



## Pupil premium strategy statement

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 Ullathorne Catholic School
Number of pupils in school	994
Proportion (%) of pupil premium eligible pupils	23.9%
Academic years that our current pupil premium strategy plan covers	September 2024 to September 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Sarah Boyle Headteacher Mr Robert Ridley Chair of Governors
Pupil premium lead	Mrs Sarah Boyle
Governor/ Trustee lead	Mr Robert Ridley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 249,900
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 249,900</b>

# Part A: Pupil premium strategy plan

## Statement of Intent

Our mission is to be an active Christian community of love and service where all feel they belong and are valued. We will help each other to recognise the gifts of God within us, to search for excellence and to foster the development of our true self.

Through this pupil premium strategy, we aim to support our vision to:

- develop a fully inclusive community which fully embraces the concept of Imago Dei in all aspects of school life.
- ensure that every member of our school staff has a drive for their own self-improvement and the highest expectations for all students, especially those who are disadvantaged.
- encourage all students and staff to recognise the importance of integrity and resilience and provide opportunities to develop these skills.
- deliver and embed a fully inclusive and broad development for all of our students.
- enable all students and staff to feel empowered to take on as much responsibility as they are comfortable with seeking.

## Challenges

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

Challenge number	Detail of challenge
1	Continuing to close the gap between the outcomes of disadvantaged and non-disadvantaged students.
2	Continuing to provide access to cultural capital experiences which may be out of reach for some disadvantaged students.
3	Continuing to increase the attendance of some disadvantaged students.
4	Continuing to develop the self-esteem and career aspirations of some disadvantaged 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 (specifics)
A. Outcomes for pupil premium students are in line with those of their non-pupil premium peers.	In all attainment and progress measures in 2024, disadvantaged students had made progress since 2023. This was also positive against national like for like figures. For this year, the target is to continue to maintain this trend for improvement in GCSE attainment for our disadvantaged students in all measures.
B. A clear and sustained cultural capital programme which allows students from all social backgrounds to access a broad range of experiences.	SOCS activity attendance data highlights that some activities are very well attended by pupil premium students. Where this is under 30% and there is flexibility to encourage attendance, this is a target: Spain trip, Bronze Duke of Edinburgh Award, Open Evening guides and helpers, for instance.
C. Attendance figures for disadvantaged students are improved.	School attendance data continues to improve post-covid. The target is to ensure that attendance in all year groups for disadvantaged students continues to rise.
D. Gaps in reading age are identified on entry and targeted intervention supports rapid catch-up.	The Year 7 Reading Intervention programme targets all students typically with a reading age below one year of their actual age. Students who are in receipt of pupil premium will be questioned qualitatively. The intention is that students improve their reading age in line with their peers but also their love of reading.

## Whole school profile and PP school profile 2024

		Y7 - 11		WHOLE SCHOOL		Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13	
Gender	Student Total	981		1138		179		211		210		202		179		90		67	
	Male	502	51.2%	563	49.5%	94	52.5%	116	55.0%	108	51.4%	100	49.5%	84	46.9%	34	37.8%	27	40.3%
	Female	479	48.8%	575	50.5%	85	47.5%	95	45.0%	102	48.6%	102	50.5%	95	53.1%	56	62.2%	40	59.7%

		Y7 - 11		Year 7		Year 8		Year 9		Year 10		Year 11	
% of Year Group		25.9%		29.6%		28.9%		22.9%		27.7%		20.1%	
Gender	Student Total	254		53		61		48		56		36	
	Male	132	52.0%	30	56.6%	35	57.4%	23	47.9%	28	50.0%	16	44.4%
	Female	122	48.0%	23	43.4%	26	42.6%	25	52.1%	28	50.0%	20	55.6%
Attainment	Upper Attainers at KS2	45	17.7%	8	15.1%	13	21.3%	8	16.7%	10	17.9%	6	16.7%
	Middle Attainers at KS2	139	54.7%	33	62.3%	30	49.2%	26	54.2%	31	55.4%	19	52.8%
	Lower Attainers at KS2	57	22.4%	11	20.8%	18	29.5%	10	20.8%	7	12.5%	11	30.6%

