

Pupil premium strategy statement Bishop Milner Catholic College

1. Summary information					
School	Bishop Milner				
Academic Year	20/21	Total PP budget	£208190	Date of most recent PP Review	January 2021
Total number of pupils	842	Number of pupils eligible for PP	255	Date for next internal review of this strategy	Sept 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Whole Cohort
% achieving 5 4-9 grades including English and Maths	60%	81%
% achieving grade 4 in English / Maths	60%	81%
Progress 8 score average	+0.15	+0.52
Attainment 8 score average	47.3	56.8

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Poor literacy and Numeracy skills – Not reaching national Standards at KS2.
B.	Poor aspiration causing low level disruption to lessons.
C.	Lack of life skills which allow for positive learning environment (resilience, peer relationships).
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Parental engagement linked to basic expectations of attendance, punctuality and organisation.
E.	Social factors within the local community leading to poor aspiration and social mobility.

F.	Mental Health issues that may be a factor in student engagement with school.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve basic Literacy and Numeracy skills of pupils to allow access to whole curriculum	ART, AMT and internal data shows enhanced progress for students who are part of intervention programmes. The gap in attainment and progress between PP and non PP students decreases not only in English and Maths but across the whole curriculum.
B.	Pastoral interventions and strategies are effective in the reduction of negative behaviour instances for PP students.	PP students receive proportionally equal positive and negative behaviour points across college. There is no disparity
C.	Allow PP students to have the same access to resources in all subjects by funding resources, trips and academic materials.	Engagement in additional activities, lessons and progress of PP students is in line with that of non PP students
D.	Increase aspiration of students by supplying Career and University provision across all year groups.	Greater proportion of students are able to access Level 3 qualifications at BMCC or other establishments due to increased attainment at KS4/KS5.

5. Planned expenditure					
Academic year	20/21				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Improve Literacy and Numeracy across the curriculum in order to raise attainment in all curriculum areas</p>	<p>Additional teaching hours in Maths and English supplied for required students. Use of primary support to increase Literacy levels</p>	<p>Appropriate withdrawal of students to boost Literacy and Numeracy skills has shown positive impact in previous years.</p>	<p>Ongoing Data tracking will identify students who need additional support this will be in conversations with AP, LP English, LP Maths</p>	<p>MHA/JHA/JHM(on arrival)</p>	<p>Ongoing after SOP and additional assessment.</p>
<p>Reduce the negative behaviour points for low level disruption allowing all students to experience a better learning environment.</p>	<p>Monitor and track behaviour policy and systems to identify trends in low level disruption, ensuring interventions can take place and provision for all students is tailored accordingly.</p>	<p>Low level disruption was the largest contributor to negative behaviours in the college and being proactive rather than reactive with interventions will allow all students to experience better, more tailored learning environments.</p> <p>AP, HOY, SENCO, DSL and Behaviour Manger will be able to more closely monitor student behaviours.</p>	<p>AP, HOY, SENCO, DSL and Behaviour Manager will meet weekly to monitor systems and data. Staff voice will build part of feedback and will be considered as required.</p>	<p>SLO/ DBU</p>	<p>Ongoing – weekly basis</p>
<p>ii. Targeted support</p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve progress in Maths in line with other core subjects	Provide students with additional interventions in Maths to close knowledge gaps in all subjects.	Progress in Maths is not in line with other core subjects. Effectively identifying and closing knowledge gaps in students allows for greater progress.	Weekly meetings between AP for attainment and Progress and LP for Maths to monitor and review the interventions in place	MHA/JHM	Ongoing
Increase progress of PP students in all year groups	Provide all students with access to revision resources, both physical and virtual. Provide a revision programme tailored to the needs of individual students in year 11. Provide students with 1-1 tuition as required Use enhanced tracking systems to monitor pupil progress.	Providing students with additional resources and a programme of additional revision and study sessions allows students to prioritise their revision processes for their knowledge gaps and enhances progress.	All sessions are timetabled well in advance, and information is given to both staff, students and parents. AP Attainment and Progress coordinates communication with parents and identifies students at risk of underperformance.	MHA / HOD's	Half Termly and after each assessment point

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure lack of funds does not affect access to college curriculum.	Supply students with resources in subjects such as DT and Music.	Access to a broad and balanced curriculum, leading to improved cultural capital enhances the	Monitoring the engagement of students in college life and their behavioural traits, in lessons	SLO/MHA/FSU	Ongoing with subjects that require additional resourcing.

