | -13.95 | | **% 4+ E&M** | 62.4% | -11.2% | 66.2% | -38.5% | | **Ebacc Entry** | 5.7% | -3.9% | 21.8% | -3.7% |   The progress and attainment for all students has increased with the gap widening. The EBacc entry for all students has increased and the gap has narrowed slightly. |
| 2 | Attainment on Entry – attainment on entry of:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | **Reading** | **Maths** | **Average** | | **Year 9 PP**  **(68 students)** | **PP** | 102.1 | 102.3 | 102.4 | | **Others** | 104 | 105.4 | 105 | | **Gap** | -1.9 | -3.1 | -2.6 | | **Year 10 PP**  **(61 students)** | **PP** | 104.5 | 104.6 | 104.8 | | **Others** | 105.3 | 104.5 | 105.3 | | **Gap** | -0.8 | +0.1 | -0.5 | | **Year 11 PP**  **(students)** | **PP** | 102.4 | 103.3 | 103.1 | | **Others** | 104.2 | 105.2 | 105 | | **Gap** | -1.8 | -1.9 | -1.9 | |
| 3 | Attendance – the attendance at Stuart Bathurst is in line with national average figures but there is a gap between disadvantaged students and their peers in attendance. This gap has widened during the pandemic.   |  |  |  |  | | --- | --- | --- | --- | |  | **Pupil Premium Attendance** | **Others Attendance** | **Gap** | | **2018 - 19** | 94.19% | 96.31% | -2.12% | | **2019 - 20** | 91.96% | 95.51% | -3.55% | | **2020 - 21** | 90.21% | 94.68% | -4.47% | |
| 4 | Literacy – the literacy levels on entry to Stuart Bathurst is lower for disadvantaged students. The table shows the literacy levels for our last two cohorts.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | **Age** | **Reading Age** | **Difference** | | **Year 7 PP**  **(57 students)** | **PP** | 11.47 | 10.09 | -1.38 | | **Others** | 11.55 | 10.56 | -0.99 | | **Gap** | -0.09 | -0.47 | -0.39 | | **Year 8 PP**  **(71 students)** | **PP** | 12.53 | 10.59 | -1.94 | | **Others** | 12.48 | 11.04 | -1.44 | | **Gap** | 0.05 | -0.45 | -0.49 |   This data shows the impact of the pandemic on the students literacy levels. On average, the students reading age are below their actual age. There is a gap between disadvantaged and non-disadvantaged students. |
| 5 | Hardship – Many of our families, both disadvantaged and those who are not, have experienced significant levels of financial hardship since the onset of the pandemic. Many report through parent meetings, parent phone calls and parent voice that they struggle for IT and internet access at home, as well as quiet places for students to complete their homework. |
| 6 | Wellbeing – Many of our students have experienced challenges during the pandemic and lockdown that has exacerbated mental health concerns and well-being issues. We have experienced a significant spike in safeguarding referrals, need for counselling and mentoring across the school. These issues are repeated nationally. |

