



## 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

Detail	Data
School name	Bishop Ullathorne Catholic School
Number of pupils in school	1148
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 to 2024
Date this statement was published	September 2021
Dates on which it will be reviewed	September 2022 <i>Published October 2022</i> <b>September 2023</b> <i>Published October 2023</i> September 2024
Statement authorised by	C Billings Headteacher R Ridley Chair of Governors
Pupil premium lead	Mr Chris Billings
Governor / Trustee lead	Mr Robert Ridley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£ 242,190.00</b>
Recovery premium funding allocation this academic year	<b>£ 68,172.00</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£ 0</b>
<b>Total budget for this academic year</b>	<b>£310,362.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	<i>The significant impact of the pandemic and the current financial and cost of living crisis has placed a higher than average amount of students in receipt of pupil premium at a further disadvantage.</i>
2	<i>Access to cultural capital outside of school, can place significant numbers of students in receipt of the pupil premium at a disadvantage in comparison to their peers.</i>
3	<i>Limited or restricted access to school transport links places pupil premium students at a disadvantage when trying to access additional or wraparound support.</i>
4	<i>Pupil Premium students can struggle with low self-esteem and limited tenacity when it comes to approaching challenging or difficult tasks in school.</i>

### 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
<i>Outcomes for pupil premium students will be in line with those of their non-pupil premium peers in all major areas (P8, Maths, English, grade 7+)</i>	GCSE and A Level outcomes.
<i>A clear and sustained cultural capital programme that allows students from all social backgrounds to access the same broad range of life skills.</i>	Attendance on a broad range of events and activities both within and around school will feature proportional representation of pupil premium and free school meal students (30%/25%).
<i>Students in years 8 to 10 will be targeted earlier through booster sessions and mentoring to allow them to match the progress of their peers</i>	An ongoing programme of support through in-class and additional provision will result in greater pace of learning for Pupil Premium students evidenced through summative assessments and representation in faster working groups (PAXV).
<i>All Pupil Premium students will have access to opportunities and technology in school and beyond that supports their learning and allows them to blend seamlessly with their peers.</i>	No identifiable gaps between outcomes across a range of measures (examination results, attendance, behaviour, uptake) between pupil premium and non-pupil premium 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: £ 111,712.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG rating
<i>Martin Griffin – A Level mindset programme</i>	This programme provides significant support and structure for approaching the learning processes required for A Level teaching. In school research related to student voice and outcomes suggests that students, especially those from disadvantaged backgrounds, find the structure and support of this programme useful in organising and sequencing their learning. L3VA for disadvantaged students has improved since the programme was implemented (2019 -0.14 2020 +0.21 2021 +0.14, 2022 -0.06, no L3VA data available for 2023, however, A*-B grades were up from 2019 by 8%).	1, 4	
<i>'Learning Walk Thrus' programme</i>	Assessments conducted in class as part of the recovery programme identified a need for significant retrieval and practice work as well as careful sequencing to ensure the most disadvantaged students were able to make progress in line with their peers. This programme provides clear, focused steps to supporting these threads in class and will form part of the schools CPD programme for 2023 to 2024.	1,4	
<i>Additional mathematics and English support</i>	These two fundamental subjects are required to allow all children to access the rest of the curriculum. Significant gaps in learning in these areas has the potential to act as a barrier for students in receipt of Pupil Premium. Additional teaching in English and mathematics facilitates consistent teaching across key stages and allows for	1,2,4	

	smaller class sizes 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 in these two areas.		
<i>Leadership responsibility</i>	Strategic responsibility for Pupil Premium students is allocated to a member of leadership team. Ownership of this thread of school improvement at the highest level enables training, funding and resources to be directed to the right places quickly and efficiently.	1,2,3,4	
<i>TLR supporting literacy in Key Stage 3</i>	A member of staff with responsibility for creating and delivering literacy programmes will ensure targeted engagement in the process. Accountability, supported by remuneration, is a clear way to ensure programmes are implemented successfully. Programmes to include supported reading, and the reading award.	1,4	
<i>Knowledge Organisers</i>	An updated home learning policy is designed to ensure total equitability for all students in the school. Students in receipt of free school meals or pupil premium funding have access to the same knowledge as all other students. The Knowledge Organisers remove barriers that may be presented by other home learning tasks and encourage a range of straightforward learning opportunities.	1,3,4	

