

Pupil premium strategy statement – Bishop Walsh Catholic School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	839
Proportion (%) of pupil premium eligible pupils	10.39
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£100,322
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£100,322

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. Continue high quality teaching to drive better P8 & A8 outcomes for disadvantaged pupils
2. Maintaining our KS3 curriculum & SAINT curriculum
3. Literacy, Reading & targeted academic support
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. Targeted academic support can support pupil progress and can be employed to help boost literacy and reading.

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 flourish academically 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	The attainment and progress of disadvantaged pupils in English, maths, the EBacc and Open elements is lower than that of their peers and behind national like-for-like in maths, the EBacc and Open elements.
2	The percentage of disadvantaged pupils entering the EBacc is lower than non-disadvantaged at Bishop Walsh and lower than disadvantaged pupils nationally.
3	Assessments and observations with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension and fluency than their peers. On entry into Year 7, a higher percentage of disadvantaged pupils arrive below age-related expectations in reading and writing compared to non-disadvantaged peers.
4	Our observations with pupils and families suggests that the education of many of our disadvantaged pupils continues to be affected by partial school closures in recent years to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps, resulting in disadvantaged pupils falling further behind in English and maths.
5	Our observations suggest many disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging tasks and/or situations.

6	Our observations and discussions with pupils and families has identified SEMH issues for many pupils such as anxiety and low self-esteem. This is partly driven by concern about catching up on lost learning and exams/future prospects which manifests in poor attendance, punctuality and lesson avoidance. These challenges particularly affect disadvantaged pupils, impacting their attainment.
7	Although sanctions and attendance is largely in line for disadvantaged pupils compared to non-disadvantaged peers, missing any time in the classroom is especially costly for disadvantaged pupils. The school would like to see higher attendance figures for all pupils and particularly disadvantaged pupils.

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
Improved attainment & progress of disadvantaged pupils across the curriculum at the end of KS4, particularly in the EBacc subjects.	By the end of our current plan in 2025/6, KS4 outcomes to demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • An average Attainment 8 score of at least 40.00 or higher than national like-for-like • An EBacc average point score of 4.00 or higher than national like-for-like • At least 50% passing GCSE English and maths at grade 5 or above or a higher percentage than national like-for-like
Improving EBacc entry rates amongst disadvantaged pupils.	By the end of our current plan in 2025/26, 70% or more of disadvantaged pupils to enter the English Baccalaureate (EBacc). In the last academic year this figure was 10%.
Improved reading among disadvantaged pupils across KS3.	A smaller disparity between the learning cycles scores of disadvantaged pupils their non-disadvantaged peers by the end of Year 9. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Knowledge gaps amongst disadvantaged pupils in English and maths.	By the end of our current plan in 2025/6, disadvantaged pupils who have been enrolled onto intervention sessions in ENMA to achieve: <ul style="list-style-type: none"> • At least 50% passing GCSE English and maths at grade 5 or above or a

	<p>higher percentage than national like-for-like</p> <ul style="list-style-type: none"> At least 65% passing GCSE English and maths at grade 4 or above or a higher percentage than national like-for-like
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subject.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved home learning completion rates across all classes and subjects.</p> <p>Pupil voice.</p>
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> The overall unauthorised absence rate for all pupils being no more than 5% with no discernible difference between disadvantaged pupils and their non-disadvantaged peers. The percentage of all pupils who are persistently absent being below 10% with no discernible difference between disadvantaged pupils and their non-disadvantaged peers.

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: £60,322

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
Change in Y9 options process to increase EBacc entries	'The EBacc is made up of the subjects which are considered essential to may degrees and open up lots of doors.'	1,2

	<p>'Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school.'</p> <p>'Sutton Trust research reveals that studying the EBacc can improve a young person's performance in English and maths.'</p> <p>The Department for Education</p>	
Language Hub	Membership to the Language Hub funded by the Department for Education and managed by the National Consortium for Languages with the aim to reenergise language learning and outcomes for pupils. The Trent and Tame Language Hub is one of the first 15 hubs in England with the aim of increasing uptake and attainment in languages.	1,2
Teaching resources (pupil booklets, new visualisers and laptops)	Hattie (2009) found an effect size of 0.57 for worked examples and 0.73 for feedback.	1,3,4,5
Instructional Coaching	'The effect of teacher coaching on instruction' Kraft & Blazar report effect size of 0.49 on improving teacher practice.	1,3,4
Collaborative Planning	The TALIS report (2018) states that collaborative practice has a marked impact on teachers' practices.	1,3,4
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	1,3,4,5
Highly personalised maths home learning via Sparx	University of Cambridge 'Time using Sparx maths is positively and significantly associated with higher outcomes in maths.'	1,4,5
Music Tuition - % costs covered on a case-by-case basis	EEF +3 months arts participation	5
1:1 tuition for LAC/PLAC	EEF +5 months	1,3,4
CPD Sessions: a. all aspects of the knowledge-rich curriculum b. reading & writing	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	All

