

# Pupil premium strategy statement – Bellerive FCJ Catholic College

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	333 / 850
Proportion (%) of pupil premium eligible pupils	39.17% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-27
Date this statement was published	November 25
Date on which it will be reviewed	December 26
Statement authorised by	P Forsey
Pupil premium lead	P Edmondson
Governor / Trustee lead	Sr Benda Wallace FCJ

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218400
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£218400

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention is to ensure all students experience success across a broad and balanced curriculum. We strive to motivate our students towards achieving ambitious personal and academic targets. We provide a strong academic core through English Baccalaureate (Ebacc) subject areas while also ensuring pupils have broad experiences in the arts, physical education, computer science and other enrichment activities. Along side the academic focus we have an intense careers program, a range of extra curriculum clubs and a range of activities to support SMSC for our students.*

*Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success. We will consider the challenges faced by vulnerable pupils, such as those who have social workers, young carers and who are looked after. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:*

- *Ensure disadvantaged children are challenged in their academic work*
- *Encouraged to participate in a range of extra-curricular opportunities across the school.*
- *Are supported by the pastoral team with any social barriers that may hinder their progress in their academic studies*
- *Are provided with careers guidance that will identify appropriate career paths post Year 11*

## Challenges

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

Challenge number	Detail of challenge

1	<b>Pupil absence</b> is a barrier to progress for disadvantaged students. PP attendance is in line with national, but Bellerive aims for PP attendance to be in line with non-PP attendance. 2024-25 there is a 4.4% negative difference across the Y7-11 cohort in PP/non-PP absence and this is higher in specific year groups including Y7 (over 5.4%) and Y9 (over 6.4%). Poor attendance has a direct link to poor academic and personal progress.
2	<b>Literacy and Reading:</b> There is an imbalance in the numbers of PP students who are below their chronological age for reading. This limits their ability to access the wider curriculum and will exacerbate the already clear difference between PP academic outcomes and those of non-PP pupils
3	<b>Enrichment activities:</b> Our PP pupils have less opportunities outside of school to enrich the curriculum compared to non-PP pupils. The limited experiences to widen their love of learning can hinder their opportunities to access equivalent post 16 courses and apply to more competitive universities/ apprenticeships. Widening their opportunities of extra curriculum activities will assist in expanding their future aspirations and opportunities.
4	<b>Behaviour and emotional support:</b> PP pupils are more likely to experience challenges in their personal life and this then places them at greater risk of suspension
5	<b>Outcomes:</b> GCSE progress and attainment outcomes are worse for PP pupils across all key academic indicators. As a Catholic school, we cannot accept this scenario and must challenge it

## 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>Improve pupil absence</i>	Reduce PP pupil absence rates to at least national averages for non-PP pupils, with an emphasis of reducing the gap between PP and non PP
Improve reading age	Reduce the number of PP pupils who have a reading age below their chronological age by over 50%
Extra Curriculum access	Ensure all PP pupils have access to extra curriculum activities in and outside of school. Increase participation and opportunities of academic trips for non-PP and vulnerable students
Outcomes	At KS4, the gap between PP and non-PP attainment in key headline measures will reduce with the ultimate aspiration that the gap will close entirely, particularly at grades 7-9

Behavioural support	Provide a full range of behavioural and emotional support through counselling, emotional self-regulation and ensure all staff are trained to support wider range of behavioural/emotional needs in the classroom
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## Activity in this academic year

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

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

Budgeted cost: £61000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maintain increase insets in maths, English and science</i>	Smaller class sizes provide a better opportunity for the pupils to get individualised support to grow in confidence.	5
<i>Sparx Maths and Reader for KS3 and KS4 students homework tasks</i>	Homework and study intervention has the potential to have high impact for low cost according to EEF toolkit, albeit the evidence base is currently limited. We have identified out of class learning as a major concern and we have tried to engage parents to ensure more time is spent by key groups on study outside the classroom. Sparx has good impact based on learning from comparable local schools.	2 5
<i>Increase Oracy opportunities inside and outside of lessons, school council, performing arts, funding of trips and pupil activities including Debate Mate</i>	EEF evidence has indicated up to 6 months additional progress through a focus on oracy. We have identified pupil perceptions/self-confidence as a major barrier to progress and indeed the issue presents itself in terms of curriculum choice as well. More opportunities to develop resilience and self-regulation in oral speaking setting is to be encouraged. Activities such as participation in School Council, drama, debate mate to be encouraged for PP students	2 3