## 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: £87,890.00**

Activity	Evidence that supports this approach	Challenge number(s)
Learning Walk Thrus	Assessments identified a need for significant retrieval and practice work as well as careful sequencing to ensure that disadvantaged students were able to make progress in line with their peers. This programme provides clear, focused steps to supporting these threads and forms part of the school's on-going CPD programme.	1,4
Additional mathematics staff	Additional support in mathematics facilitates consistent teaching across key stages and allows for small withdrawal groups, where appropriate. This consistency allows for greater knowledge of the students' learning. Potential interruptions to learning caused by long term staff absence is negated by having increased capacity.	1,4

Challenge Partners	The programme allows all senior leaders to be trained to collaborate with leaders in other schools and trusts to share best practice.	1,2,3,4
Leadership responsibilities	Leaders at all levels have responsibility for increasing their skills to ensure that disadvantaged students are identified and supported inside and outside the classroom.	1,2,3,4
TLR for literacy in Key Stage 3	A member of staff with responsibility for creating and delivering literacy programmes ensures targeted engagement. Accountability, supported by remuneration, ensures that programmes are implemented successfully. This includes delivery of the Reading Award as part of the Character Passport.	1,2,4
Knowledge Organisers	An updated Key Stage 3 home learning policy ensures that all students have access to the same knowledge. The Knowledge Organisers remove barriers that may be presented by other home learning tasks.	1,3,4
CPSHE programme	A TLR holder provides a comprehensive programme for all students in Years 7 to 11. This is delivered by teaching staff for one hour a week. It is heavily resourced in terms of materials to provide consistency for staff. Outside speakers are also sourced.	2,4

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

**Budgeted cost: 57,413**

Activity	Evidence that supports this approach	Challenge number(s)
The Key Stage 4 Grinds programme	The Grinds programme provides guidance for home study as well as removing the barrier of finding adequate peace and quiet for study at home. Supervised study time in the evening, with food provided, allows staff to model good practice and support students who may struggle to study at home.	1,3,4
Star Reader Reading Age assessment	All Year 7 students are assessed on entry using the Renaissance Star Reader programme. Students in lower ability groups have access to Accelerated Reader throughout Stage 3.	1,4

Year 7 literacy intervention	Targeted intervention is provided based on Reading ages. This includes phonics, tracking book awards and one-to-one support with sixth form students. The programme is monitored and tracked by a senior leader.	1,2,3,4
Additional support for English and mathematics	Use of HLTA support for small group work in defined periods of time supports rapid growth in targeted areas of the curriculum.	1,4
Technology to support remote learning	The purchase and maintenance of laptops, tablets and dongles allows students full access to any aspect of a remote curriculum and support home learning.	1,4
Revision support	Access to additional supplies, including revision software, guidebooks and text books supports young people in independent study. The purchase of these items removes potential barriers that non-access to curriculum resources could create.	1,3,4
Homework Club	A specialist TA is employed to provide support to students in the library after school.	1,2,3,4
Invigilation	Ensuring all of our most vulnerable learners are fully prepared for the Summer examination season with a series of fully invigilated and supported mock examinations will help them to reach their potential, fully prepared and confident in the processes of examinations.	1,4
Coventry Boys and Girls Club and YMCA mentoring	Vulnerable disadvantaged students are identified and a programme of support is provided through an outside agency.	1,3,4
Soli House and ARYPT	Our lay chaplain mentors disadvantaged students on a daily, ad hoc basis. They also liaise with outside agencies to provide opportunities to experience enrichment activities outside school hours.	2,3,4