		progress of students and the life experiences they have.	where additional funding has been supplied will allow for changes or adaptations as requires		
Raise aspiration of students by implementing a programme of careers, university and revision talks aimed at recruitment to further education and enhanced performance in external examinations.	Provide opportunities for visits to, and by, Universities. Provide students with workshops to aid revision. Provide students opportunities to visit work scenarios. Provide students access to employers in a range of careers.	Raising the aspiration of students leads to a greater engagement in the college curriculum and as a result increases progress and improves the opportunities later in life.	All sessions will have feedback forms to monitor perceived impact on students. Successful sessions will be repeated.	SWI/ MHA/ HOY	College and Next Step Interviews throughout the year. Outside agencies throughout the year and feedback is immediate.
Total budgeted cost					£208190

6. Review of expenditure				
Previous Academic Year		19/20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
Improve Literacy and Numeracy across the curriculum in order to raise attainment in all curriculum areas	Specialist Teacher employed to work with small groups of students. Additional teaching hours in Maths and English supplied for required students. Additional resources purchased for students and time allocated for TA support.	Reading and Numeracy interventions with weaker students gave rise to progress that was at least in line with their peers. These sessions were run in year 7, 8 and with some year 9 students as well as on a wider scale with year 11 students. Positive impact was seen throughout.	Small group work has been successful. 1-1 sessions have provided the greatest progress and will be facilitated in the next academic year as much as possible.	£29544

<p>Reduce the negative behaviour points for low level disruption allowing all students to experience a better learning environment.</p> <p>Provide additional support to students who are in need of behaviour for learning plans</p>	<p>Implement new behaviour policy and systems to monitor behaviour, ensuring interventions can take place and provision for all students is tailored accordingly.</p>	<p>Instances of low level disruption decreased and systems put in place allowed for greater accountability of individual staff in the building of relationships with students.</p> <p>The introduction of classcharts as a system for monitoring has allowed staff to reward positive behaviour much more easily and again aided in building relationships with disaffected learners.</p> <p>Individual BFL programmes were supportive and made positive impacts in some cases.</p>	<p>Continued use of the strategies in place will occur however additional resources will be given into our most disaffected students by way of staff support and additional resources to ensure all pupils have a better learning environment.</p>	<p>£56602</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve PP progress in Maths.</p>	<p>Provide students with additional interventions in Maths to close knowledge gaps in all subjects.</p>	<p>Progress for all students improved in Maths and specific interventions with PP learners allowed their progress to rise also, including an increase in attainment at 4+, 5+ and 7+ markers.</p>	<p>Individual intervention based on the identification of weak skills will continue. Students who are not deemed appropriate for group intervention will receive more individualised support.</p>	<p>£22797</p>

Increase PP progress in year 11.	<p>Provide all students with access to revision resources, both physical and virtual.</p> <p>Provide a revision programme tailored to the needs of individual students in year 11.</p>	<p>Additional revision resources and differing approaches meant that attendance of revision sessions before the cancelling of examinations had increased from the year before.</p> <p>PP attendance was made compulsory if there were any issues with attainment.</p>	These strategies are appropriate and will run again.	£14237
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
Ensure lack of funds does not affect access to college curriculum.	<p>Supply students with resources in subjects such as DT and Music.</p> <p>Supply additional funding for PP students to go on college trips and access additional curriculum resources.</p>	All students have access to the same curriculum and are not disadvantaged in any way. The Progress Gap of PP students in areas such as DT and Art where additional resources are supplied is smaller.	<p>Allowing all students to have access to the curriculum by providing resources that are appropriate and engaging will continue.</p> <p>Trips will continue to be subsidised when they are again able to run appropriately.</p>	£14706

<p>Raise aspiration of students by implementing a programme of careers, university and revision talks aimed at recruitment to further education and enhanced performance in external examinations.</p>	<p>Provide opportunities for visits to, and by, Universities. Provide students with workshops to aid revision. Provide students opportunities to visit work scenarios. Provide students access to employers in a range of careers.</p>	<p>100% of pupils in KS4 went on to further education by way of Sixth form/ college or an apprenticeship.</p> <p>Progress at KS4 and KS5 was improved in the last 12 months due to the revision programmes and aspirational workshops that were put on.</p> <p>96% of students in KS5 went on to University or a work placement.</p>	<p>Strategies will continue with additional opportunities put in place in all year groups to support the ongoing careers and raising aspirations programme.</p>	<p>£11805</p>
<p>Provide appropriate support to staff at all levels in securing both academic, social and emotional progress for students.</p>	<p>Staff given specific roles, duties and time to support all students and monitor the impact of strategies that have been put in place to secure academic, social and emotional progress.</p>	<p>Having staff who are accountable for differing parts of a students progress has ensured that the impact of strategies that have been put in place has been closely tracked and developed or amended as necessary.</p>	<p>Staffing and monitoring processes will continue.</p>	<p>£65646</p>

7. Additional detail

- Additional funding has gone into the support of the initiatives above by way of leadership time, additional staff support and technological systems that allow for accurate tracking of pupil progress.