c. external speakers	<p>b. 'Young people who leave school without good literacy skills are held back at every stage of life.'</p> <p>c. Adaptive Teaching/Supporting Children with Anxiety/ADHD calm & focused/De-escalation mastery</p>	
Clear and concise 'Reading Strategy' at Bishop Walsh	EEF +6 months	
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.	6,7
Three Learning Mentors	EEF +2 months	4,5,6,7
Small group tuition: low attaining disadvantaged pupils withdrawn from options groups to focus on English and maths	EEF +4 months small group tuition	1,3,4,6
Small group tuition: Disadvantaged pupils are taught in smaller groups with subject specialist and experienced teachers	EEF +4 months small group tuition	1,3,4,6
Y11 ENMA Intervention	EEF + 4 months	1,4,6
<p>SAINT curriculum (Character Education) to develop:</p> <p>a. social and emotional learning</p> <p>b. metacognition and self-regulation</p>	<p>EEF</p> <p>a. +4 months</p> <p>b. +7 months</p>	4,5,6,7

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Period 6	EEF +4 months	1,4,6
Word Wasp phonics-based reading and spelling programme.	EEF +4 months phonics	1,3
Lexia reading and phonics intervention programme	EEF +4 months phonics	1,3

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Counsellor (Managing Minds) for SEMH	EEF +4 months	4,6,7
Cherished Mentoring to support confidence, attendance and aspiration.	EEF + 4 months	4,6,7
Aim Higher – raising aspirations amongst Y11 pupils	EEF + 4 months	4,6,7
EXACT – using Exact to build a picture of need	Supports reading interventions: EEF +6 months Reading Comprehension strategies	1,3,4
Intervention in reading	EEF Small group = +4 months One-to-one = +5 months	1,3,4
Home Learning Club to be recommended for repeat offending of no home learning	EEF +5 months (home learning secondary)	4,5
KS3 centralised resource copying to remove the burden from department allocations	No evidence available	1

Google Classroom licenses for the continuation of digital learning (e.g. remote learning)	No evidence available	1,4
Revision Guides to be provided for all Y9 into 10 pupils for GCSEs	No evidence available	1,4
School Cloud system for Virtual Parents' Evening	No evidence available	6,7

Total budgeted cost: £100,322

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal and formative assessments.

The data demonstrated that our progress score for disadvantaged pupils of -0.59 was in line with the national average of disadvantaged pupils at -0.57.

Disadvantaged pupils with lower and higher prior attainment performed poorly compared to disadvantaged pupils with middle prior attainment, although the sample size for LPA and HPA is 6 and 1 respectively.

The percentage of disadvantaged pupils entered for the English Baccalaureate is 10% compared to the national average of 28% for disadvantaged pupils. The Ebacc average point score for disadvantaged pupils is 2.65 compared to the national average of 2.97 for disadvantaged pupils.

The percentage of disadvantaged pupils achieving grade 5 or above in English and mathematics is 24%, compared to the national average of 25% for disadvantaged pupils.

Attainment 8 for disadvantaged pupils is 33.75, compared to the national average of 34.91.

The data therefore demonstrates that disadvantaged pupils at Bishop Walsh perform slightly worse than the national figures for disadvantaged pupils, and that the figures are well below those for non-disadvantaged pupils at Bishop Walsh and nationally. However, the latest available figures for the percentage of disadvantaged pupils staying in education or entering employment after key stage four is 100% at Bishop Walsh compared to 96% nationally.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance data, behaviour and wellbeing.

Desired Outcome	Review
Literacy Skills	<ul style="list-style-type: none">- Purchase and use of NGRT = met.- CPD training with a key focus on literacy = ongoing.- Subject specialists across the whole curriculum = met.
Attendance rates	<ul style="list-style-type: none">- Attendance monitored and strategies implemented by

	<p>attendance officer, overseen by VP and pastoral team.</p> <ul style="list-style-type: none"> - PP attendance in 2022/23 is in line with whole school attendance. - Persistent absenteeism amongst PP is lower than non-PP in 2022/23.
KS3 curriculum	<ul style="list-style-type: none"> - Ongoing.
Sanctions	<ul style="list-style-type: none"> - 12% of disadvantaged pupils received a suspension compared to 4.4% of non-disadvantaged pupils. - There were no PEX of disadvantaged pupils.
Learning behaviour	<ul style="list-style-type: none"> - Behaviour points have marginally decreased compared to the same point last year. - However, achievement points have significantly increased compared to the same point last year.

Based on the information above, the performance of our disadvantaged pupils did not meet expectations and we have not achieved the outcomes we set out to achieve by 2022/23 as stated in the Intended Outcomes section above. This will inform our next three-year cycle for 2024-2026.