

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	St Bernard's High School
Number of pupils in school	970
Proportion (%) of pupil premium eligible pupils	12.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Allison Moise Dixon
Pupil premium lead	Helen Barnes
Governor / Trustee lead	Mr M O'Sullivan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 91,680
Recovery premium funding allocation this academic year	£14,355
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	£106,035

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve their targets across the curriculum.

Within the pupil premium strategy plan, all disadvantaged students are to be fully supported and this includes those students who are already high attainers. The needs of all students will be considered as well as the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The greatest impact on closing the disadvantage attainment gap is high-quality teaching. Well planned and well-resourced lessons with a focus on the support needed by students will not only benefit disadvantaged students, but also non-disadvantaged students in our school. With high quality teaching being the focus within the school, and the careful monitoring of students, the outcome will be non-disadvantaged students' attainment being sustained and improved alongside the progress of their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention within the classroom and small group intervention for those students whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive and meet the needs of the individual student. Diagnostic assessment will inform the school of the attainment and progress of students and there will be a focus on disadvantaged students as well as those who have gaps in their knowledge. As a school, we will:

- ensure disadvantaged students are challenged in the work that they're set
- ensure all disadvantaged students have access to emotional support if needed
- ensure all staff raise the expectations of disadvantaged students and intervene early when there are concerns

Challenges

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

Challenge number	Detail of challenge
1	<p>In 2021, the residual score (based on FFT 20 target grades) was -0.2 for PPG students compared to +0.09 for other students. Teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>On entry to year 7, with the 2021 cohort, 33% of our disadvantaged pupils arrive below age-related expectations compared to 18% of their peers. This is compared to the previous year group where 4.2% of the disadvantaged pupils arrive below age-related expectations compared to 10.4% of their peers. For the last Year 11 cohort, 70.7% of our disadvantaged students scored grade 4 or above compared to 87% of their peers. Further work needs to be done to ensure the gap gets smaller.</p>
2	<p>Assessments, observations and discussion with Year 7 students indicates that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7, in the last year, 33% of our disadvantaged pupils arrive below age-related expectations compared to 20% of their peers. This is compared to the previous year group where 4.5% of the disadvantaged pupils arrive below age-related expectations compared to 10.5% of their peers.</p>
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>The number of disadvantaged students requiring additional support with social and emotional needs has increased significantly due to the pandemic. This is evident in the number of referrals for the learning mentors as well as the amount of students needing to see the school counsellor.</p>
4	<p>Our current attendance data indicates that attendance among disadvantaged students is 4.75% lower than for non-disadvantaged pupils. (89.27% disadvantaged 94.02% non-disadvantaged). Covid has had a significant impact on these figures, however, we need to be vigilant and monitor attendance figures regularly.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus Maths and English	The gap between disadvantaged and non-disadvantaged closes further. Students are making the same level of progress and this is evidenced in the progress 8 and attainment 8 scores
Improved reading comprehension among disadvantaged pupils across KS3.	Improved comprehension skills among disadvantaged students which is evident in tests. There is a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	This is seen through the various surveys sent to students and parents. Feedback from the Learning Mentor Team highlights the improvement in wellbeing particularly from the disadvantaged students
To maintain the outstanding attendance figures in the school and to continue to improve attendance of our disadvantaged students	The overall absence rate for all students being at/above 95% for all students including the disadvantaged students The percentage of all students who are persistently absent being below 5%

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.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of Maths teaching with intervention in the classroom so that the gap between disadvantaged and non-disadvantaged students closes	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	1
Improving literacy in all subject areas so that the gap closes between disadvantaged and non-disadvantaged	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	2
Specific intervention classes in holidays and after school to help close the gap between disadvantaged and non-disadvantaged	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	2
Increase the level of support from the learning mentors for disadvantaged students	Many of these students have gaps in their knowledge and also struggle with time management and organisation. Additional learning mentors will address the increased need	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
School counsellor to have increased hours in order to support the wellbeing of students	There has been a significant rise in students who would benefit from seeing the school counsellor including those who are disadvantaged	3
<p>Attendance/support officers will be appointed to improve attendance.</p> <p>Contingency fund for acute issues.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Additional member of staff working within attendance communicating with parents and informing the pastoral team.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>4</p> <p>3</p>

Total sum - £106,035

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

The main reason for these outcomes points primarily to Covid-19 and the impact the pandemic had on different subject areas. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to support not only their academic progress but also their wellbeing.

Attendance in 2020/21 was 0.7% lower than the preceding year, but still high at 95.29%, and higher than the national average. Absence among disadvantaged students was just under 3% higher than their peers. 2% of this drop was due to two persistent absentees. As there is a gap between disadvantaged and non-disadvantaged attendance remains a focus of our current plan.

Our assessments demonstrated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

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
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Maths and English 1:1 online tuition to help fill in the gaps for disadvantaged and non-disadvantaged students when they returned to school in the spring term of 2021	TLC and Aspire

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

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. This has significant benefits for students particularly disadvantaged students.
- Ensuring students understand the 'catch-up' plan for all their subjects. This will include for example and explanation of how the curriculum will be delivered and what is expected of them. This will help alleviate worries and concerns about the curriculum.
- Continuing to have the support of the school counsellor with an extension to the days she was working.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.