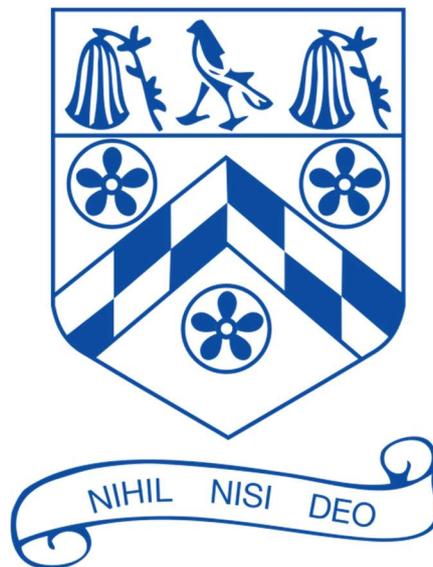


Blessed Hugh Faringdon Catholic School

Pupil Premium Strategy Statement 2021-24



Last reviewed on: 17th December 2021

Next review due by: 27th June 2022

BHFCS Pupil Premium Strategy Statement 2021-24

This statement details our school's use of pupil premium (and recovery premium) for the 2021 to 2024 academic year's 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	Blessed Hugh Faringdon Catholic School
Number of pupils in school	953
Proportion (%) of pupil premium eligible pupils	17.94%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Dr S. Uttley
Pupil premium lead	Mrs A. Donaldson
Governor / Trustee lead	Mrs L. Telling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,025
Recovery premium funding allocation this academic year	£25,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£173,545

Part A: Pupil premium strategy plan

Statement of intent

At Blessed Hugh Faringdon Catholic School, we are committed to reducing the gap by addressing inequalities that pupils face and raising the attainment of those students in low-income families.

Additional support strategies to enable every pupil, however financially disadvantaged, to:

- Develop the whole person, students as individuals, not just as pieces of data
- Improve their levels of progress and attainment
- Close attainment gaps
- Have full access to the curriculum
- Access extra-curricular provision

Challenges

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

Challenge number	Detail of challenge
1	There is a gap in progress between disadvantaged pupils and non-disadvantaged pupils.
2	Progress in Maths is not in line with that of English.
3	Low levels of literacy and numeracy
4	Low levels of aspiration leading to lower than expected progress.
5	Challenging social, emotional and behavioural needs.
6	Low attendance / persistent absence of Pupil Premium students.
7	Lack of independent home study.
8	Proportion of BHFCs Cohort intake are in areas of deprivation

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
Narrowing the gap in progress between disadvantaged and non-disadvantaged pupils across all subjects at all Key Stages.	Progress of disadvantaged pupils is in line with that of non-disadvantaged pupils.
Increased attainment for disadvantaged pupils in Maths.	Higher progress 8 scores for Maths for disadvantaged pupils. No gap between progress 8 scores in English and maths for disadvantaged pupils at BHFCs and other pupils nationally.
Increased literacy and numeracy skills.	Low levels of literacy and numeracy are addressed early on in Key Stage 3 to ensure that these pupils are GCSE ready by Key Stage 4.
Increased levels of aspiration in all pupils; having a positive impact on progress.	Pupils are confident learners and feel encouraged to achieve. The potential is recognised in all pupils and all feel valued and ambitious about their futures.
Enabling pupils with challenging social, emotional and behavioural needs to achieve and make good progress.	Pupils experiencing social, emotional and behavioural needs are able to access the curriculum and make good progress. Reduction in the percentage of disadvantaged pupils who receive one or more fixed term exclusions. Reduction in the percentage of disadvantaged pupils who receive one or more internal isolations. Overall attitude to learning scores for disadvantaged pupils in line with other pupils.
Increased levels of attendance for disadvantaged pupils.	Increased percentage of attendance for disadvantaged pupils.
Increased numbers of pupils extending and developing their learning at home.	Increased number of pupils and parents engaged in home study; impacting directly on overall progress.
Greater parental engagement	Increased parental engagement with increased attendance at school events, including parents evenings and curriculum evenings, improved home-school collaboration with homework and concerns surrounding attendance

