

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	Bishop Milner Catholic College
Number of pupils in school	754 (Year 7-11) 116 (Year 12-13) Total 870
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021- August 2024
Date this statement was published	May 2022
Date on which it will be reviewed	November 2022
Statement authorised by	R May S Foster
Pupil premium lead	M Hambrook
Governor / Trustee lead	N Vizer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,875
Recovery premium funding allocation this academic year	£33,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£248,080

Part A: Pupil premium strategy plan

Statement of intent

This strategy aims to support both the educational needs and the wider pastoral needs of students at Bishop Milner.

The strategies that are planned for, and put in place, will be done so with a specific focus on disadvantaged students, whose experiences during the pandemic will not have been as favourable as their disadvantaged peers, exacerbating further the gaps in knowledge and social experiences.

Supporting students with academic resources, additional tutoring, enhanced pastoral support and access to extra-curricular opportunities will play a part in enhancing the life chances of all students and narrowing the gaps that have widened over the past 2 years

The strategies put in place will be based up to date research and will be monitored to ensure that they are both effective and impactful in supporting students reach their full potential, allowing them to make progress that will allow them to be aspirational in the choices they make for the next steps of their education.

Challenges

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

Challenge number	Detail of challenge
1	Negative learning habits of those most effected by school closures provide barriers to learning.
2	Accurate identification of knowledge and skill gaps, and appropriate adaptation of MTS/LTS in all subjects.
3	Students may not engage in additional academic interventions.
4	Staffing considerations need to be made to ensure appropriate staff are available for targeted intervention strategies.
5	PSHE Priorities may change throughout the year based on internal and external patterns of behaviour.
6	Support from external sources may not be able to provide the levels of support required by our students.

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
Progress 8	Achieve the top quartile of national progress figures for disadvantaged students
Attainment 8	Achieve the top quartile of national figures for disadvantaged students
Percentage grade 5+ in English and Maths	Achieve above the national figure for disadvantaged students.
Other	A higher percentage attendance to extra-curricular activities than non-disadvantaged peers.
EBacc Entry	Increase the percentage of students entering the Ebacc to entry figures in line with those in the local area (20%)

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: £26398

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate effective delivery of reviewed long and medium term sequencing to support departments in their diagnosis of gaps that need to be addressed. Re-introducing bi-weekly meetings with Leads of English and Maths to support core departments further.	High quality teaching as identified in EEF Pupil Premium guide Targeted intervention as outlined in EEF Pupil Premium guide	2,3,4
Promote high quality inclusive T&L through QFT and reading strategies, retrieval practice and quality AfL	High quality teaching as identified in EEF Pupil Premium guide EEF Feedback statement	2
Improve the performance of key groups including MA, PP, White British Males by targeting classroom based intervention at underachievers.	EEF tuition statement	2,3
Develop the teaching of academic language and Numeracy through stand alone timetabled lessons	EEF Literacy statement NFER / EEF Numeracy and Literacy research	3,4

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

Budgeted cost: £91256

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effectively identify students to receive additional interventions linked to performance in English and Maths using online	EEF One- One tuition statement EEF Small group tuition statement	3,4

support programmes, including the NTP and small group withdrawal to improve progress.		
Embed a programme of academic after school sessions that will support students in all examination groups	EEF Extending school day statement	2,3,4

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

Budgeted cost: £175264

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate new approaches to alternative provision for students not coping with the conventional timetable and classroom approaches.	EEF Behavioural interventions statement	1,6
Embed new pastoral staffing structure, ensuring all roles are functioning effectively and leading the college of a relaunch of all standards and expectations. This should include an increase in opportunities for quality CPD on behavior and attitudes at all levels.	EEF Mentoring Statement	1,6
Plan and deliver a comprehensive strategy for the personal development of all students including: Personal development lessons covering a wide range of pertinent topics, increased opportunities for student voice and leadership, a wider culture of praise, celebration, enrichment and collective worship for all.		1,5,6
Provide students with a wider range of opportunities outside the classroom and support with funding of equipment/resources within the classroom.		1,3,5,6

Total budgeted cost: £292918

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.

<p>Improve basic Literacy and Numeracy skills of pupils to allow access to whole curriculum</p>	<p>Ongoing interventions in place – Curriculums in Maths and English will be further adapted to include Numeracy and Language for learning lessons</p> <p>Use of mylexia has seen significant positive impact in student progress. Use of mangahigh has allowed detailed analysis following a term of use.</p>
<p>Pastoral interventions and strategies are effective in the reduction of negative behaviour instances for PP students.</p>	<p>Significant intervention was put in place pastorally to support students on their return from lockdown with students receiving individualised support based on their needs. Whilst there has been no change in the proportion of behaviour points for PP students, behaviour analysis of groups has taken place and PSHE/ additional support is continuing to be directed as appropriate. In the academic year 21/22 there will be additional funding for alternative provision in support of students in further need of intervention.</p>
<p>Allow PP students to have the same access to resources in all subjects by funding resources, trips and academic materials.</p>	<p>Trips were curtailed due to government guidance. In school resources have been provided to students to support their learning including changes to timetabling and additional resources. This has seen a significant positive engagement in lessons especially with a target group of year 9 students.</p> <p>Funds have been made available to support additional academic materials in year 10 to support those students who will be sitting examinations next summer. Data for end of year 10 into year 11 shows that there are still gaps in attainment and planning intervention for these students is a priority in the Autumn term.</p>

Externally provided programmes

Programme	Provider
NTP	MyTutor
Revision and Study Skills	Elev8
Knife Crime / E-safety / Drugs	West Midlands Police
Relationships / Sexual Health	Loudmouth
Mental Health and Wellbeing	Kooth

Further information (optional)

Additional activity

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Planning, implementation, and evaluation