

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Bellerive FCJ Catholic College
Number of pupils in school	761 (Y7-11)
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	N.Howlett
Pupil premium lead	H.Taylor
Governor / Trustee lead	J. Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268 335
Recovery premium funding allocation this academic year	£40 890
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	£309 225

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to fulfil our duty and our FCJ mission to provide equal opportunities for all students irrespective of backgrounds or experiences. This involves creating a level playing

field for students so that all can access the curriculum and achieve their personal best.

Our intent is for our Disadvantaged pupils to

- achieve in line with their non-disadvantaged peers nationally
- to have high aspirations and ambition
- to be confident young women who are able to articulate their ideas and opinions
- to participate in a range of extra curricular activities
- to broaden their knowledge and experiences of the world around them

Our pupil premium strategy plan uses the EEF 3 tiered approach to provide additional support in the following ways:

1. Teaching:

- All staff embed FIRST CLASS approach in day to day teaching
- Progress of Disadvantaged pupils is a focus for all staff and is reflected in Performance Management targets, particularly for those with responsibilities for 2i/c and AHoY
- Assessment and therapy processes across the curriculum, including in Reading, effectively identify and address gaps in knowledge, allowing for early intervention in particular where education has been hindered most due to the pandemic or otherwise
- High quality teaching is at the heart of our approach with a focus on recall and retention resulting in pupils knowing and remembering more, benefiting all pupils
- Coaching triads will be introduced to increase the opportunities for staff to share and develop good practice; developing oracy is a key focus for our disadvantaged students
- Staff CPD will be a priority in areas where we recognise it will have the greatest impact on teaching and learning and ultimately pupil progress, particularly for the disadvantaged
- KS4 pupils benefit from smaller classes in Maths, where gaps in attainment have been evident in historical data, due to an additional 7th set put in place Sept 2021

2. Targeted Academic Support:

- In-house academic mentoring programme for Y11 Disadvantaged pupils promotes effective independent learning, supports and monitors progress towards SMART targets each week
- Pastoral mentoring initiative to be embedded across Y7-11 with a focus on Disadvantaged pupils
- Action Tutoring provides weekly tuition sessions in Eng or Maths for a group of Y11 20 Dis pupils through the NTP

- At least 80% of all intervention initiatives are directed at Disadvantaged or Vulnerable pupils; termly meetings with key staff ensures that targeted individuals receive any appropriate intervention
- HLTA employed specifically to deliver early intervention and small group Eng & Maths tuition at KS3, eventually reducing intervention needed at KS4

3. Wider Strategies:

- Disadvantaged pupils are prioritised for careers and curriculum pathway support, and actively encouraged in the uptake of EBacc subjects
- Opportunities are sought to raise aspirations of Disadvantaged pupils through participation in Brilliant Club, Girls Network, Liverpool Aspire or similar
- Disadvantaged pupils are actively encouraged to participate in extra curricula activities; attendance is monitored and student voice sought to determine and address any barriers that prevent or hinder attendance at such activities.
- Attendance of disadvantaged students continues to be monitored closely; our expectation is that attendance for all is 97% or above and initiatives are put in place to highlight the importance of good attendance for all
- Promote positive mental health and well being through various strategies including HWB days, yoga and mindfulness/meditation sessions
- Increased parental involvement and improved attendance at key events (Parents Eve)
- Pupil Premium Champion appointed to assist in monitoring the impact of these strategies
- Dis pupils are provided with digital devices, equipment and revision guides to support independent learning and ensure that independent study is not hindered by financial barriers
- Educational trips are funded for Dis pupils to ensure they benefit from the same school opportunities and experiences as their peers
- Peer mentoring and 'buddy systems' in place to support pupils via the 6th form Enrichment programmes and other school initiatives
- All pupils, including those who are Dis, benefit from from our 'Free Baguets for all' at breaktime