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

**Budgeted cost: £ 104,597.00**

Activity	Evidence that supports this approach	Challenge number(s)
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Character Passport and Diversity Passport	Character education, including rewarding effort and resilience is key to ensuring all students feel that they belong to the community. The administration and delivery of the Character Passport and Diversity Passport ensures that equitable numbers of pupil premium students access the course.	1,2
Enrichment, including cultural capital	Access to diverse trips and activities throughout the academic year, including theatrical visits, access to guest lectures, residential visits and museums, helps to ensure that all students develop a diverse cultural understanding. Trips and visits are heavily subsidised or delivered at no cost.	1,2,3,4
Attendance	A dedicated team of pastoral staff, including an educational welfare officer, supports the school in developing relationships with families and removing any barriers to students coming in to school.	1,3,4
Rewards and incentives	A strong and sustained character education helps students to recognise their place in the world. Rewards and incentives connected to our Character Passport and Ullathorne Way help to motivate students. Through attaching these to charity we are also instilling a need to understand the importance of working to help others.	1,2,3,4
Careers advice and support	Pathways and routes through education and training are an essential part of secondary school. A career's adviser meets with every student and coordinates events, speakers and assemblies. The advice prioritises students who are in receipt of pupil premium to provide a frame of reference for examinations and subject choices.	1,4
Music peripatetic classes	Access to music supports cognitive function creates a sense of belonging and community. Students in receipt of pupil premium funding receive music tuition throughout Key Stage 3. This continues for students who choose music at GCSE level.	1,2,3,4
Breakfast Club	Every child can access a free tea and toast in school from 8am.	1,3
Into University	Disadvantaged students in all year groups access a programme to raise aspirations.	1,2,3,4

Sports Leaders Award	The Sports Leaders Award enables targeted students to enrich their cultural experience and ability to work in a team.	1,2,3,4
Chaplaincy	The school's Chaplaincy team represents the whole school community. This builds confidence, eloquence and	2,3,4
Bus passes	Where there is a need, due to disadvantage, students are provided with subsidised passes.	2,3,4
Work-related learning and off-site provision	This provision is sourced by our SENCo to support practical learning for some of our disadvantaged students. This bespoke curriculum choice enhances outcomes and provides direction.	1,2,3,4
Prefects, Eco Reps, Mental Health Reps and Character Passport Leaders, Student Leadership Council Reps	A proportion of our student leaders are from disadvantaged backgrounds in order to provide positive experiences and responsibilities. The varied roles allow students to take into account the views of others in the community to improve well-being.	2,3,4
Uniform	Where there is a need, uniform is provided.	2,3,4
SOCS monitoring package	SOCS allows us to track attendance at all events and consequently target students for future activities.	1,2,3,4

**Total budgeted cost: £249,900.00**

## 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 2023 to 2024 academic year.

A. GCSE outcomes.						
	2023			2024		
	L	M	U	L	M	U
	14	18	5	14	18	5
School 5+ EM disadv	29%			38%		
National disadv LforL	25%					
School 4+ EM disadv	58%			65%		



National disadv LforL	43%	
EBacc disadv 5+	8%	13%
EBacc disadv 4+	11%	30%
Attain 8 disadv	41.9	46.9
National	50.2	
National disadv LforL	34.9	
English A8 disadv	9.6	10.5
National non	10.6	
National disadv LforL	7.7	
Maths A8 disadv	8.2	8.4
National non	9.9	
National disadv LforL	6.8	
EBacc A8 disadv	11.1	13.2
National non	14.6	
National disadv LforL	9.8	
Open A8 disadv	12.9	14.8
National non	15.1	
National disadv LforL	10.6	
5+ English disadv	61%	68%
National non	68%	
National disadv LforL	40%	
English 4+ disadv	82%	85%
National non	81%	
National disadv LforL	56%	
5+ Maths disadv	34%	43%
National non	58%	
National disadv LforL	30%	
Maths 4+ disadv	63%	68%
National non	77%	
National disadv LforL	49%	
Progress 8 disadv	-0.04	0.07
National non	0.17	
National disadv LforL	-0.58	
English P8 disadv	0.17	0.28
National non	0.14	
National disadv LforL	-0.56	
Maths P8 disadv	0.00	-0.35
National	0.15	
National disadv LforL	-0.51	
EBacc P8 disadv	-0.27	-0.03

