

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	Secondary School
Pupils in school	937
Proportion of disadvantaged pupils	125 students 13.35% (2020/21)
Pupil premium allocation this academic year	£101,230
Academic year or years covered by statement	2019/20 -2020/21
Publish date	December 2020
Review date	November 2021
Statement authorised by	Mr Anthony Sharpe
Pupil premium lead	Mrs Helen Barnes
Governor lead	Mrs Pat Blight

Disadvantaged pupil performance overview for last academic year

Progress 8	N/A
Ebacc entry	55.6%
Attainment 8	51.0
% Grade 5+ in English and maths	40.07%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To maintain student progress score above national average for PPG. Progress made by disadvantaged pupils to match non-disadvantaged students nationally.	Sept 21
Attainment 8	In 2018/19 for St Bernard's this was 42.30, and in 2019/20 this was 40.07% which is above National average. The group is small and statistically not robust, but we aim to then remove the gap between PPG attainment 8 and the national attainment 8 score	Sept 21

	for non-disadvantaged students (46.7 in the most recent performance tables, in 2019).	
Other	To increase the attendance of disadvantaged students at St Bernard's (94.08% in 2018/19, and 93.6% in 2019/20) which is already above the national average for disadvantaged students (91.9% 2018/19) to the national average for all students (94.5%), and then to the national average for non-disadvantaged students (95%)	Sept 21
Ebacc entry	To continue to have a high EBacc Entry of disadvantaged students (55.6% in 2019/20) which is significantly above the national average for disadvantaged students (27.5% 2018/19) to the national average for all students (40%) and then to the national average for non-disadvantaged students (44.5%)	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Continue to improve the % of disadvantaged students achieving 4-9 in Mathematics and English
Priority 2	Continue to promote and improve resources available for student and staff wellbeing
Barriers to learning these priorities address	Student resilience and the attendance of students at the sessions that are being provided for them
Projected spending	£0 (using existing training budget for school and catchup fund)

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 and KS4 for low attaining disadvantaged students and intervention for able students to achieve their target
Priority 2	Numeracy interventions across KS3 and KS4 for low attaining disadvantaged students and intervention for able students to achieve their target
Barriers to learning these priorities address	Ensuring students attend the literacy and numeracy intervention classes.
Projected spending	£55,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing the level of support for students who are struggling with their mental health due to lockdown. This will involve, for example, using external agencies who can offer bespoke programmes addressing the needs of students at St Bernard's.
Priority 2	To continue to increase the number of parents who are using the 'Gateway App' across all key stages to improve communication of key dates, deadlines, behaviour and achievement to parents.
Barriers to learning these priorities address	Attendance of key students at resilience/anxiety groups. Students attending their learning mentor and counselling appointments
Projected spending	£20,000
Availability of Counsellor	£23,500
Targeted financial costs to enable individuals to access activities/events	£2,730

Measure	Activity
Projected spending total	£101,230

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and CPD opportunities being provided for staff
Targeted support	Ensuring the time is given to those staff members supporting literacy and numeracy intervention groups.	Assistant Head Teacher, Head of Inclusion, Head of Maths and Head of English to devise a timetable that enables specific staff members to have the right amount of time allocated to support targeted students.
Wider strategies	Engaging the families facing most challenges (emotionally and financially)	Working closely with the LA and when applicable relevant outreach programmes such as BCCS (Brentwood Catholic Children's Society), Early Help and EWHMS.