Challenges

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

Challenge number	Detail of challenge
1	KS2/CATs data shows that there has been an increased number of pupils working below age related expectations in Reading and Maths on entry, with a significantly higher proportion of these pupils being disadvantaged than non-disadvantaged (27% of current Y7 Dis were below ARE in Reading and Maths, compared to only 7% of Non-Dis).
2	Assessments across KS3 & 4 show that the progress of many of our disadvantaged pupils has been significantly impacted by the effects of the pandemic to a greater extent than for other pupils, resulting in gaps in knowledge and some pupils falling further behind age related expectations (these findings are supported by several national studies).
3	Uptake of EBacc subjects at KS4 is lower for Dis pupils than Non Dis, particularly in Languages. Gap in the proportion of pupils entered for EBacc measure has been in excess of 20% since 2019.
4	Attendance figures for Disadvantaged pupils historically show that attendance deteriorates as pupils progress through the school and the gap between Dis and Non-Dis attendance figures widens from Y7 to Y11 (current Y7 attendance gap is -1.59 Y11 gap is -8.73); current attendance figures for Dis drop steadily from 95% in Y7 (Non Dis = 97%) to 83% in Y11 (Non Dis = 91%). Significantly more Dis pupils are persistent absentees than Non-Dis. Poor attendance rates for many Dis pupils has an evident negative impact on progress and attainment.
5	Proportion of pupils in need of emotional and social support, including those with anxiety and mental health issues, has increased significantly since the pandemic. These additional challenges can have a particularly negative affect on the progress and attainment of our Dis pupils
6	Observations and pupil surveys suggest that Dis pupils do not have the same wider personal development opportunities and social experiences outside of school as their Non-Dis peers, often resulting in lower aspirations. Study culture outside of school is weak for many Dis students meaning some do not have access to the same positive study environment and support as their peers. Pupils need access to excellent careers advice to gives them the knowledge and confidence to retain high levels of ambition
7	Observations suggest our Dis students struggle with articulating their ideas orally and their overall oracy skills during lessons are often less secure than those of Non-Dis 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
<p>Attainment gaps at KS3 are closing as a result of effective early intervention in Reading, English and Maths</p>	<p>KS3 pupils who arrived below age related expectations receive high quality intervention support in Reading, English and Maths.</p> <p>Reading ages and assessment scores will show gaps are closing for all targeted pupils.</p> <p>Teachers across all subjects will recognise the improvements in each individual's literacy and numeracy which will impact on overall achievement in all subjects.</p>
<p>Improved outcomes at KS4 for disadvantaged pupils including increased number of pupils achieving the EBacc measure.</p>	<p>P8 score for Disadvantaged students is positive or at least classified as 'broadly average' within confidence limits.</p> <p>Increased number of Dis pupils are entered for the EBacc measure so that figures are at least in line with school Non Dis figure.</p> <p>EBacc APS for Dis pupils is in line with Non Dis.</p>
<p>Sustained improved attendance figures for Dis pupils</p>	<p>Dis attendance figures meet school expectation of 97% throughout Y7-11. Proportion of Dis Persistent Absentees is reduced to be at least in line with Non-Dis figures.</p> <p>Whole school attendance strategies and reward systems embedded.</p>
<p>Sustained improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Reduction in number of Dis pupils referred to school counsellor or additional social and emotional support interventions.</p> <p>HWB Days embedded into school calendar</p> <p>Pupil voice/mental health surveys reflect less Dis students with concerns.</p> <p>Dis pupils and their parents engage in any offers of support</p>

	Dis pupils attend extra curricula activities in line with Non-Dis peers
Dis pupils have high aspirations which are at least in line with that of their peers; they have access to, and make effective use of, quality careers advice and actively engage with activities to widen their personal development further.	<p>Destination data shows Dis pupils are successful in securing appropriate places at the next stages of their education/employment.</p> <p>Pupil voice/discussions show Dis pupils are well informed on career and educational pathways and have the knowledge, confidence and ambition to achieve success</p> <p>Work experience placements are carefully selected to ensure Disadvantaged are offered placements which will assist in raising aspirations</p> <p>Dis pupils are actively involved in Brilliant Club, Girls Network and Raising Opportunities to help improve aspirations.</p> <p>Dis pupils benefit from Study skills sessions which are delivered to all key examination groups</p> <p>Dis pupils are provided with the appropriate equipment (laptops, study guide) needed to support independent study to ensure financial barriers do not hinder success.</p>
Dis pupils willingly and confidently articulate ideas and opinions in lessons and actively participate in activities to develop oracy skills	<p>Observations reflect increased oracy opportunities across all lessons.</p> <p>Increased opportunities/uptake for Dis pupils in terms of involvement in class assembly, school liturgy, debate mate and other public speaking situations.</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: £ 26 615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional set in KS4 Maths reduces class sizes and allows for high quality teaching, resulting in a higher proportion of pupils entered for Higher level Maths.	Reducing class size has positive impacts of +2 month, on average. Smaller classes impact upon learning, allowing teachers to have higher quality interactions with pupils, allowing increased flexibility for organising learners and the quality and quantity of feedback the pupils receive Reducing Class Size EEF	2
Embedding of recall and retention strategies through CPD activities and Coaching Triads. This will involve ongoing teacher training, support and release time.	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1 & 2
Increase Oracy opportunities inside and outside of lessons; fund staff training/CPD opportunities and funding of trips and pupil activities including Debate Mate	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum Oral Language Interventions EEF	7

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

Budgeted cost: £ 131 110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA appointed from Jan 22 to provide Eng/Ma KS3 intervention</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year . Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF Improving Literacy in Secondary Schools guidance</p>	<p>1 & 2</p>
<p>Action Tutoring work with targeted group of Y11 pupils in Eng or Maths providing weekly tuition</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>One to one tuition EEF educationendowmentfoundation.org.uk</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Pupil voice from previous years shows that pupils have found this approach beneficial to their progress in these Core subject areas</p>	<p>2</p>
<p>Targeted Reading support programme embedded to improve reading ages of those identified as below ARE</p>	<p>Reading comprehension strategies are high impact on average (+6 months).</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p>	<p>1 & 2</p>

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

Budgeted cost: £ 151 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer to work with Dis pupils and families to improve attendance. Whole school attendance initiatives and rewards embedded</p> <p>appointed to improve attendance.</p>	<p>National studies and school data shows that poor attendance has a negative impact on progress and attainment.</p> <p>DfE research (2012) on improving attendance at school found that: Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English</p> <p>73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C</p> <p>See also principles of good practice set out in DfE's Improving School Attendance advice.</p>	4
<p>Provide additional support for pupils experiencing social, emotional or mental health issues through school counsellor and attendance/welfare officer</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Social-and-emotional-learning EEF</p> <p>EIF's report on adolescent mental health found good evidence that interventions which support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	5
<p>Designated Pupil Premium Champion appointed to assist in monitoring the impact</p>	<p>Currently 32% of whole school cohort is Disadvantaged pupils and high levels of social deprivation in the local area (school deprivation index is</p>	1-7

of whole school strategies	in quintile 5 -most deprived of all schools nationally). The amount of work involved in monitoring and evaluating the impact of any of our school strategies, whilst also overseeing the academic progress and pastoral well being of this cohort warrants a specific responsibility post.	
Provide pupils with the necessary study guides and digital devices to support their independent study	School led Pupil surveys highlight the high proportion of our Dis pupils that do not have access to digital devices or Study Guides/Revision aids to support their independent learning. Providing these materials for those who need them, mean that these pupils are not disadvantaged due to financial barriers.	6
Increase aspiration and extra curricula opportunities which broaden horizons and develop skills	<p>Although research suggests that different socioeconomic groups have similar levels of aspiration for their future outcomes, aspiration interventions with an academic component can be effective.</p> <p>Aspiration Interventions EEF</p> <p>School Pupil voice and feedback from those who have participated in initiatives such as the Brilliant Club and Aspire has been exceptionally positive, giving pupils the confidence to access the most competitive universities and career pathways. Other extra-curricular activities, such as sport and instrumental lessons, have also been shown to promote wellbeing and concentration</p> <p>Trips to universities and personalised careers advice are also shown to raise aspirations and increase motivation.</p>	6

Total budgeted cost: £ 304 225

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.

Teaching priorities for 2020-21

Activity	Review
<p>Secure recent improvements in Maths with retention of key staff, leadership development and pedagogical development of Maths department to ensure high quality teaching and learning experiences for all</p>	<p>Maths department is now a well established team; the dept work exceptionally well together and departmental tasks are delegated amongst the team with all staff making valued contributions to resources, SoW, assessments etc. Leadership skills have been developed amongst team members through changes to roles and responsibilities. Pedagogy has been developed through CPD opportunities and continuation of work completed with Craig Barton. There is a consistent and structured approach in lessons through recall and retention starter activities, worked examples, your turn, use of mini-whiteboards and structure and frequency of homework tasks. This has been evidenced through internal observations and work scrutinies as well as through very positive feedback in OFSTED Oct 2021.</p>
<p>Embedding of memory strategies and metacognition to improve retention and recall</p>	<p>There has been significant amount of work completed within departments on memory and metacognition and it continues to be a whole school focus to improve student recall and retention. Work within departments has been ongoing; experimenting with various strategies, producing resources and embedding routines and strategies into SoW and lesson planning. This has been evidenced through internal observations and work scrutinies. It continues to be a focus to help students know and remember more, but also to help highlight any 'gaps' in knowledge to inform future planning, particularly due to the varying affects of the pandemic on individuals.</p> <p><i>"Teachers choose appropriate activities to help pupils to learn and remember more." (OFSTED Oct 2021)</i></p>
<p>Appointment of designated Oracy co-ordinator and staff training/development to improve</p>	<p>Oracy co-ordinator is in place and staff training delivered on improving oracy and increasing oracy opportunities is now being embedded. Wearing of masks in school for a period of time, year group</p>

quality of oracy and increase oracy opportunities across all lessons	'bubbles', and restrictions on trips etc has limited opportunities to measure and sustain any desired impact, hence this remains a school focus. Debate Mate group is now in place and students who represented our school in a local competition won first place.
To provide literacy support to improve reading ages of those identified as 'below' ARE	NGRT tests helped to identify pupils in need of reading support. A series of reading intervention programmes were put in place and proved to improve reading ages and confidence. <i>"Leaders accurately identify those pupils who have fallen behind with their reading. They have put in place a successful reading programme to help these pupils to catch up quickly. Students in the sixth form also use their reading expertise to help with younger pupils to develop their reading fluency. As a result, by the end of key stage 3 most of these pupils read with confidence. (OFSTED 2021)</i>
£100k	

Targeted academic support for 2020-21

Activity	Review
Effective Maths intervention embedded across KS3 & 4, including use of NTP and Action Tutoring as well as departmental intervention.	32% of Y11 Dis students and 17% of Y7 Dis pupils participated in Maths tuition through the NTP. Sessions run each week online with external tutors. Frequent and sufficient communications between NTP provider and Head of English and Maths ensured that sessions were focussed on the needs of the pupils and helped to address any identified gaps in knowledge. Feedback from pupils was positive and pupils felt they had benefitted from participating in the programme in terms of progress and confidence. 11% of Y11 Dis cohort were involved in Maths Action Tutoring which again involved weekly sessions with external Maths tutors and a small number of pupils were involved in small group support sessions with BFCJ staff. Small group tuition for Y7 took place in Maths using BFCJ staff when staffing allowed (once per fortnight) but it was felt that this had limited impact on closing attainment gaps. Higher frequency of sessions was needed to gain impact.

<p>Fortnightly timetabled time dedicated to joint departmental planning, producing resources to aid recall and metacognition.</p>	<p>Fortnightly departmental planning time was put to effective use and allowed depts the time to focus on improving and adapting SoW, giving careful consideration to the sequencing of topics as well as to any necessary adjustments as a result of the impact of the pandemic. Time has been spent researching and discussing strategies for metacognition and producing resources to support SoW and aid recall and retention. This is evidenced in departmental SoW, dept minutes and through OFSTED feedback:</p> <p><i>“Leaders have judiciously reviewed subject curriculums to ensure that they are well planned. Subject leaders are clear about what they intend pupils to learn and why. They have thought carefully about the order in which to deliver this content, so that pupils learn and remember the essential knowledge that they need. Leaders’ and teachers’ effective planning helps pupils, and students in the sixth form, to learn the curriculum well.”</i></p>
<p>Effective Mentoring/Coaching groups in Y11 to target revision skills and time management with particular emphasis on ensuring students are in a position to engage effectively in remote learning</p>	<p>Mentoring programme in place for 20 Y11 pupils was well received. Study skill sessions delivered by Elevate and through PSHE programme.</p> <p>Y11 After School Study Programme put in place in the Autumn term, providing an addition 3hrs teaching time each week to make up for face to face teaching time lost during the early days of the pandemic. Programme was exceptionally well attended by all and feedback was positive.</p> <p>Laptop/digital devices were provided for over 40 Y11 pupils.</p> <p>Remote learning provided when required for any isolating Y11 groups/individuals.</p>
<p>Literacy and numeracy interventions embedded for low attaining disadvantaged pupils in Y7 and for those across Key Stages identified as a concern (due to COVID)</p>	<p>NGRT tests helped to identify pupils in need of reading support. A series of reading intervention programmes were put in place and proved to improve reading ages and confidence.</p> <p><i>Pupils’ avid reading is a strong characteristic of this school. Leaders have ensured that pupils</i></p>

	<i>read extensively for pleasure and to support their development of subject-specific knowledge and vocabulary (OFSTED 2021).</i>
£100k	

Wider strategies for 2020-21

Activity	Review
To improve the attendance of Disadvantaged pupils to be in line with National All attendance figures bearing in mind the challenges presented by the legacy of lockdown and ongoing Covid landscape	School attendance officer focused on Dis pupils in each year group 7-11, with a particular focus on re-engaging hard to reach Dis families after the Covid lockdown to ensure pupils were returning to education. 2020-21 School Attendance Figures: Dis= 88.8% Non-Dis = 93.8% All = 92.9%
To ensure disadvantaged outcomes in English and Maths move closer to national averages.	KS4 results show that Dis pupils achieved in line with Non-Dis in Maths and 4+ (77%) and 5+ (59%) Dis figures were above provisional National All figures. In English Dis figures remain significantly above National All Figs with 91% achieving 4+ and 81% achieving 5+. Note: 63% of 2021 cohort was Disadvantaged
£94k	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Action Tutoring	NTP
Connexus Tutoring	NTP

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

- All staff embed FIRST CLASS approach in day to day teaching:
 - F**irst – Disadvantaged are FIRST marked, FIRST asked, FIRST checked
 - I**dentified – in seating plans, trackers, meetings, for additional resources
 - R**elentlessly challenged – through questioning, verbal feedback, targets
 - S**eated strategically – through peer selection and position
 - T**alked to – in and after lessons, on corridors, break time, calls home
 - C**hallenge – keep the most able students engaged by ensuring that work is sufficiently demanding and involves them learning new things every lesson
 - L**ink – set tasks that develop students’ ability to synthesise information from different parts of the syllabus and curriculum
 - A**pply – build in opportunities to deepen understanding through tasks that require students to relate their learning to real-life situations
 - S**tretch – finding something hard doesn’t mean a limit has been reached. Students grappling to master established skills and to develop new ones, encouraging them to always go further
 - S**upport – learning should be hard and even the most able need encouragement and guidance through skilful questioning that facilitates and deepens understanding
- Any new staff have a scheduled induction session on our whole school First Class approach and our commitment to ensuring ‘Disadvantaged’ pupils achieve as well as their peers, delivered by PP Lead.
- GL assessments are used on entry to help identify target groups, particularly in reading.
- NGRT Reading tests are sat annually to monitor progress in reading.
- HLTA employed in Jan 2022 is a new role in school. Whilst external tutors have proved to be effective for some pupils in the past, it was deemed to be much more beneficial to have a full time (temporary) member of staff in position to provide this support. With increasing numbers of pupils arriving below ARE, this provision was deemed necessary, as restrictions due to timetabling and staff workload has often hindered/prevented additional ‘in house’ support at KS3. Early intervention at KS3, we hope will eventually reduce required intervention at KS4
- Since offering 3 options to our KS4 pupils we have seen an increase in the number of pupils studying the EBacc subjects. However the proportion of Disadvantaged pupils entered for the EBacc measure has still been lower than Non-Dis and National All in previous years. Our 2022 cohort (current Y11) is the first cohort were we hope that our EBacc entry for Dis will fall in line with National All figures. SLT will continue to host ‘Option Guidance’ meetings

which have been successful in recent year, with individual DIS pupils to actively encourage and promote the EBacc subjects

% of DIS pupils entered for EBacc Measure in 2019=10%, 2020=23%, 2021=30%, 2022 = 40%