

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	Archbishop Beck Catholic College
Number of pupils in school	1212
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Paul Stirling, Headteacher
Pupil premium lead	Kate Verdin, Deputy Headteacher
Governor / Trustee lead	Ann Woodward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	301950
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£301950

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring every student at Archbishop Beck Catholic College experiences equal opportunities in every aspect of school life. We believe all students are entitled to the best education regardless of their starting point or background. Our focus on disadvantaged students' threads through all aspects of our school development planning and all members of our school community know they play a part in helping to narrow the gap.

Ultimately, we strive to ensure that disadvantaged students achieve and experience everything on an equal footing to all other students. Our ambition for disadvantaged students is that: -

- They receive quality first teaching consistently across the curriculum
- Their outcomes are in line with our aspirational targets
- Their attendance is on a par with whole school attendance
- Their reading ages are in line with national average for all students
- The support and intervention they receive is high quality and impactful.

Our approach is informed by the common challenges faced by disadvantaged students nationally, the specific contextual needs of the students in our community and the individual needs of each child.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for disadvantaged higher ability pupils and across Ebacc subjects
2	Attendance
3	Social, emotional, and mental health
4	Low aspirations and low levels of social mobility
5	Low literacy levels

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
Improve achievement	<p>GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with attainment of disadvantaged pupils in line with that of all students nationally.</p> <p>Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing a positive impact.</p>
Improve attendance figures for disadvantaged pupils	<p>Attendance figures show that the gap between PP and non-PP is diminishing.</p> <p>Attendance moves towards national averages in each year group.</p> <p>Number of PA's will continue to decline.</p>
Achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing, qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Pupils speak positively about college and feel safe and happy</p>
Increase aspirations	<p>All disadvantaged pupils enter further education, training or employment post-16.</p> <p>Increased numbers of pupils go onto sixth form and university.</p>
Bridge gaps in literacy	<p>Reading plus data indicates increasing reading attainment for disadvantaged students, with the attainment of disadvantaged in line with that of all students nationally</p> <p>Students speak positively about how they are encouraged to read widely and for pleasure.</p>

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: 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that our disadvantaged students receive the highest quality teaching and learning: CPD time used to enhance staff development and practice</p>	<p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF)</p>	<p>1, 2, 4</p>
<p>Further develop effective assessment practices to support the curriculum in every subject. Ensure a planned and effective response to data at teacher, department, pastoral and whole school level. Purchase of standardised GL assessments. Embedding Formative Assessment is a professional development programme which aims to improve pupil outcomes by embedding the use of formative assessment strategies across a school. This two-year programme begins September 2023</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p>	<p>1, 5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p>	<p>1,5</p>

School day changes to incorporate 3 x 30 minutes reading per week for each year group during form time.	word-gap.pdf (oup.com.cn)	
Reduced class sizes in Yr11 for Maths, English, Science Smaller classes in MFL	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. (EEF)	1
Ensure pupils have access to the full range of curriculum support, including visits, revision guides, additional revision classes	Pupils who are eligible for PP must be allowed the same experience and opportunities to enrich their learning. Developing cultural capital	1, 2, 3, 4
Ensuring the continued development of school systems to increase efficiencies that support parents, staff and students both in and out of the classroom. The launch and roll out of Arbor.	Data driven intervention Arbor can help schools in collecting more specifically focussed data to use in a timely way to help improve holistic outcomes for students	1, 2, 3, 4, 5

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

Budgeted cost: **£65,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal reading programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 5
Implementation of targeted tutoring in English,	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1, 2, 3, 4, 5

<p>Maths and Science by academic mentors or Yipiyap tutors.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£106,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop behaviour for learning - choice theory approaches across college. This includes training for school staff and collaboration with external agencies</p>	<p>Teaching Students Responsible Behaviour gives teachers the theory and skills to teach students how to take responsibility for their own behaviour in school. Based on the work of Dr. William Glasser</p>	<p>1,2,3</p>
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Review of current attendance systems and staff training to implement procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1,2</p>
<p>Develop onsite provision from our wellbeing team, including college counsellor to support students.</p> <p>Continue to use support from external agencies and deliver wellbeing projects including Oxwell and excluded lives</p>	<p>Increasing evidence of social, emotional and mental health issues in young people.</p> <p>EEF Toolkit Social and emotional learning +4 months</p>	<p>1,2,3</p>

<p>Ensure career opportunities are accessed by all students to raise aspirations and numbers progressing to university. Tailored approach to each individual student in yr11 and 13 to support successful destinations.</p>	<p>EEF - High-quality careers advice can make a real difference to young people's outcomes after school</p>	<p>1,4</p>
<p>Continue to provide outstanding pastoral care for our students and families through a dedicated pastoral team and student services.</p>	<p>Increase in CAMHS/YPAS referrals</p>	<p>2,4</p>

Total budgeted cost: £301,950

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.

- Quality of teaching – a common approach to teaching and learning using the ‘high5 lesson’ is embedded across all subjects.
- Improvements in attainment across all areas from both 2019 and 2022
- Gap closed for both Attainment 8 and progress 8
- The percentage of students entered for Ebacc continues to increase to 54.3%
- Destinations - 98% of students in sixth form, college, traineeship or apprenticeship
- Improved reading and comprehension skills through targeted interventions through Reading plus
- Strategies undertaken to support all PP students during 2022-23 included:
 - Funding for extracurricular trips for students
 - Funding for revision guides / equipment
 - Support with uniform if required
 - One to one and small group tuition in English, Mathematics and Science.
 - Peer mentoring in for yr7 and 9
 - Revision sessions during holidays for pupils, provided by school staff.
 - School councillor and mentors sessions support well-being
 - Performing Arts / PE breakfast club
 - Trips to universities to raise aspiration
 - Weekly pastoral meeting to discuss any issues with students

Externally provided programmes

Programme	Provider
Action tutoring	National Tutoring Programme
Yipiyap tutoring	National Tutoring Programme
Academic mentors	National Tutoring Programme