

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.

School overview

Detail	Data
School name	Stuart Bathurst Catholic High School
Number of pupils in school	733 / 898
Proportion (%) of pupil premium eligible pupils	327 = 45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2023
Statement authorised by	Mr Richard May
Pupil premium lead	Mr Sean Barlow
Governor lead	Mr S McKay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,350
Recovery premium funding allocation this academic year	£85,836
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	£391,186

Part A: Pupil premium strategy plan

Statement of intent

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 (including 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 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 and 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 primarily 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 the correct gaps in knowledge, impact is there to be seen because the child moves forward because 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.

Challenge number	Detail of challenge																																												
1	<p>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).</p> <table><tr><th></th><th colspan="2">2018 – 19 Exam Grades</th><th colspan="2">2020 – 21 TAG's</th></tr><tr><th></th><th>All Students</th><th>Gap between disadvantaged and others</th><th>All Students</th><th>Gap between disadvantaged and others</th></tr><tr><td>Progress 8</td><td>-0.19</td><td>-0.05</td><td>-0.03</td><td>-0.74</td></tr><tr><td>Attainment 8</td><td>42.54</td><td>-3.70</td><td>49.66</td><td>-13.95</td></tr><tr><td>% 4+ E&M</td><td>62.4%</td><td>-11.2%</td><td>66.2%</td><td>-38.5%</td></tr><tr><td>Ebacc Entry</td><td>5.7%</td><td>-3.9%</td><td>21.8%</td><td>-3.7%</td></tr></table> <p>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.</p>		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%														
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2	<p>Attainment on Entry – attainment on entry of:</p> <table><tr><th></th><th></th><th>Reading</th><th>Maths</th><th>Average</th></tr><tr><td rowspan="3">Year 9 PP (68 students)</td><td>PP</td><td>102.1</td><td>102.3</td><td>102.4</td></tr><tr><td>Others</td><td>104</td><td>105.4</td><td>105</td></tr><tr><td>Gap</td><td>-1.9</td><td>-3.1</td><td>-2.6</td></tr><tr><td rowspan="3">Year 10 PP (61 students)</td><td>PP</td><td>104.5</td><td>104.6</td><td>104.8</td></tr><tr><td>Others</td><td>105.3</td><td>104.5</td><td>105.3</td></tr><tr><td>Gap</td><td>-0.8</td><td>+0.1</td><td>-0.5</td></tr><tr><td rowspan="3">Year 11 PP (50 students)</td><td>PP</td><td>102.4</td><td>103.3</td><td>103.1</td></tr><tr><td>Others</td><td>104.2</td><td>105.2</td><td>105</td></tr><tr><td>Gap</td><td>-1.8</td><td>-1.9</td><td>-1.9</td></tr></table>			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 (50 students)	PP	102.4	103.3	103.1	Others	104.2	105.2	105	Gap	-1.8	-1.9	-1.9
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3	<p>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.</p> <table><tr><th></th><th>Pupil Premium Attendance</th><th>Others Attendance</th><th>Gap</th></tr><tr><td>2018 - 19</td><td>94.19%</td><td>96.31%</td><td>-2.12%</td></tr><tr><td>2019 - 20</td><td>91.96%</td><td>95.51%</td><td>-3.55%</td></tr><tr><td>2020 - 21</td><td>90.21%</td><td>94.68%</td><td>-4.47%</td></tr></table>		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%																												
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4	<p>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.</p> <table><tr><th></th><th></th><th>Age</th><th>Reading Age</th><th>Difference</th></tr><tr><td>Year 7 PP</td><td>PP</td><td>11.47</td><td>10.09</td><td>-1.38</td></tr></table>			Age	Reading Age	Difference	Year 7 PP	PP	11.47	10.09	-1.38																																		
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	(57 students)	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
	<p>This data shows the impact of the pandemic on the student's literacy levels. On average, the students reading age are below their actual age. There is a gap between disadvantaged and non-disadvantaged students.</p>				
5	<p>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 reports 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.</p>				
6	<p>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.</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							
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	2021 – 22 Actual	2022 – 23	2023 - 24	
	Progress 8	-0.45	0.00	-0.15	-0.1	-0.05	0.05	
	Attainment 8	36.7	46.7	42	42	44	47	
	% students achieving grade 5+ in English and Maths	24.7%	43.2%	30%	43%	35%	40%	
	Actual results for 2021-22 indicate the school is ahead of schedule in terms of achieving this success criteria.							
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 %			
	Ebacc entry remains a school priority, with historical curriculum design yielding an entry rate which is significantly below the national average. Curriculum design is under review ahead of the 2022/23 academic year.							
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 a national comparator for FSM due to absence of a PP figure.							

