



# Bishop Walsh Pupil Premium Strategy statement, including Recovery and Tutoring Premium

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Bishop Walsh Catholic School
Number of pupils in school	833
Proportion (%) of pupil premium eligible pupils	10.08
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs N Brodie
Pupil premium lead	Mr B Neilan
Governor / Trustee lead	Mr P McCann

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,545
Recovery premium funding allocation this academic year	£10,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105,545



## Part A: Pupil premium strategy plan

### Statement of intent

It is our intention that all pupils, especially those who are disadvantaged, progress and achieve well across a challenging curriculum. Alongside this, our core aim is to open all learners' minds through a supportive SAINT curriculum which is designed to maximise spiritual, moral, social, vocational and cultural development. We are determined that all school staff speak with one voice by having high expectations for *all* our pupils.

The focus of our pupil premium strategy is to use the latest evidence in education to ensure high quality teaching for all pupils, including those who are most disadvantaged in order to close the attainment gap. Our strategy is designed so that teachers and support staff have the highest expectations of all pupils, irrespective of background.

Our strategy is integral to our school development plan and our wider plans for educational recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. Our strategy focused on five key areas:

1. High quality teaching
2. Redesigning our KS3 curriculum & SAINT curriculum
3. Literacy
4. Attendance & Punctuality
5. Behaviour, including developing positive learning behaviours.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils - the school benefits from a body of hugely experienced subject specialists. Our strategy is focused on what research states has the biggest impact on pupil outcomes, including scaffolding, explanation, questioning, deliberate practice and feedback embedded in a high quality CPD programme for staff.

We have redesigned our KS3 curriculum to ensure that all pupils receive a broad and balanced, knowledge-rich curriculum that focuses on the acquisition of powerful knowledge coupled with rigorous and meaningful assessment. Intervention for our disadvantaged pupils is therefore rooted in assessment, not assumptions. Our SAINT curriculum will strive to develop the whole person to enable pupils to achieve their potential by utilising their God-given talents. The SAINT curriculum supports aspirations, careers and post-16/post-18 options. We expect all our pupils to be in education, training or work once they leave Bishop Walsh.

Pupils also need a high standard of literacy to be able to fully access the curriculum and assessments. Pupils require a reading age of 16 to be able to access GCSE examination papers. Our strategy is rooted in addressing this most controllable factor that prevents disadvantaged pupils from attaining as well as they should. This includes reading and explanation in lessons and bespoke intervention for those who face the greatest challenges in literacy.



We are focused on ensuring that our disadvantaged pupils have excellent rates of attendance and punctuality. Pupils need to be in school and in their lessons in order to access the high quality provision on offer and increase their chances of success.

Additionally, pastoral care is focused on the removal of barriers outside the classroom and ensuring that pupils have access to the necessary emotional and welfare support required to thrive. A key component of this is identifying those disadvantaged pupils who need support with the equipment they need to succeed inside and outside the classroom. We will also work to highlight, demonstrate and promote positive learning behaviours that will enable pupils to succeed in life.

Finally, we plan to ensure that all pupils have the opportunity to recover academically following the pandemic through the provision of high-quality teaching and resources as well as providing the necessary targeted pastoral work to support pupils' social and emotional recovery and development.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy skills (reading ages) are lower for disadvantaged pupils
2	2022 P8 for disadvantaged compared to non-disadvantaged peers
3	KS3 curriculum rigour in resources and changes to assessment
4	Attendance rates for disadvantaged vs. non-disadvantaged
5	Behaviour sanctions/ exclusions for disadvantaged pupils.
6	Poorly developed meta cognitive/ self-regulation skills resulting in a fixed mindset based on teacher feedback.
7	Participation, e.g. parents' evening/ extra curricular suggests that disadvantaged pupils and families are more reluctant to actively engage in school, including parents' evenings.

## 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
High levels of progress in literacy for disadvantaged pupils	Using NGRT to identify pupils who are well below their chronological reading age and design appropriate interventions.



<p>Improved attainment and rates of progress (P8) in KS4. In particular, the attainment and rates of progress of disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- Disadvantaged pupils in Year 11 to make good progress by the end of KS4 so that they achieve a positive P8 result.</li> </ul>
<p>New, high-quality teaching booklets across KS3 to include a corresponding knowledge organiser, glossary, 50-mark quiz and red pen piece. All subjects will develop and monitor a 5-year plan.</p> <p>Changes to KS3 assessment.</p>	<p>Pupils provided with booklets, folders and exercise books that do not require reliance on specialised IT in the home to access the content.</p> <p>Learning Cycles assessments to be adapted to produce reliable and meaningful data.</p> <p>Learning cycle reports to provide meaningful data to parents/carers/</p>
<p>Increased attendance rates for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- reduce the amount of persistent absentees among disadvantaged pupils to below 10%.</li> <li>- overall attendance among disadvantaged pupils so that it is at least 95% and in line with their peers.</li> </ul>
<p>The number of sanctions issued to disadvantaged pupils is proportional to those of non-disadvantaged pupils.</p>	<p>The proportion of sanctions issued to disadvantaged pupils should be in line with (or less than) the distribution in the cohort.</p>
<p>Y7 pupils are taught about a 'growth mindset' through a developed 'Invest in Me' programme via the SAINT Curriculum.</p> <p>Y8-11 Character Education as part of our SAINT Programme</p>	<p>Sustained high levels of positive learning behaviours and growth mindset demonstrated by:</p> <ul style="list-style-type: none"> <li>- Improvements in learning behaviours in learning cycle reports</li> <li>- An increase in participation in extracurricular activities, particularly among disadvantaged pupils.</li> </ul>
<p>Attendance at key parental events.</p>	<p>90% plus of all parents to attend key events such as parents' evenings, options evening and information evenings. Virtual parents' evenings should make this target achievable.</p> <p>At the very least, attendance of disadvantaged should be in line with their cohort.</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: £47,772