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: £27,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke interventions running throughout academic year for students underachieving in Key Stage 4 Maths	EEF Toolkit – Small group tuition – +4 months impact DFE – School Let Tutoring Guidance – +4 months impact	1 2
Schemes of work to incorporate and identify literacy and numeracy skills in all subject areas to support the development and mastery of such skills.	EEF - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. +5 months	1 2
Mixed ability model for KS3 – in place for Years 7 & 8 during Academic Year of 2021-22.	The impact of setting and streaming is 0 months progress, on average, with lower impacts for low attaining pupils. The evidence around setting and streaming is limited. We have opted for mixed ability for this purpose.	4 5
The appointment of the Accelerated Achievement Coordinator – role includes ‘Careers Lead’ responsibilities, eg – careers advice and support	CEC report (2020): <u>highlights importance of careers guidance.</u> Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement	4
Introduction of the Faringdon Scholarship	CEC report (2020): <u>highlights importance of careers guidance.</u> Effect sizes reported by Hattie (2016) show	4

	<p>that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	
<p>The development of Student Leadership roles within the school</p>	<p>EEF - the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	<p>4</p> <p>5</p>

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

Budgeted cost: £46,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
A full intervention programme for KS3,4 & 5 pupils	EEF Toolkit – extending the school day - +3 months impact	1 2 3
Maths small group tuition for targeted groups of pupils making less than expected progress through employment of maths tutor.	EEF Toolkit – Small group tuition – +4 months impact DFE – School Let Tutoring Guidance – +4 months impact	1 2 3
Use of Lexia to support literacy and reading with target pupils. Reading intervention programme	EEF Toolkit – Reading comprehension - +6 months impact The independent evaluation found that children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. EEF Toolkit – Reading comprehension - +6 months impact	3
Alternative curriculum provision for targeted pupils	EDT.com (2011) - Regardless of the precise delivery model, effective AEP: <ul style="list-style-type: none"> • Creates 'smaller, more personal environments' or small learning communities • Focuses on skills development • Is rooted in the communities in which the young people are based • Focuses on addressing risk factors and providing opportunities to develop protective factors 	4 5

	• Offers ongoing support	
Use of Barriers to Learning Fund: used on a bidding system, Middle Leaders within school pitch for funding to support PP pupils with curriculum-related things to specific subjects, including some trips, revision guides and resources	<p>Gov.uk - Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:</p> <ul style="list-style-type: none"> - help with the cost of educational trips or visits <p>EEF - To facilitate independent study and engage parental support. +8 months progress for metacognition and self-regulation.</p>	7 8
Introduction of St Cecilia Fund – providing group instrumental lessons for Pupil Premium students on ‘scholarship’ application basis	EEF - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. + 3 months	4 7

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

Budgeted cost: £108,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the Local Authority Educational Welfare Officer service	DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. “Overall absence had a statistically negative link to attainment.”	7
Development of whole-school Attendance and Punctuality Strategy	DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. “Overall absence had a statistically negative link to attainment.”	4 5 6
Development of the whole school behaviour policy	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning.+4 months Impact	5 6
DFE Laptop Scheme	Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic.	7 8
Behaviour support	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning.+4 months Impact EEF – Parental Engagement - +4 months impact	5 6 7
School Counsellor in school for two days per week	EEF - The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and	5

	<p>valuable impact on attitudes to learning and social relationships in school. +4 months</p> <p>EEF - On average, individualised instruction approaches have an impact of 4 months' additional progress. This is linked to 1:1 counselling approach with bespoke interventions depending on the students' needs. +4 months</p>	
Whole staff mental health and wellbeing training	EEF - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. + 4 months	4 5 6
The employment of KS3 and KS4 Pastoral and Achievement Co-Ordinators	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. +4 months Impact	4 5 6
Breakfast Club	<p>Gov.uk - Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:</p> <ul style="list-style-type: none"> • school breakfast clubs <p>Opportunity to provide food for all students, so no child arrives to school hungry</p>	8
Use of <i>Teams – Office 365 – for both sharing of resources and issuing of homework</i>	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.	7 8
The use of <i>Group Call</i>	EEF – Parental Engagement - +4 months impact	7 8
Membership of The PiXL Club	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) –	1