<p>To improve the literacy of all students through focus on disciplinary literacy and to embed this within our curriculum.</p>	<p>NGRT data is gathered on a termly basis and used to inform staff of reading ages for each student.</p> <p>Teachers are expected to use this data to inform planning.</p> <p>Lesson observation data will evidence this and indicate that staff are guiding practice with regards to reading, writing and key vocabulary. Explicit techniques will be seen during learning walks.</p> <p>Staff will report that they are able to use a range of strategies to embed explicit teaching of disciplinary literacy within the subject areas.</p> <p>Book monitoring will indicate that the extended writing of students is improving over time.</p> <p>Students will be able to tell us the meaning of key vocabulary within subjects and will be able to read well.</p> <p>A focus has also been given to Reading for Pleasure – with students able to access books from our library (see below).</p>
<p>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.</p>	<p>Counselling provision has been increased. We now have two dedicated days in which the school counsellor comes into provide emotional support for our most vulnerable pupils.</p> <p>This has created capacity for 51 students to access counselling support in the past year. In the current academic year 20 students have so far accessed counselling support. This represents an increase on this stage last year.</p> <p>There are currently 15 students on the waiting list for counselling support.</p> <p>There is also an increased number of senior, and pastoral, staff with Level 3 safeguarding training, and a detailed understanding of specific contextual safeguarding risks.</p>
<p>To improve the welfare of all our students, through supporting financial hardship, increased before and after school support / provision, including a free breakfast for all disadvantaged students.</p>	<p>Re-introducing the free breakfast for every PP student who requires it. rising to 100 in 2023-24.</p> <p>A year-on-year increase in the average number of students accessing the school library and attending homework supervision each day.</p> <p>The provision of financial hardship support for families is clearly access (through local council, foodbanks, and uniform/equipment support in school).</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 (for example, CPD, recruitment and retention)

Budgeted cost: £106,591

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring high quality teaching and curriculum in every classroom</p> <p>-Implementation and maintenance of the 'Bathurst Basics'</p> <p>- Coaching training – Create time through supporting cover costs in order to facilitate coaching support for teachers.</p> <p>- Identify staff who need support with aspects of teaching and provide them with a suitable coach.</p> <p>- Monitor the progress of staff on coaching programmes to ensure the best possible outcomes for students through lesson observations and learning walks.</p> <p>- Ensure high quality delivery of curriculum for all students.</p> <p>- Embedding the great teaching plan in every classroom. (Do now, self-assessment, stop and jot, guided practice leading to independent practice, review)</p>	<p><u>Evidence for including a do now in each lesson</u></p> <p><u>Do now Technique 20</u></p> <p>Lemov, D., Hernandez, J. and Kim, J., 2015. <i>Teach Like a Champion 2.0</i>. 2nd ed. Jossey-Bass: Wiley, p.161.</p> <p>Assessment for not assessment of learning</p> <p>Kirschner, P. and Hendrick, C., 2020. <i>How learning happens</i>. 1st ed. New York: Routledge, pp.187-195.</p> <p><u>Evidence for self-assessment and checking for understanding</u></p> <p>Assessment for not assessment of learning</p> <p>Kirschner, P. and Hendrick, C., 2020. <i>How learning happens</i>. 1st ed. New York: Routledge, pp.187-195.</p> <p>EEF-meta-cognition-and-self-regulation.pdf</p> <p><u>Evidence for direct instruction – stop and jot leading to guiding practice</u></p> <p><u>Direct Instruction</u></p> <p>Kirschner, P. and Hendrick, C., 2020. <i>How learning happens</i>. 1st ed. New York: Routledge, pp.176-185.Direct instruction.</p> <p>Direct instruction gets no respect but it works</p> <p>https://3starlearningexperiences.wordpress.com/2018/05/01/direct-instruction-gets-no-respect-but-it-works/</p> <p>Kirschner, P. and Hendrick, C., 2020. <i>How learning happens</i>. 1st ed. New York: Routledge, pp.3-13.A novice is not a little expert.</p> <p>Principles-of-Insruction-Rosenshine (3).pdf</p> <p><u>Evidence for regular review</u></p> <p>Learning techniques that really work</p> <p>Kirschner, P. and Hendrick, C., 2020. <i>How learning happens</i>. 1st ed. New York: Routledge, pp.209-216.</p>	1 / 2 / 4