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

Budgeted cost: : £ 117,970.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG rating
<i>A Level peer mentor programme</i>	The in-school tutoring programme utilises post 16 students with proven success in key subjects to support and tutor students in Year 11. By contracting and paying students to engage it discourages sixth form students from taking up part	1,2,3,4	

	time jobs and is an effective tool for supporting Year 11 students.		
<i>The Year 11 'Grinds programme'</i>	The Grinds programme has been successful in school of providing clear guidance for home study as well as removing the barrier of finding adequate peace and quiet for study at home. A supervised study time in the evening, with food provided, allows staff to model good revision and support students who may struggle to study at home.	1,3,4	
<i>Additional support for English and mathematics</i>	Use of HLTA support for small group work in defined periods of time supports rapid growth in targeted areas of the curriculum.	1,4	
<i>Technology to support remote learning</i>	The purchase and maintenance of laptops, tablets and dongles allows students full access to any aspect of a remote curriculum and support home learning.	1,3,4	
<i>Revision support</i>	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	
<i>Invigilation</i>	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	
<i>School led tutoring</i>  <i>This provision has now ended (09.23) due to funding alterations</i>	Targeting our vulnerable students across key stage 3 and 4, we will deploy specialists from English, mathematics and science to provide additional hours of specific tutoring and small group intervention. This will aim to accelerate progress and identify gaps that need addressing. Assessments and data tracking will help identify the impact of the scheme. Students will be selected based on in-school tracking data and level of need.	1,4	

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

Budgeted cost: £ 80,678.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG rating
<i>Character Passport</i>	Character education, including the rewarding of effort and resilience is key in ensuring all students feel they belong to the community. The administration and delivery of the character passport ensures that equitable numbers of pupil premium students access the course as non-pupil premium students (a minimum of 30% of the students involved).	1,2	
<i>Enrichment, including cultural capital</i>	Access to a range of diverse trips and activities throughout the academic year including, theatrical visits, access to guest lectures, residential visits and museums, helps to ensure all students at Bishop Ullathorne develop a diverse cultural understanding. Trips and visits are heavily subsidised or delivered at no cost.	1,2,3,4	
<i>Attendance</i>	Excellent attendance is the first step to accessing an excellent education. 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 on a daily basis.	1,3,4	
<i>Rewards and incentives</i>	A strong and sustained character education helps students to recognise their place in the world and understand that attitude is as important as academics. 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.	1,4	
<i>Careers advice and support</i>	Pathways and routes through education and training are an essential part of secondary school. Our on-site independent advisor will meet with every student, as well as coordinating events and assemblies. The careers advice prioritises students who are in receipt of pupil premium to help motivate and provided a frame of	1,3,4	

	reference for examinations and subject choices.		
<i>Music peripatetic classes</i>	Access to music not only significantly supports cognitive function it also creates a sense of belonging and community. Students in receipt of pupil premium funding receive 30minutes music tuition for free throughout key stage 3. This continues for students who choose to continue into key stage 4.	1,2,4	
<i>Breakfast club</i>	Very often students will have been awake several hours by the time they arrive in school. With parents working un-social hours it can often be challenging ensuring that every child has a decent breakfast in the morning. School offers a free breakfast to every student who from 8am.	1,3	
<i>Bus passes</i>	Paying for travel can be a barrier that stops students from accessing education or the enrichment/wraparound education provided. The school provides bus passes to students in receipt of pupil premium across the school, with a focus on Year 11 to support access of revision classes.	3	
<i>The Compass programme</i>	A programme of activities aimed specifically at students in Year 7 in receipt of free school meals. The programme aims to open access to experiences and events that may normally be difficult to access due to cost of event or travel.	1,2,4	
<i>The Arts Award</i>	Access to a wide and exciting arts provision is an essential part of any education. Quite often the arts can appear elite or inaccessible due to the high cost of travel or access to events/classes. The Arts Award is an externally accredited opportunity for every child in Year 9 to access a range of arts events and engage with them creatively.	1,4	