## 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.

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| Intended outcome | Success criteria |
| Disadvantaged students have well-above national average (for disadvantaged students) for P8, A8 and E&M 5+. | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | National DA 2019 | National Average 2019 | 2021 – 22 | 2022 – 23 | 2023 - 24 | | Progress 8 | -0.45 | 0.00 | -0.15 | -0.05 | 0.05 | | Attainment 8 | 36.7 | 46.7 | 42 | 44 | 47 | | % students achieving grade 5+ in English and Maths | 24.7% | 43.2% | 30% | 35% | 40% | |
| Disadvantaged students have well-above national average entry rate for EBACC subjects at KS4. | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | National DA 2019 | National Average 2019 | Year 10  (2022 – 23) | Year 10  (2023 – 24) | | Ebacc Entry | 27.5% | 40% | 25% | 35% | |
| Disadvantaged students have at least national average attendance.  Disadvantaged students have below national average (all students) of persistent absence | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | National FSM (2019 - 20) | National Average (2019 - 20) | LA DA  (2020 - 21) | LA Average  (2020 - 21) | 2021 – 22 | 2022 – 23 | 2023 - 24 | | Attendance | 90.70% | 94.5% | 90.6% | 93.29% | 92% | 93.5% | 94.5% | | Persistent Absence | 28.50% | 13.7% | 31.41% | 22.47% | 25% | 17% | 13% |   \*Using data provided by Sandwell Local Authority and have used national comparator for FSM due to absence of a PP figure. |
| To improve the literacy of all of our students through focus on disciplinary literacy and to embed this within our curriculum | Data from accelerated reader will indicate that disadvantaged Year 7 and 8 students will show that they are in line with their chronological age.  Data from accelerated reader will indicate that all disadvantaged Year 7 and 8 students are reading regularly and they are progressing in the level of the book.  Lesson observation data will indicate that staff are guiding practice with regards to reading, writing and key vocabulary. Explicit techniques will be seen during learning walks.  Staff will report that they are able to use a range of strategies to embed explicit teaching of disciplinary literacy within the subject areas.  Book monitoring will indicate that the extended writing of students is improving over time.  Students will be able to tell us the meaning of key vocabulary within subjects and will be able to read well. |
| To use our Pastoral Support programmes to achieve and sustain improved wellbeing for all students who need additional support through high quality pastoral intervention, including counselling, mentoring and careers / progression support. | Counselling Provision  Provision has been increased by an additional 5 hours a week. This has meant that wait times are shorter and more clients are being seen.  15 students are currently being seen, with a further 14 who have had contact with a counsellor this year. Counsellors have identified 6 students whose needs would be considered ‘ongoing’.  There are currently 13 young people on the waiting list.  Increased number of senior staff and pastoral staff with specialist safeguarding training, Level 3 and detailed understanding of specific key contextual safeguarding risks. To have 6 members of staff trained in 2021, and 8 in 2023-2024. |
| To improve the welfare of all of our students, through supporting financial hardship, increased before and after school support / provision, including a free breakfast for all disadvantaged students. | Re-introducing the free breakfast for every PP student who requires it. rising to 100 in 2023-24.  Average of 20 students accessing after school library and homework supervision each day in 2021-22, rising to 30 in 2023-24.  Financial hardship support for families is clearly access (through local council, foodbanks, and uniform/equipment support in school) |

## 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: £90.818

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Ensuring high quality teaching and curriculum in every classroom**  -Implementation and maintenance of the ‘Bathurst Basics’  - Coaching training – build in time for coaching support for teachers  - Identify staff who need support with aspects of teaching and provide them with a suitable coach.  - Monitor the progress of staff on coaching programmes to ensure the best possible outcomes for students through lesson observations and learning walks.  - Ensure high quality delivery of curriculum for all students  - Embedding the great teaching plan in every classroom. (Do now, self- assessment, stop and jot, guided practice leading to independent practice, review)  -Provide whole school, departmental and 1-2-1 CPD to ensure that staff know which techniques work and can sequence learning appropriately.  -Ensuring that teachers who are at the start of their careers have a coherent training programme and access to high quality mentoring and support. | **Evidence for including a do now in each lesson**  **Do now Technique 20**  Lemov, D., Hernandez, J. and Kim, J., 2015. *Teach Like a Champion 2.0*. 2nd ed. Jossey-Bass: Wiley, p.161.  Assessment for not assessment of learning  Kirschner, P. and Hendrick, C., 2020. *How learning happens*. 1st ed. New York: Routledge, pp.187-195.  **Evidence for self-assessment and checking for understanding**  Assessment for not assessment of learning  Kirschner, P. and Hendrick, C., 2020. *How learning happens*. 1st ed. New York: Routledge, pp.187-195.  [EEF-meta-cognition-and-self-regulation.pdf](file:///C:\Users\Holder%20Family\Downloads\EEF-meta-cognition-and-self-regulation.pdf)  **Evidence for direct instruction – stop and jot leading to guiding practice**  Direct Instruction  Kirschner, P. and Hendrick, C., 2020. *How learning happens*. 1st ed. New York: Routledge, pp.176-185.Direct instruction.  Direct instruction gets no respect but it works <https://3starlearningexperiences.wordpress.com/2018/05/01/direct-instruction-gets-no-respect-but-it-works/>    Kirschner, P. and Hendrick, C., 2020. *How learning happens*. 1st ed. New York: Routledge, pp.3-13.A novice is not a little expert.  [Principles-of-Insruction-Rosenshine (3).pdf](file:///C:\Users\Holder%20Family\Downloads\Principles-of-Insruction-Rosenshine%20(3).pdf)  **Evidence for regular review**  Learning techniques that really work  Kirschner, P. and Hendrick, C., 2020. *How learning happens*. 1st ed. New York: Routledge, pp.209-216.  **Evidence for Instructional Coaching** | 1 / 2 / 4 |
| **Improved data-led teaching and use of assessment across the school, to identify early gaps in student knowledge and understanding**  -Invest in CPD on data-led teaching and use of assessment to increase speed of being able to intervene when students are struggling | Evidence from EEF for use of standardised assessments to track progress:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/)  Within ‘intelligent assessment’ and responding to assessment, feedback is critical – evidence for this comes from EPI/EEF: [Systematic-Review-of-Feedback-EPPI-2021.pdf](file:///N:\My%20Settings\Downloads\Systematic-Review-of-Feedback-EPPI-2021.pdf) | 1 / 2 / 4 |
| **Improving literacy across the school and embedding a culture of reading in all year groups**  - CPD sessions  -Whole-school approach refined  - ‘Accelerated Reader’ software rolled out | Evidence from EEF around how to improve literacy in secondary schools:  [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)  Evidence for improving literacy linked to attainment in English and Maths:  [word-gap.pdf (oup.com.cn)](https://www.oup.com.cn/test/word-gap.pdf)  Reading comprehension strategies evidence of impact from EEF:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 1 / 2 / 4 |

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

Budgeted cost: £*140,482*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Reduced group size/increased team teaching to provide additional support for key groups**  - Team teaching/additional support used in-lessons to add small group tuition  - Group size kept small for Year 10 and 11 – core subjects | Evidence for in-class small group tuition  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  Small group tuition can add 4 months of progress, particularly impactful if targeted based on assessment data  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size> | 1 / 2 / 4 |
| **Targeted academic support through the Tutoring Programme and intervention**  -Small Group tuition for students across subjects based on progress/attainment and impact of lockdowns | Evidence from EEF that small group tutoring can, when appropriately targeted, be used to close knowledge and attainment gaps.  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  One-to-one tutoring evidence.  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 1 / 2 / 4 |

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

Budgeted cost: £*102,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Widening access to enrichment and hardship support across our school community**  -Providing breakfast club for all students with a free breakfast every day and an earlier start  -Hardship fund to support with individual barriers to learning and families with short-term financial hardship  - Extend Library to extend school time and supervision  -Increased extra-curricular programme | Evaluation of impact of National School Breakfast programme: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme>  Evidence for impact of improving [student physical activity](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity) and [arts participation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity) through extra-curricular programme. | 5 |
| **Targeted pastoral and wellbeing support through:**  -Expanded counselling  -Increased mentoring provisions  -Aspirations and careers support programmes including careers and progression mentor | Impact of Behaviour Interventions on student progress:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 6 |
| **Ensuring high levels of attendance for all students**  -Rigorous tracking processes  - AO support  - Attendance training for key pastoral staff | Embedding principles of good practice set out in DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | 3 |

**Total budgeted cost: £333,300**

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  National average data comes from 2019 – 20 as the last published data = 94.5%   |  |  |  | | --- | --- | --- | | Year Group | Attendance | | | Disadvantaged | All | | 7 | 94.27% | 94.9% | | 8 | 89.29% | 92.1% | | 9 | 91.49% | 92.4% | | 10 | 89.03% | 92.2% | | 11 | 87.58% | 90.4% |      |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **2018 – 19 Exam Grades** | | **2020 – 21 TAG’s** | | |  | **All Students** | **Gap between disadvantaged and others** | **All Students** | **Gap between disadvantaged and others** | | **Progress 8** | -0.19 | -0.05 | -0.03 | -0.74 | | **Attainment 8** | 42.54 | -3.70 | 49.66 | -13.95 | | **% 4+ E&M** | 62.4% | -11.2% | 66.2% | -38.5% | | **Ebacc Entry** | 5.7% | -3.9% | 21.8% | -3.7% |  |  |  |  | | --- | --- | --- | | **Aim** | **Success Criteria** | **Outcome** | | Progress 8 | Achieve top quartile for progress made by disadvantaged pupils amongst similar schools | This has not been possible due to no validated results being released. | | Attainment 8 | Achieve top quartile for attainment made by disadvantaged pupils amongst similar schools | This has not been possible due to no validated results being released. | | Percentage of Grade 5+ in English and Maths | Achieve above average for similar schools | This has not been possible due to no validated results being released. | | Other | Improve attendance to national average for others | Due to the pandemic, national figures have not been released. The attendance for our disadvantaged students was 90.27%. | | EBacc Entry | Ebacc entry in line with national average for others | The national average for ebacc entry (2018-19) for disadvantaged is 27.5% and for non disadvantaged is 40%. At Stuart Bathurst last year, 19.6% of our disadvantaged students were entered for the Ebacc | |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |