

# Pupil premium strategy statement for Bishop Milner Catholic College 2025-26

This statement details our school's use of pupil premium 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	802 (748 in year 7-11)
Proportion (%) of pupil premium eligible pupils	243 (32.4% in year 7-11)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2025 – August 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	R May S Foster
Pupil premium lead	M Hambrook
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£217,150

## Part A: Pupil premium strategy plan

### Statement of intent

Bishop Milner is a Catholic School, that lives by its motto of 'Inspiring hearts and minds, with Christ at the centre of all we say and do', with our principles being based around Catholic Social Teaching.

The location of the school, in central Dudley, means that the deprivation of the local area is close to national, but the deprivation of pupils is well above average, with 32.4% of our students eligible for the pupil premium.

We strongly believe that all students should have equality of opportunity, regardless of their personal circumstances, and the spending of the Pupil Premium ensures just that. The strategic planning of the spend, along with our commitment to pledge RADY (Raising Attainment of Disadvantaged Youngsters), ensures that disadvantaged students are supported in all areas of their school life and unashamedly given additional opportunities that they may not have access to outside of school.

The Pupil Premium Strategy is intrinsically linked with whole College development planning and self-evaluation, and along with the voice of students and staff allow for funding to be directed to changing areas of need. Governors are regularly consulted on the Pupil Premium Strategy and are encouraged to challenge staff on their strategies for improving outcomes for disadvantaged students, resulting in changing priorities and targets as required.

Staff CPD is integral to improving outcomes and always has a focus on disadvantaged students, with research-based methods used to evaluate and improve both the academic and pastoral systems that our students experience on a daily basis. The CPD programme encourages staff to consider greater than proportional representation for disadvantaged students when considering interventions and opportunities, both inside and outside the classroom.

Through this strategy we aim to ensure equality of opportunity for all students, regardless of their personal circumstances, developing the god given talents of all students.

## Challenges

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

Challenge number	Detail of challenge (School Improvement Plan linked target)
1	Changes in attitudes to learning from students, including passive compliance and a lack of resilience.
2	Attendance of disadvantaged students is lower than that of non-disadvantaged peers
3	Ensuring that curriculums are refreshed to meet the needs of all students.
4	Students may not engage in additional academic interventions.
5	Staffing considerations need to be made to ensure appropriate staff are available for targeted intervention strategies. This includes both teaching staff and additional adults in the classroom.
6	PSHE and Personal Development priorities need to adapt to the changing needs of our community
7	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 (Success Criteria identified in the SIP)
Improve the Progress and Attainment of all students closing the attainment gap between non-disadvantaged and disadvantaged students.	<ul style="list-style-type: none"> <li>All core subjects achieve 80% 4+</li> <li>All core subjects achieve 60% 5+</li> <li>All core subjects achieve 25% 7+</li> <li>Average APS of 50.00 for all students</li> <li>Average APS of 37.00 for SENK students</li> <li>Average APS of 45.00 for PP students</li> <li>The PP APS Gap Is below 5.00.</li> <li>Interventions have Impact data that shows PP students making more rapid progress than their disadvantaged peers.</li> </ul>
Improve the whole school attendance figure, reducing the number of students classed as persistently absent. With a specific focus on closing the gap between non-	<p>All students who are classed as SA (below 50%) to be on Attendance Plans which are reviewed fortnightly.</p> <ul style="list-style-type: none"> <li>Increase in earlier intervention of those students classed as PA – Following the ESS protocol and guidelines.</li> <li>Reduce the gap between PP and Non-PP students from the previous academic year. This to be less than a 4% difference.</li> </ul>

disadvantaged and disadvantaged students.	<ul style="list-style-type: none"> <li>• Reduce the gap between SEND K and Non-SEND students. SEND This to be less than a 4% difference.</li> <li>• Attendance plans to be implemented and regularly reviewed for those students classed as PA.</li> <li>• Develop strong practices of Attendance officer to monitor and track those students are regular absent.</li> <li>• Suspensions to be reduced by 10% minimum per term from the previous year.</li> </ul>
Provide students with an appropriate personal development curriculum, re-acting to the needs of the community.	<ul style="list-style-type: none"> <li>• The PD curriculum can respond and change to meet the needs of our community with needs identified and shared through regular communication with the pastoral and safeguarding teams.</li> <li>• Student tutor books demonstrate a clear learning journey with extended written responses to key topics and questions. Turn and talk or stop and jot opportunities are evident each week.</li> <li>• Developed more structured careers education from Year 7.</li> </ul>
Ensure that disadvantaged students receive additional opportunities outside the classroom to bolster both their academic and spiritual growth.	<ul style="list-style-type: none"> <li>• Greater than proportional representation in trips, visits and interventions.</li> </ul>

### Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide staff with appropriate CPD to build effective and consistent classroom practices that support the progress of all students. This includes: Best use of TLAC Effective and purposeful feedback Adaptive teaching practices	High quality teaching as identified in EEF Pupil Premium guide  Targeted intervention as outlined in EEF Pupil Premium guide  <a href="#">Adaptive teaching toolkit</a>  <a href="#">EEF Feedback statement</a>	1,,3
Review curriculums to ensure that each stage has appropriate support and adequate challenge for all students to achieve their academic best	High quality teaching as identified in EEF Pupil Premium guide	1,3
Increase the use of IT in the classroom to support the delivery, resourcing and assessment of the curriculum.	<a href="#">EEF Use of IT statement</a>	1,3,5,7

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

Budgeted cost: £ 47,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effectively identify students to receive additional interventions based on current attainment and their starting points.	<a href="#">EEF One- One tuition statement</a>  <a href="#">EEF Small group tuition statement</a>	1,3,4

Embed a programme of academic, sessions that will support students in all examination groups.	<a href="#">EEF Extending school day statement</a>	1,3,4,5
Build a Reading, Oracy and Writing strategy that runs through the curriculum of all subjects to support all students accessing the curriculum at all levels.	<a href="#">EEF Reading strategies</a>	1,3,4,5

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to build internal systems for ARP to meet the needs of our changing cohort.	<a href="#">EEF Behavioural interventions statement</a>	2,5,7
Embed staffing and systems which will support the drive to increase attendance.	<a href="#">Supporting school attendance   EEF</a>	2,7
Continue to review the personal development offering students receive to react to trends identified from the analysis of internal data and local external factors.		6
Provide students with a wider range of opportunities outside the classroom and support with funding of equipment/ resources within the classroom.	<a href="#">EEF Extending school day statement</a>	2,6
Build an effective rewards strategy that builds upon the values set out in The Milner Way	<a href="#">Gov.uk using rewards to support behaviour</a>	1,2,4,6
Raise aspiration of students by providing bespoke careers advice, guidance and opportunities	<a href="#">Enhancing Careers guidance in schools</a>	1,6

**Total budgeted cost: £ 217150**

## 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 2024 to 2025 academic year.

Teaching	<p>Under FACED, strengthen pedagogical approaches to curriculum implementation – achieving greater consistency across all subject areas and their outcomes. <i>TLAC strategies have been adopted and are now in place across classrooms.</i> <i>Students comment on how the strategies support their learning and like a common approach across all subjects.</i> <i>Continual CPD</i></p> <p>In line with the MAC PP First strategy, ensure that coaching strategies support pedagogy to improve the progress and attainment of disadvantaged students. <i>The Implementation of consistent Live Marking codes has allowed immediate feedback to be targeted in all lessons and disadvantaged students should receive this feedback more frequently.</i> <i>Continual CPD</i></p>
Targeted Academic Support	<p>Effectively identify students to receive additional interventions linked to performance in English and Maths using online support programmes, including online and small group withdrawal to improve progress. <i>Intervention groups ran with targeted students identified.</i></p> <p>Embed a programme of academic, registration, lunchtime and after school sessions that close gaps for those most frequently missing learning time. <i>Intervention groups ran with targeted students identified.</i></p> <p>Refine systems for reading and assessment to identify key gaps at each stage of students' learning. <i>Phonics teacher employed to deliver freshstart.</i> <i>MyLexia used as targeted intervention</i> <i>CPD delivered on supporting weak readers in the classroom</i></p> <p>Develop bespoke action plans (similar to MAC attendance ones) for any disadvantaged student frequenting Damascus provision.</p>
Wider Strategies	<p>Evolve systems and staffing of new Damascus provision. <i>Evolution of Damascus to internal ARP (Tabor) staffing is fluid based on the need of students</i></p> <p>Continue to evaluate the pastoral staffing structure based on feedback from 2023-24 to ensure that all students are supported. Including embedding the roles of new AP and Behaviour and Academic Intervention manager. <i>Ongoing evaluation of roles, based on the needs of our students, have been needed. This will continue through into the next strategy.</i></p>



	<p>Gather impact data of well plotted assessment points for the Personal Development Curriculum.</p> <p><i>Personal Development Curriculum now has assessment point sin place</i></p> <p>Diversify extra-curricular opportunities – particularly to increase representation of SEND and PP students.</p> <p><i>A variety of extra-curricular clubs and trips have been offered with higher than proportional representation.</i></p> <p>Embed teaching of Behaviour Curriculum at different levels.</p> <p><i>Behaviour curriculum now linked with rewards, drop down days delivered to refresh student understanding of the ‘why’</i></p>
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## Externally provided programmes

Programme	Provider
Tutoring	TBC
Revision and Study Skills	Elev8
Knife Crime / E-safety / Drugs	West Midlands Police
Relationships / Sexual Health	Loudmouth
Mental Health and Wellbeing	Kooth
Careers Advice	Connexions
Raising Aspirations	Brilliant Club