<i>Refined setting in science and maths groups in all years.</i>	Maths and science have now been decoupled in the timetable in Y9-11 to allow a refined approach for setting to be implemented. The ability range within each group has been reduced to allow targeted teaching. This will promote progress of PP students with appropriate stretch and challenge at all academic levels.	5
<i>Adaptive teaching whole school training</i>	Adaptive teaching CPD to be delivered to increase the high-quality teaching in the classroom, allowing all pupils to make progress regardless of their starting points and additional needs. Role out of whole school AIMs focus, to promote progress for all.	1 2 5
<i>New Quality Assurance program implemented</i>	An updated Quality assurance program that rigorously checks the progress and opportunities has been implemented. The inclusion focus is thread through all activities, ensuring that PP students are monitored during each activity.	5 2
<i>Teaching and Learning Communities</i>	Teaching and learning communities have been created looking at High Attainers <ul style="list-style-type: none"> <li>• Metacognition</li> <li>• Adaptive Teaching</li> <li>• Scaffolding and Modelling</li> <li>• Formative Assessment</li> <li>• Quality of feedback</li> </ul> All groups have a focus on inclusion with emphasis on strategies for PP students.	2 5

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

Budgeted cost: £74000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexonic Leap and Advance programmes, designed to deliver bespoke support for children with reading level being below the standard	After the success of the implementation of Lexonic Advance, we have expanded the intervention to Lexonic Leap. This allows an intervention programme for students who require phonics support before accessing the reading intervention	2 5

expected for their age group		
<i>Flash academy is an online EAL service designed to support students with low levels of English.</i>	Flash academy targets support for EAL students, to support their language transition in order to access the learning in the classroom. This model was decided upon after researching other providers and consulting with specialists within the Local Authority and comparable schools in the area.	2 5
<i>Reciprocal Reading now embedded within the form time calendar, to ensure all students in KS3 and 4 receive the intervention</i>	Students engage with the topical reading activity during form time. Students are exposed to topical issues, to not only address their reading ability, but also look at SMSC issues.	2 5
<i>Sparx maths and reader</i>	Sparx can be used to support students' independent studies. Maths teachers have now embedded strategies with students to encourage independent learning on gaps in knowledge. Sparx lunchtime clubs are available to support access to online resources for all.	5
<i>Increased non teaching staffing levels with Progress Lead</i>	Progress lead offers academic support, along with wellbeing checks and intervention. Working closely with students and their families to support next steps and promote a widened opportunities for the future.	1 4 5

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

Budgeted cost: £ 83400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer and Family Liaison Officer continues to work with Dis pupils and families to improve attendance.	EEF evidence on a number of strands in the Toolkit would support the value of this. Improving parental engagement is at the core of this strand. Without improved attendance, we will struggle to improve outcomes.	1, 4
Subscription to Class charts Attendance & Communications modules to improve	The applications have improved communications with parents and supports rigorous weekly monitoring of attendance data compared with National figures	1 5

<i>school attendance procedures,</i>		
<i>Whole school attendance initiatives and rewards embedded</i>	Whole school rewards for attendance have been implemented. Best improved attendance is rewarded, allowing all students to be able to access reward program	1 4
<i>Additional support bought in from EWO</i>	EWO works with families and school to support students improve their attendance. The EWO will look at a wide strategy of external support available for our PP students and their families.	1 4
<i>Provide additional support for pupils experiencing social, emotional or mental health issues through School Counsellor, Family Liaison Officer and Safeguarding Officer.</i>	As above, these interventions are shown by EEF to be impactful in terms of self-regulation, emotional resilience and self-esteem.	4 1 5
<i>Targeted group of other vulnerable students created who may have faced adverse childhood experiences. (ACE)</i>	Targeted group of students who have experienced ACE created and known to all staff. These students' progress, wellbeing and attendance are to be monitored with interventions put in place. Currently 58% of this group are PP students	1 4 5
<i>Increase aspiration and extra-curricular opportunities which broaden horizons and develop skills</i>	Academic mentoring has been effective in our context when the focus group is accurately identified, and mentors/mentees are both held to account.	1 4 5
<i>Librarian available within the school, who creates a reading for pleasure ethos along with delivering targeted intervention</i>	Librarian delivers a program of support for reading for pleasure. Extra-curricular activities in the library allows all pupils to access the reading material. This is promoted throughout the year, with a calendar of activities planned. Librarian completes reading intervention.	2 3