National non	0.17	
National disadv LforL	-0.61	
Open P8 disadv	0.03	0.31
National non	0.17	
National disadv LforL	-0.62	

## B. SOCS Activity attendance data (2023 to 2024)

Club	SEND %	PP% (30+%)(22+%)
Barcelona, Spain trip	13	24
Bible club	5	29
Bronze DofE 23-24	11	8
ceramics club	33	67
chaplancy reps	7	27
Bronze Character Passport	17	9
chess club	16	26
choir	9	34
Christmas baking club	13	25
clothes swap helpers	24	14
drama club Y7	14	32
football Y7	5	29
Geography urban studies trip	11	19
Debate club	14	10
IntoUniversity Y10	26	94
IntoUniversity Y11	24	82
IntoUniversity Y7	12	88
IntoUniversity Y8	10	97
IntoUniversity Y9	26	100
keyboard club	10	33
knitting and crochet club	3	34
languages detective club	9	17
library book club	11	11
maths club	5	20
mental health ambassadors	7	11
Mindfulness mediation	16	32
open evening guides	12	14
open evening subject helpers	10	10
Prefects Y10	3	14
retreat Y11	16	25
Rollerfitness	12	41
Songwriting Club Y10 music	0	0
STEM club	15	30
student leadership council	11	15
Warhammer Club	10	14
We Explore Drawing	10	28
Y8 Drama Club	13	19
Y8 MAC mentoring	5	29

Y9 MAC mentoring	5	37
Year 10 MAC feast day	14	18

### C. School Attendance data

Year	All attendance 2022/2023	All attendance 2023/2024	PP attendance 2022/2023	PP attendance 2023/2024
7	95.16%	95.14%	94.58%	94.26%
8	92.66%	94.71%	91.22%	94.2%
9	93.27%	92.81%	92.38%	89.74%
10	93.58%	92.61%	93.84%	88.94%
11	86.93%	87.07%	84.73%	87.03%
12	92.07%	94.21%		
13	93.79%	91.52%		

	Female attendance 2022/2023	Female attendance 2023/2024	Male attendance 2022/2023	Male attendance 2023/2024
7	95.88%	94.81%	94.46%	95.41%
8	91.33%	94.87%	93.97%	94.55%
9	93.14%	90.81%	93.41%	94.71%
10	93.4%	92.39%	93.77%	92.86%
11	85.78%	87.46%	88.35%	86.67%
12	91.72%	94.64%	92.74%	93.61%
13	94.16%	91.37%		91.82%

	FSM attendance 2022/2023	FSM attendance 2023/2024
7	94.59%	94.07%
8	90.56%	94.2%
9	91.97%	89.43%
10	93.47%	88.64%
11	84.49%	86.69%
12	86.74%	94.41%
13	94.79%	90.12%

### D. Year 7 Reading Age progress data

The intervention programme for 2023 to 2024 had the outcomes below. For 2024 to 2025, disadvantaged students have been prioritised for the groups which follow the Coventry Inspiration Book awards.

September 2023: Lowest 57 students ranged from Reading Age of 6.09 to 10.04. Five students moved into 7S, five students moved to 7O, B or I. Students in correct teaching group. 78 targeted students with intervention.

January 2024: TA group 1 total Reading Age increased by an average of 1 year and 5 months for each student over the five-month period.

May 2024: Accelerated Reader showed that 7S students had read 677 books and passed 628 related quizzes. The top student had read 292,806 words. TA group 2 student comment: "I now want to read out loud in class."

July 2024: With sixth form two students up from 10 years and 10 months to 13 years and 6 months and 13 years and 2 months, respectively. Overall, sixth form group up by 1 year and 1 month each. 7S - one student from 8 years and 11 months to 13 years and 2 months. TA group 1: one student moved from 10 years to 12 years and 10 months.

Whole cohort average in June 2024: 12.01. 7PAXV: average 13 plus. Whole cohort progressed on average by 8 months due to normal English curriculum and/ or intervention. Most effective intervention was with sixth form students.

English Language and English Literature GCSE outcomes are very positive over time.