**Total budgeted cost: £ 310,362.00**

## 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 2020 to 2021 academic year.

#### GCSE Outcomes (whole school 2022)

<b>P8 (School Estimate)</b>	<b>170</b>	<b>0.37</b>
<b>En P8</b>	<b>170</b>	<b>0.52</b>
<b>Ma P8</b>	<b>170</b>	<b>0.16</b>
<b>Ebacc P8</b>	<b>170</b>	<b>0.32</b>
<b>Open P8</b>	<b>170</b>	<b>0.47</b>
<b>A8 Points</b>		<b>50.42</b>
<i>English A8</i>		11.0
<i>Maths A8</i>		9.5
<i>Ebacc A8</i>		14.5
<i>Open A8</i>		15.4
<b>EM 5+</b>	<b>85</b>	<b>48.9%</b>
<b>EM 4+</b>	<b>129</b>	<b>74.1%</b>
<b>Ebacc 5+</b>	<b>24</b>	<b>13.8%</b>
<b>Ebacc 4+</b>	<b>36</b>	<b>20.7%</b>

#### GCSE Outcomes – Pupil Premium Students

<b>P8 (School Estimate)</b>	<b>38</b>	<b>-0.06</b>
<b>En P8</b>	<b>38</b>	<b>0.22</b>
<b>Ma P8</b>	<b>38</b>	<b>-0.02</b>
<b>Ebacc P8</b>	<b>38</b>	<b>-0.31</b>
<b>Open P8</b>	<b>38</b>	<b>-0.01</b>
<b>A8 Points</b>		<b>42.64</b>
<i>English A8</i>		9.8
<i>Maths A8</i>		8.3
<i>Ebacc A8</i>		11.4
<i>Open A8</i>		13.1
<b>EM 5+</b>	<b>11</b>	<b>28.2%</b>
<b>EM 4+</b>	<b>23</b>	<b>59.0%</b>
<b>Ebacc 5+</b>	<b>3</b>	<b>7.7%</b>
<b>Ebacc 4+</b>	<b>5</b>	<b>12.8%</b>

Outcomes for Pupil Premium students were significantly improved on 2019 levels (last externally verified examination season). Although still marginally negative across the school, this represents a 33% increase on 2019.

At GCSE English results were significantly positive.



**A Level Outcomes – (whole school 2023)**

Subject	Pupil Numbers	A*-A		A* - B		A* - E	
		Result	L3VA	Result	L3VA	Result	L3VA
Ar	15	20%	53%	60%	93%	93%	100%
Bi	16	13%	31%	25%	75%	100%	100%
Bs	13	8%	15%	23%	54%	92%	100%
Ch	13	23%	38%	54%	77%	100%	100%
En	21	14%	33%	43%	67%	100%	100%
Fi	1	0%	100%	100%	100%	100%	100%
Gg	8	13%	38%	38%	75%	100%	100%
Hi	7	43%	71%	86%	86%	100%	100%
Ma	16	50%	38%	56%	63%	100%	100%
Me	2	0%	0%	50%	100%	100%	100%
Ph	9	33%	33%	56%	78%	100%	100%
Po	2	50%	50%	50%	50%	100%	100%
Py	27	11%	52%	44%	85%	100%	100%
Rs	7	14%	29%	57%	71%	100%	100%
So	18	28%	44%	61%	89%	100%	100%
Cr	2	0%	50%	50%	50%	100%	100%
Polish	0						
H&SC	5	40%	100%	80%	100%	100%	100%
Ts	1	0%	100%	0%	100%	100%	100%
Pe	4	0%	50%	50%	75%	100%	100%
Pd	3	33%	67%	67%	67%	100%	100%
<b>Totals</b>		<b>21.1%</b>	<b>42.6%</b>	<b>49.5%</b>	<b>76.8%</b>	<b>98.9%</b>	<b>100.0%</b>

