# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Bishop Milner Catholic College |
| Number of pupils in school  | 847 (738 in year 7-11) |
| Proportion (%) of pupil premium eligible pupils | 205 (28% in year 7-11) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Sept 2022- August 2025 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | R May S Foster |
| Pupil premium lead | M Hambrook |
| Governor / Trustee lead | R Marsh |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £225,630 (2023-24) |
| Recovery premium funding allocation this academic year | £61, 824 (2023-24) |
| 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 | £287,554 (2023-24) |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 yearsThe 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.

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| Challenge number | Detail of challenge  |
| 1  | Behavioural habits of students, passive compliance. |
| 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. |
| 7 | Attendance of disadvantaged students is lower than that of non-disadvantaged peers |

## 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.

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| 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%) |
| Attendance and punctuality | The gap in absence and persistent absence will decrease between disadvantaged and non-disadvantaged students. |

## 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: £ 26000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to monitor and evaluate the implementation of LTS and MTS across all subjects with a focus monitoring the effectiveness of assessment and progress codes at KS3 with the development of golden threads | High quality teaching as identified in EEF Pupil Premium guideTargeted 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](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) | 2 |
| Improve the performance of key groups including MA, PP, White British Males by targeting classroom based intervention at underachievers. | [EEF tuition statement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 2,3 |

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

Budgeted cost: £ 80000

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| 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 support programmes, including the NTP, SLT and small group withdrawal to improve progress. | [EEF One- One tuition statement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)[EEF Small group tuition statement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 3,4 |
| Embed a programme of academic, registration, lunchtime and after school sessions that will support students in all examination groups  | [EEF Extending school day statement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time) | 2,3,4 |
| Develop a robust strategy to improve the provision for reading including the use of targeted intervention aimed specifically at the lowest 20%  | [EEF Reading strategies](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) |  |

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

Budgeted cost: £ 182554

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Monitor approaches to alternative provision for students not coping with the conventional timetable and classroom approaches. | [EEF Behavioural interventions statement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 1,6 |
| Continue to evaluate the pastoral staffing structure based on feedback from 2022-23 to ensure that all students are supported. | [EEF Mentoring Statement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring) | 1,6 |
| Evaluate and improve upon 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. In the year 23-24 this will include character education. |  | 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 |
| Implement a new behaviour curriculum to improve standards, along with the support of external behaviour mentors for targeted students |  | 7 |

**Total budgeted cost: £287554**

# 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 2022 to 2023 academic year.

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| Teaching |

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|  | 2018-2019 | Exams 2022 | Exams 2023 |
| Progress 8 | +0.2 | +0.37 | +0.04  |
| Attainment 8 | 50.7 | 52.8 | 44.59  |
| 9-4 Eng/Ma | 69% | 77.3% | 62.3%  |
| 9-5 Eng /Ma | 53% | 55.8% | 35.8%  |
| Ebacc 9-4 | 26% | 11.7% | 4.6%  |
| Ebacc 9-5 | 15% | 9.7% | 4.6%  |
| English Progress | +0.38 | +0.41 | +0.30  |
| Maths Progress | -0.13 | +0.31 | -0.23  |
| EBacc Progress | -0.09 | +0.23 | -0.23  |
| Open Progress | +0.59 | +0.54 | +0.30  |

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| --- | --- | --- | --- |
|  | 2018-2019 | Exams 2022 | Exams 2023 |
| Male | -0.11(63) | +0.22 (67) | -0.24 (73) |
| Female | +0.54(69) | +0.50 (87) | +0.30 (78) |
| PP | -0.3 (39) | +0.16 (37) | -0.08 (51) |
| Non PP | +0.41(93) | +0.44 (117) | +0.12 (100) |
| SENK | -0.68(12) | -0.26 (21) | -0.53 (26) |
| EHCP | -0.81(1) | -0.40 (3) | -0.07 (8) |
| HPA | +0.16(58) | +0.36 (28) | -0.14 (22)\* |
| MPA | +0.30(58) | +0.42 (89) | +0.10 (82) |
| LPA | -0.03(13) | +0.27 (33) | -0.04 (34) |

Ongoing curriculum reviews showed that curriculum intent in all areas of the school was at least good and TIP documents were used to identify student gaps in knowledge after key assessment points with a focus on disadvantaged students.Ongoing CPD and support was given through theory and practice sessions with the priority focus on students knowing and remembering more. |
| Targeted Academic Support | Student interventions were put in place and NTP funding was used to support this, underachieving and target students’ parents were involved in the process and increased parental engagement through revision evenings, where resources were provided to students, were run.Reading interventions were put in place using data as a tool to identify students, and resourcing purchased with PP funding was used to support. |
| Wider Strategies | Alternative provision has been a success in house and whilst spend on external alternative provision has increased the effectiveness of provision on site has meant that students accessing this provision have either exhausted our provision and needed to move on to external support or transitioned back to full time timetables. Utilising funding the AQA Unit award scheme has seen students gain recognition for the work they have completed in AP and will build a positive portfolio of skills students can show they have gained when looking for next steps.Pastoral staffing structure will continue to be monitored throughout this academic year.Opportunities for extra-curricular activities were funded and supported through both the PP and recovery budget. Further opportunities will be provided in the academic year 23-24 and additional funding will be made available to ensure disadvantaged students receive greater opportunities than their disadvantaged peers.Funding was spent on resources to fund the personal development curriculum and sessions are now in place for all year groups on a 2 weekly rota. Additional sessions with external agencies stated below have also been used to support issues as they arise. |

## Externally provided programmes

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| --- | --- |
| 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)

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| **Additional activity***

**Planning, implementation, and evaluation** |