<ul style="list-style-type: none"> - 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. 	<p><u>Evidence for Instructional Coaching</u></p> <p>Cohen J, Wong V, Krishnamachari A et al. (2020) Teacher coaching in a simulated environment. Educational Evaluation and Policy Analysis 42(2): 208–231.</p> <p>Cilliers, J., Fleisch, B., Prinsloo, C., Reddy, V., Taylor, S. (2018) How to improve teaching practice? Experimental comparison of centralized training and in-classroom coaching. Working Paper.</p> <p><u>Early Career Framework Guidance</u></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf</p>	
<p>Improved data-led teaching and use of assessment across the school, to identify early gaps in student knowledge and understanding</p> <ul style="list-style-type: none"> - Invest in CPD on data-led teaching and use of assessment to increase the speed and effectiveness of response when students require support and intervention. 	<p>Evidence from EEF for use of assessment and feedback to track and ensure progress:</p> <p>Evidence on assessment and feedback from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.</p> <p>Within ‘intelligent assessment’ and responding to assessment, feedback is critical – evidence for this comes from EPI/EEF: Systematic-Review-of-Feedback-EPPI-2021.pdf</p>	1 / 2 / 4
<p>Improving literacy across the school and embedding a culture of reading in all year groups</p> <ul style="list-style-type: none"> - CPD sessions. - Whole-school approach refined. - Implementation of the Fresh Start programme including training and curriculum capacity. 	<p>Evidence from EEF around how to improve literacy in secondary schools:</p> <p>Improving Literacy in Secondary Schools</p> <p>Evidence for improving literacy linked to attainment in English and Maths:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension strategies evidence of impact from EEF:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1 / 2 / 4

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

Budgeted cost: £164,880

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. - Curriculum designed so that group sizes are 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
Academic support provided through the 'Hard Work Pays Off' initiative including targeted interventions -Small group tuition for students across subjects based on progress/attainment alongside data indicating an increased negative impact of school closures.	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 One-to-one tutoring evidence. One to one tuition EEF (educationendowmentfoundation.org.uk)	1 / 2 / 4

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

Budgeted cost: £119,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Widening access to enrichment and hardship support across our school community	Evaluation of impact of National School Breakfast programme: https://educationendowmentfoundation.org.uk/project	5

<ul style="list-style-type: none"> - 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 the school library provision to include increased opening times and supervision. - Increased extra-curricular programme. 	s-and-evaluation/projects/national-school-breakfast-programme Evidence for the impact of improving student physical activity and arts participation through extra-curricular programmes.	
Targeted pastoral and wellbeing support through: <ul style="list-style-type: none"> - Expanded counselling provision. The school now employs two counsellors. - Increased mentoring provision with training identified and provided to increase the capacity and impact within the school. - Aspirations and careers support programmes including the employment of a 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 <ul style="list-style-type: none"> - Rigorous tracking processes. - Increased attendance officer support. - Attendance training provided for key pastoral staff. 	Embedding principles of good practice set out in DfE's Improving School Attendance advice.	3

Total budgeted cost: £391,186

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 2021 to 2022 academic year.

Year Group	Attendance*		FFT National Disadvantaged
	Disadvantaged	All	
7	91.4%	93.1%	89% (+2.5%)
8	89.3%	91.3%	86.6% (+2.7%)
9	87.4%	90.7%	84.9% (+2.5%)
10	87.3%	89.7%	83.9% (+3.4%)
11	86.1%	92.0%	83.5% (+2.5%)

*Data taken from FFT 360 Attendance View – August 2021 to July 2022

	2018 – 19 Exam Grades		2020 – 21 TAG's		2021-2022 Exam Grades	
	All Students	Gap between disadvantaged and others	All Students	Gap between disadvantaged and others	All Students	Gap between disadvantaged and others
Progress 8	-0.19	-0.05	-0.03	-0.74	0.16	-0.26
Attainment 8	42.54	-3.70	49.66	-13.95	50.98	-9.75
% 4+ E&M	62.4%	-11.2%	66.2%	-38.5%	72%	-24.6%
Ebacc Entry	5.7%	-3.9%	21.8%	-3.7%	0.7%	+2%

All listed measures for Pupil Premium students improved from the 2018-2019 examinations. The gap between disadvantaged and others has increased due to the rate of improvement in overall school performance.

Aim	Success Criteria	Outcome
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools.	Measuring the outcome against the success criteria is not yet possible with the 2022 IDSR not publishing quantiles. Progress 8 figures show improvements relative to previous examination figures, albeit with an increased gap between disadvantaged and others.
Attainment 8	Achieve top quartile for attainment made by disadvantaged pupils amongst similar schools.	Measuring the outcome against the success criteria is not yet possible with the 2022 IDSR not publishing quantiles. As with Progress 8 improvements made relative to previous examination results.
Percentage of Grade 5+ in English and Maths	Achieve above average for similar schools.	Measuring the outcome against the success criteria is not yet possible with the 2022 IDSR not publishing quantiles. The percentage of students achieving grade 5+ including English and Maths has

		improved significantly since the 2018-19 examinations.
Other	Improve attendance to national average for others.	National figures for 2021 to 2022 are not yet available, FFT figures included for comparison. FFT's data indicates the school exceeds the national average for disadvantaged attendance in all year groups.
EBacc Entry	Ebacc entry in line with national average for others.	National figures for disadvantaged entry in 2021 to 2022 are not yet available. Nationally for all the entry figure was 39%, the local authority average was 29%. At Stuart Bathurst last year, 2% of our disadvantaged students were entered for the Ebacc, this is a legacy of curriculum design.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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.