	<p>highlights the importance of building teams such as “data teams” to improve leadership capacity and deliver school improvement</p> <p>EEF - On average, individualised instruction approaches have an impact of 4 months’ additional progress.</p> <p>EEF Toolkit – Small group tuition – +4 months impact</p> <p>EEF Toolkit – extending the school day - +3 months impact</p>	<p>2</p> <p>3</p> <p>7</p>
Use of tracking programs: 4Matrix and FFT	The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as “data teams” to improve leadership capacity and deliver school improvement	<p>1</p> <p>2</p> <p>3</p>
Hardship Fund – providing support for all families, such as uniform support, food provided during school time	EEF - Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	8
Use of Barriers to Learning Fund: used on a bidding system, Middle Leaders within school pitch for funding to support PP pupils with curriculum-related things to specific subjects, including some trips, revision guides and resources	<p>Gov.uk - Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:</p> <ul style="list-style-type: none"> - help with the cost of educational trips or visits - To facilitate independent study and engage parental support. EEF suggest +8 months progress for meta-cognition and self-regulation. 	<p>7</p> <p>8</p>

Total budgeted cost: £183,233

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes 2020-21

With the introduction of 'TAGS' (teacher assessed grades) during 2020/21, internal data suggested that the performance of disadvantaged pupils was higher than in the previous 3 years with regards to Progress 8 Figures. The P8 figure was '0' which reflected the work focused on PP students across the year – providing additional revision/intervention sessions, implementation of 'Barriers to Learning Fund' which equipped every PP student with revision guides and materials plus the DFE Covid-19 laptops.

Having said that, the 'gap' between PP and non-PP remained: '-0.76' difference, with their non-PP outperforming PP by $\frac{3}{4}$ grade. Whilst PP students made 'better progress' overall, their counterparts made better progress and this is now our focus for this academic year and beyond. Maths is a particular focus as this suggested the biggest gap.

The introduction, and use, of the 'Catch Up Fund' revealed cross-over between the PP strategies, which could attribute to the gap being in place – despite PP students making better progress overall.

Focusing on the 'destinations' of the Pupil Premium students Post-16 in 2021, all students were supported with bespoke interventions and started a place at a Post-16 provider in September 2021 – providing a 0% NEET figure. This approach will be mirrored this academic year to ensure a consistent 0% NEET figure.

The use of the 'Faringdon Scholarship' demonstrated success with students in 6th Form attending Oxbridge and Russell Group open days; applying in increasing numbers to Oxbridge and Russell Group universities; transitioning to Russell Group universities; successfully applying to highly competitive vocational courses such as medicine & dentistry (UCAS Early deadline courses) and applying for and successfully carrying out leadership roles in school. Raising aspiration and the use of metacognition is an evidence-based strategy, which we will continue to develop as part of this strategy going forward.

Attendance is a key focus for this strategy, following the end of year data for 2020/21. Pupil Premium attendance was 92.79% and Non-Pupil Premium 95.63%. Free School Meal children are also of concern with their attendance figure at 92.13% as a discrete group.

Due to the impact of COVID-19 on both attendance and punctuality, an introduction of a thorough Attendance and Punctuality strategy has been put in place, with support for Heads of Year from the Key Stage 3 and 4 Pastoral and Achievement Co-ordinators. Deadlines and structures are in place to ensure our disadvantaged families are supported throughout, with

opportunities for our pastoral team to put bespoke interventions in place for students with attendance over 90%.

Funding remains for Education Welfare Officer buy-in to support families with attendance below 90%. This has proven effective historically, however, due to staff sickness and low resources, sick cover was not robust enough and the impact of this was shown.

Internal data demonstrated that behaviour, wellbeing and mental health for all pupils were significantly impacted last year, primarily due to COVID-19-related issues. We use pupil premium funding to provide wellbeing support for all pupils through our Key Stage 3 and 4 Pastoral and Achievement Co-ordinators, School Counsellors and Mental Health First Aiders. Targeted interventions for specific students were used where required.

Furthermore, we found that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly noticeable for disadvantaged pupils, especially at Key Stage 3. 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. Part of our work last year involved exploring the 'TTS' (Therapeutic Thinking School) work, focusing on Restorative Practice and we are currently running a pilot group where this work is developing over this academic year.

Pupil and Staff voice showed that pupils did not always feel 'valued' and therefore we needed to implement a more meaningful rewards system. Therefore, we are focusing on a positive rewards approach to behaviour, where students' House Points can be 'spent' against a specific rewards tier system in school.

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
The Joshua Academy	The Joshua Academy