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partial funding for the Vice Principal with oversight for the pupil premium strategy	To ensure that the strategy for improvement of the outcomes for disadvantaged pupils is successful, a leader with specific responsibility for this area is required.	All
Teaching resources (pupil booklets, visualisers and laptops)	Hattie (2009) found an effect size of 0.57 for worked examples and 0.73 for feedback.	1,2,3,6
Instructional Coaching	'The effect of teacher coaching on instruction' Kraft & Blazar report effect size of 0.49 on improving teacher practice.	2,6
Collaborative Planning	The TALIS report (2018) states that collaborative practice has a marked impact on teachers' practices.	2,6
Staffing/Teaching costs - subject specialists across the whole school	'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.' EEF	1,2,3,6
White Rose Resources & Maths Mastery	EEF +5 months	2
Music Tuition - % costs covered on a case-by-case basis	EEF +3 months arts participation	7
1:1 tuition for LAC/PLAC	EEF +5 months	1,2
CPD Sessions: a. all aspects of the knowledge-rich curriculum b. Walkthrus – Instructional Coaching by Tom Sherrington & Oliver Caviglioli	a. 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' EEF b. A pedagogical and practical manual. Focus on explanation, feedback and deliberate vocabulary.	All



Attendance Officer to establish robust monitoring and escalation procedures before absence becomes a problem	Research from UCL (July 2020) suggests that each day of individual pupil absence results in 0.3-0.4% of a standard deviation reduction in achievement. Pupils from a disadvantaged background see a larger negative effect for each day of absence.	4
Two Learning Mentors	EEF +2 months	4,5,6
Small group tuition: low attaining disadvantaged pupils withdrawn from options groups to focus on English and maths	EEF +4 months small group tuition	1,2
Small group tuition: Disadvantaged pupils are taught in smaller groups with subject specialist and experienced teachers	EEF +4 months small group tuition	1,2,3
SAINT curriculum to develop: <ul style="list-style-type: none"> <li>a. social and emotional learning</li> <li>b. metacognition and self-regulation</li> </ul>	EEF <ul style="list-style-type: none"> <li>a. +4 months</li> <li>b. +7 months</li> </ul>	2,5,6

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Easter booster programme for Y10 & 11	EEF +4 months	2
Word Wasp phonics-based reading and spelling programme.	EEF +4 months phonics	1,2
Lexia reading and phonics intervention programme	EEF +4 months phonics	1,2

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



Budgeted cost: £47,772

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Counsellor (Managing Minds) for SEMH	EEF +4 months	4,5,7
Ark Mastery English KS3: a. improve grammar and syntax b. close the word attainment gap c. delivered by subject specialists	EEF +5 months	1,2
NGRT - a regular, standardised that reliably measures reading skills	Supports reading interventions: EEF +6 months Reading Comprehension strategies	1,2
LPA Form Time Allocation for intervention in reading	EEF Small group = +4 months One-to-one = +5 months	1,2
Home Learning Club to be recommended for repeat offending of no home learning	EEF +5 months (home learning secondary)	2,6
KS3 centralised resource copying to remove the burden from department allocations	No evidence available	3
Google Classroom licenses for the continuation of digital learning (e.g. remote learning)	No evidence available	2
Revision Guides to be provided for all Y9 into 10 pupils for GCSEs	No evidence available	2,6
School Cloud system for Virtual Parents' Evening	No evidence available	7

**Total budgeted cost: £95,545**



## 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 2022 to 2023 academic year.

Desired Outcome	Review
Literacy Skills	<ul style="list-style-type: none"> <li>- Purchase and use of NGRT = met</li> <li>- CPD training with a focus on deliberate vocabulary = met</li> <li>- Continued purchase of visualisers to aid live modelling</li> <li>- Subject specialists across the whole curriculum = met</li> </ul>
Improve P8 for disadvantaged pupils	<ul style="list-style-type: none"> <li>- National P8 21.22 = -0.55</li> <li>- BW P8 21.22 = -0.38</li> <li>- National A8 21.22 = 37.61</li> <li>- BW P8 21.22 = 44.56</li> </ul>
KS3 resources & assessment	<ul style="list-style-type: none"> <li>- Develop a knowledge-rich, KS3 curriculum = ongoing</li> <li>- Monitoring and evaluation of feedback strategies identified in Walkthrus</li> <li>- Simplified KS3 method of reporting</li> </ul>
Attendance rates for disadvantaged to be in line with non-disadvantaged	<ul style="list-style-type: none"> <li>- Attendance monitored and strategies implemented by attendance officer, overseen by VP and pastoral team.</li> <li>- PP attendance in 2022/23 is in line with whole school attendance.</li> <li>- Persistent absenteeism amongst PP is lower than non-PP in 2022/23.</li> </ul>
Self-regulation	<ul style="list-style-type: none"> <li>- SAINT programme monitoring and evaluation = ongoing</li> <li>- External agency support when required.</li> </ul>





	<ul style="list-style-type: none"> <li>- Learning mentors working with disadvantaged pupils across all key stages</li> </ul>
<p>Parents' evening and extra-curricular</p>	<ul style="list-style-type: none"> <li>- PP supported to attend extracurricular activities and trips</li> <li>- Use of school cloud to encourage greater participation at parents' evenings for all year groups.</li> <li>- 90% target = not met.</li> </ul>