**A level Outcomes – Pupil Premium (2023)**

Subject	Pupil Numbers	A*-A		A* - B		A* - E	
		Result	L3VA	Result	L3VA	Result	L3VA
Ar	0						
Bi	3	33%	33%	33%	67%	100%	100%
Bs	2	0%	50%	50%	100%	100%	100%
Ch	3	0%	33%	33%	67%	100%	100%
En	3	0%	33%	67%	100%	100%	100%
Fi	0						
Gg	0						
Hi	0						
Ma	2	0%	0%	0%	50%	100%	100%
Me	1	0%	0%	100%	100%	100%	100%
Ph	1	0%	0%	0%	100%	100%	100%
Po	0						
Py	2	0%	50%	50%	50%	100%	100%
Rs	2	0%	50%	50%	100%	100%	100%
So	2	50%	50%	50%	100%	100%	100%
Cr	0						
Polish	0						
H&SC	0						
Ts	0						
Pe	0						
Pd	0						
<b>Totals</b>		<b>9.5%</b>	<b>33.3%</b>	<b>42.9%</b>	<b>81.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Outcomes in A Level subjects are significantly improved across the cohort. Pupil Premium numbers at post 16 are low (just under 5% of the cohort) and recruitment of students in receipt of pupil premium continues to be a focus for the school.

### Progress against targets by September 2023

Martin Griffin – A Level mindset programme	Work is ongoing. Significant CPD and support for students has been put in place. For 2023 this will continue to include a discrete lesson at Post 16 for all year 12 students and increased use of strategies at KS4.
Learning Walk Thrus' programme	This was effective with staff and had a significant impact on teaching and learning and outcomes for disadvantaged students in summer 2022. This programme will now be expanded to include a Core 10 and will continue to form the spine of the CPD for the academic year 2023 – 2024, with a focus on scaffolding and whole class feedback.
TLR supporting literacy in Key Stage 3	Work progressed well with the reading award. This role has been redefined and now has a more focused responsibility for accelerating reading ages. Working alongside an AHT the teacher has worked to embed our reading and literacy strategy across the curriculum. Starting with accurate reading ages for all students.
A Level peer mentor programme	This was trialled with a small number of students in 2022 and proved successful, having a significant impact on a small number of students in receipt of pupil premium funding. This programme will now be expanded to support more students academically and pastorally.
Enrichment, including cultural capital	Enrichment opportunities developed over the space of the year. The Big Bang trip, theatre trips and the end of school enrichment activities all returned to school life and PP places fully funded. Work will continue through 2023 – 2024 to continue to expand these opportunities with a focus on the super curriculum, rolling out to all years 8 to 12, after a successful initial focus on Year 7.
Attendance	PP Attendance improved slightly in 2022-2023 to 92.7%. Whole school attendance was 93.6%. Although this was significantly down on pre-pandemic levels, it was above national and the highest in the City. A renewed focus in 2023 – 2024 will aim to return attendance and persistent absentee levels to pre-Covid figures. (96.5% and 8.2%)
Rewards and incentives	Work will take place to expand this programme this year. Good progress was made in 2022-2023, however more

	opportunities for engaging parents with rewards will be explored this year. An appointment of an assistant head with responsibility for behaviour and attitudes and an assistant head with responsibility for personal development will support with this.
Music peripatetic classes	Limited, funded peripatetic lessons took place in 2022 to 2023. Our new music suite and Head of Music will work this year to expand the provision further down the school to ensure all PP student have access to funded music tuition.
The Arts Award	Training took place for Arts staff with the Head of Drama taking responsibility for the development and planning of the award. In addition the Head of Art has also now received accreditation for delivery. Rollout to year 9 students will commence in 2023 – 2024.

**A guide to RAG rating:**

**Green** = development point has been fully implemented and impact is now being tracked across the three years of the plan.

**Yellow** = Some steps have been made to embed the development point, but further intervention or adjustment is required

**Red** = little to no progress has been made in relation to this development point