**Total budgeted cost: £61000 + £74000 + £83400 = £218400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Overall disadvantaged pupils progress on 4+ at 51.3% is above national at 49.5% but Bellerive thrives to reduce the gap between PP and non-PP students' attainment, so all students reach their potential despite their background. Attainment for PP students at 5+ was close to national, but again Bellerive thrives for all students to be above national all.*

*Additional set in KS4 Maths reduces class sizes and allows for high quality teaching. Additional set is for higher tier students, resulting in a higher proportion of pupils entered for Higher level Maths.*

*Subscription to Sparx Maths and Sparx Reader to assist in differentiating homework activities and allow staff to more easily identify and address any gaps in knowledge or misconceptions*

*Sparx activity is now embedded in maths and English homework. Support given during lunchtime clubs to assist completion of the homework tasks*

#### *Memory and recall strategies*

*New QA calendar will regularly assess pupils' lessons, books as well as student voice throughout the school. Each QA activity will have a thread of assessing dis students throughout each activity. Dis is now seen as a thread through all activities and not as an additional activity.*

*Increase Oracy opportunities inside and outside of lessons; funding of trips and pupil activities including Debate Mate*

*Debate Mate programme very popular uptake and DM team achieved success via local and national competitions reaching the final in the competition. The programme will continue in the current academic year*

*Key staff to work with targeted group of KS4 pupils in Maths*

*Form tutors in Y11 are now maths/science/English specialists, with subject specific questions in these subjects included within form time to promote recall of key topics*

*Lexonic reading interventions now implemented, providing two different reading interventions targets at appropriate students delivered by trained support staff.*

*Librarian delivering a love of reading program, with whole school reading assignments delivered strategically on key reading events. Librarian delivering lunch time activities, to increase the exposure of books with KS3 and KS4 students.*

*Use of Sparx reading programme to be trialled with a cohort to improve Reading for Pleasure*

*Reciprocal Reading activity delivered weekly at form time with all KS3-4 students. During the student voice activities, the students mentioned how they enjoyed the activities, due to the topical literature used*

*Book fayre continues to flourish, with students having the opportunity to buy reading material within the school setting. Free reading book available for all students during world book day*

*Additional intervention/one to one support for pupils who require an adapted curriculum through effective use of key staff Attendance officer and Family Liaison Officer continues to work with Dis pupils and families to improve attendance. Whole school attendance initiatives and rewards embedded. Additional support brought in from EWO*

*Subscription to Classcharts Attendance & Communications modules to improve school attendance procedures, communications with parents and to support rigorous weekly monitoring of attendance data compared with National figures*

*PP students attendance 24/25 was close to average at 89.1% compared to national at 88.2%. Although national figures for attendance for PP students increased, Bellerive's PP students' attendance remained stable. We now endeavour to increase PP attendance to closed to national all.*

*Pastoral Support Mentor/School Chaplain to provide one to one support session for targeted pupils as well as small group sessions to improve self-esteem and confidence through delivering the Kings Trust programme.*

*Provide additional support for pupils experiencing social, emotional or mental health issues through School Counsellor, Family Liaison Officer and Safeguarding Officer*

*Maths parental sessions September 2025, Y11 Parental sessions pre and post mock, all favourably received*

*Provide pupils with the necessary study guides and digital devices to support their independent study*

*Some impact on Maths and English outcomes as noted above*

*Increase aspiration and extra-curricular opportunities which broaden horizons and develop skills*

*Note the outcome 3 from last year “Ensure all PP pupils receive additional quality advice and guidance to increase the uptake of academic qualifications at KS4 and KS5 to same proportion as non-PP pupils” has been adapted, as school priorities have since changed.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider