

# Pupil premium strategy statement – Bellerive FCJ Catholic College

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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 ( Sep 2024)	930
Proportion (%) of pupil premium eligible pupils	30.5
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> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	P Forsey
Pupil premium lead	P McMenamin
Governor / Trustee lead	Sr Brenda Wallace fcj

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£239,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£239,000

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### 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. There is a 2% negative difference across the Y7-11 cohort in PP/non PP absence and this is higher in specific year groups including Y11 ( over 3.5%). 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	There is an imbalance in the numbers of PP students who access the <b>full range of challenging academic subjects at GCSE</b> including separate science and languages. This limits their ability to access equivalent post-16 courses and apply to more competitive universities/apprenticeships
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
Improve pupil absence	Reduce PP pupil absence rates to at least national averages for non PP pupils
Improve reading age	Reduce the number of PP pupils who have a reading age below their chronological age by over 50%
Curriculum access	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
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

## 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: £ [100,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maintain recent increase in Maths sets and extend to other subjects including</i>	Smaller class sizes provide a better opportunity for the pupils to get individualised support and grow in confidence. EEF evidence summarises this as low cost for high impact	5

<i>Science, Languages and Humanities</i>		
<i>Expand Sparx Maths to all KS3 and KS4 classes to assist in differentiating homework activities and allow staff to more easily identify and address any gaps in knowledge or misconceptions</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.	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.	3
<i>Fully embed changes to Assessment, marking and feedback policy across all year groups</i>	Effective marking and feedback are an essential component of good teaching and thus good outcomes. Our new policy requires time and some resource to be invested in it in order to ensure consistency across departments	

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

Budgeted cost: £ [59,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Accelerated Reading</b> support for the Lexonik programme embedded to improve reading ages of those identified as below ARE.	Having trialled various programmes of reading intervention, we have settled on the current model following consultation with comparable schools. We believe the model due to be adopted has shown good impact for low cost and EEF evidence would bear this out.	2
Additional intervention/one to one support for pupils who require an adapted curriculum through effective use of	We have internal evidence to indicate that if the right pupils are chosen for this support, then the impact can be good. There are some concerns through the EEF toolkit about cost/benefit comparison	5

key staff . This will includes elements of peer tutoring		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [75,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance officer and Family Liaison Officer continues to work with Dis pupils and families to improve attendance. Whole school attendance initiatives and rewards embedded.</i></p> <p><i>Additional support bought in from EWO</i></p> <p><i>Subscription to Classcharts Attendance &amp; Communications modules to improve school attendance procedures, communications with parents and to support rigorous weekly monitoring of attendance data compared with National figures</i></p>	<p>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. Academic year 2022-23 provided the value of these initiatives and we are confident that a renewed focus this year will bear fruit.</p>	1
<p><i>Provide additional support for pupils experiencing social, emotional or mental health issues through School Counsellor, Family Liaison Officer and Safeguarding Officer</i></p>	<p>As above, these interventions are shown by EEF to be impactful in terms of self-regulation, emotional resilience and self-esteem.</p>	4
<p><i>Increase aspiration and extra curricular opportunities which broaden horizons and develop skills</i></p>	<p>Academic mentoring has been effective in our context when the focus group is accurately identified, and mentors/mentees are both held to account.</p>	3

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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.

**Maths GCSE attainment increased from 73% 4+ to 80% 4+ for non PP pupils and from 59% to 61% for PP pupils. We now have 4/7 Maths sets working towards higher level GCSE course. Over 65% of the current Y10 cohort are in these 4 sets.**

Additional set in Y7 & Y8 Maths reduces class sizes and allows for additional support for those pupils arriving below ARE at KS2, addressing identified areas of weakness

**Pupil attitudes to Maths are very strong as evidenced in ongoing pupil voice exercises. Maths QA shows that pupils are better supported in smaller teacher groups and there has been a positive impact on behaviour incidents since smaller teaching groups were created.**

Subscribe to Sparx Maths 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 across all year groups 7-11. Pupil completion of Sparx activities is concerning in specific year groups such as the current Y11. There are plans in place to ensure all pupils who are currently not as engaged are brought back into line to complete Sparx tasks. This will be achieved through dialogue with pupils, parents and some additional out of lesson support.**

Memory and recall strategies

**Evidence from QA shows ample evidence of application of memory and retention strategies across majority of subjects . These include regular knowledge tests ( History, Geography), vocab tests ( MFL), Last lesson/week/month/year ( Maths and Science). While overall progress outcomes have not improved whole school, progress in English, Languages and Humanities is sound ( see previous departmental analysis documents)**

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. PP pupils comprised 30% of cohort, in line with whole school context. The programme will continue in the current academic year**

Key staff to work with targeted group of KS4 pupils in Eng, Maths or Science providing weekly tuition

**Concerns about pupil engagement and participation/impact which led us to a review of provision. We introduced a programme of form time intervention using key Maths, English and Science staff whereby each pupil was able to receive a 20 minutes daily session on at least 3 occasions per week in the 3 subjects. Pupil voice was very positive about this, although the impact**



**was less evident in Maths progress outcomes. There were ( as noted above) improvements in outcomes from December 2023 mock examinations across all 3 subjects**

Accelerated Reading support programme embedded to improve reading ages of those identified as below ARE.

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

**This did not take place as we decided, following an evidence review, to move to the Lexonix programme. The Lexoniks programme is now up and running with staff trained . Awaiting confirmation of initial impact of the sessions.**

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 bought 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

**Attendance remains a whole school focus. In 2023-24, some progress was made. We were over 3 % higher than national PP attendance figures whilst still ( for PP pupils) below national ALL and national girls figures. In Y9, our PP attendance was above national ALL for the year group specifically.**

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 SUMO programme.

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

**Caseload case studies are available on request**

Engage in external programmes such as the LFC ASSIST Peer Ambassadors programme and National Therapy Dog visits to promote positive mental health

Embed Parental support programme which provides regular opportunities for parents to attend, support and actively participate in aspects of school life

**Maths parental sessions September 2023 and 2024, 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

**Aspiration has come from the nature of our curriculum which places a strong focus on traditional academic subjects and work is ongoing to provide better advice and guidance to ensure pupils get the right messages in this regard. Y10 group are being supported to enter GCSE Latin qualification with PP cohort represented in this class. The range of extra-curricular opportunities in terms of outside speakers, trips and clubs remains a whole-school focus and overseas trips are planned for next 3 academic years ( Paris, New York, Iceland). Whole Y7 cohort visited cultural landmarks in Liverpool ( Museums and galleries).**

### Externally provided programmes

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

Programme	Provider

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*