

Pupil premium strategy statement – Blessed Carlo Acutis Catholic and Church of England Academy

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	376
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	A Freeman
Pupil premium lead	D Clifford
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210, 185
Recovery premium funding allocation this academic year	£54,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£264,185

Part A: Pupil premium strategy plan

Statement of intent

Blessed Carlo Acutis C&CofE Academy is dedicated to narrowing the gaps in the outcomes of students from disadvantaged backgrounds in comparison to that of their peers, in order to enable them to make the most of future opportunities. In order for us to achieve this our approach will focus on the areas where our students require the most support.

Blessed Carlo Acutis C&CofE Academy intends to raise the standard and outcomes of 3 core areas:

Progress & Attainment, Attendance and Culture. As well as the areas above Blessed Carlo Acutis C&CofE Academy will continue to support and develop the High Quality Teaching for all pupils in our care.

Progress & Attainment

Quality first teaching and strategic intervention is best placed to have a positive impact on closing the attainment gap and those gaps caused due to the recent pandemic which has had a significant impact on disadvantaged students. Encountering QFT on a daily basis enables gaps to be closed and increase the likelihood of good attendance. Within this plan, our school intend to improve the standard of reading by all students, especially those with a reading age significantly below their reading age, to enable them to access our curriculum.

Attendance & Culture

All pupil premium students to improve attendance to school and to reduce behaviour issues. The principle being that improving these two gives a foundation to improve progress and engagement. Additional pastoral support to raise levels of attendance is required to ensure that all students, and principally disadvantaged students always attend school, and are supported in doing so. Whilst ensuring that student behaviour is not a barrier to their own learning or negatively impacting that of other students.

Challenges

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

Challenge number	Detail of challenge
1	High Quality Teaching
2	Attendance
3	Progress 8
4	Attainment 8
5	Literacy and reading
6	Opportunity
7	SEMH

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
Progress 8	To reduce gap between PPG and Non-PPG progress to be at least non greater than 0.25, with ambition to be +0.00.
Attainment 8	To increase PPG attainment figure to match Non-PPG.
Attendance	Increased attendance levels for DA students to narrow the gap in attendance levels between DA students and Non DA. To continue to reduce the numbers of DA students who are PA, with the intention to reduce this by 10%
Reading	Reading profiles of PPG students shows a disparity between Non-PPG. We intend to raise reading levels of PPG students through intervention and development of curriculum vocabulary. This will include promotion of reading for pleasure.
High Quality Teaching	Teachers develop their own good practice further using StepLab and Coaching. Develop a culture of shared practice to embed strategies to engage disadvantaged students. Every member of staff to have a coach to help develop.
Pastoral and Education Room	To develop a base for pastoral managers/ support officers to use to help and improve the experience of education and pastoral service.

	This should enable a reduction in suspensions by 50% (coincide with whole school improvement plan) to reduce gaps in learning.
Opportunity	Continue to offer extra-curricular activities and embed new activities during the school day for student to access. Provide a new mentor and further education aspiration programme for all pupils and DA to access.

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: £ 86,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD programme from external agency to provide coaching of StepLab to improve high quality teaching</p> <p>Ambition lead to provide training and CPD to 4 members of staff to coach and develop all areas of teaching through the school</p>	<p>The EEF 'characteristics of effective teacher professional development 2021'</p> <p>States that supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap</p>	1, 3, 4
<p>Launch new assessment policy.</p> <p>Training of ML's regarding effective assessment and QA.</p>	<p>Daisy Christodoulou 'making good progress, the future of assessment for learning' 2017</p> <p>Knowledge checks (do now) to be embedded routinely across all subjects so all pupils can develop mastery learning.</p>	1, 3, 4

	Launch assessment policy which is founded upon research of pupil progress.	
Employment of a Pastoral Support Manager and Pastoral Support	EEF 'Improving Behaviour in Schools Report' 2021. Use targeted approaches to meet the needs of individuals in your school. New staff members to assemblies small behaviour groups, counselling sessions and time out for pupils who are struggling to access a full time curriculum	2,3,4,6,7
New refurbished computers and clickers in classrooms for all teaching staff to enhance the learning environment to reduce cognitive overload.	Needed to support teachers in effective daily curriculum delivery and students with independent learning. EEF 'using digital technology to improve learning 2019' Technology can be used in schools in many different ways, for a variety of purposes, and undoubtedly has the potential to improve learning.	1,3,4

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

Budgeted cost: £120,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a reading leader and Implement a whole-school reading strategy. Reading transition	EEF literacy in schools Delivery of a primary-secondary transition project which includes a curriculum work pack and a set text(s) for students to explore at home; this will be the launch pad for reading in the first few weeks of Secondary school.	3,4,5

Relaunch the school library.	Purchase of new books and a new enhanced environment for all pupils and teachers to use	3,4,5
Reading intervention 1:1 and small group interventions for struggling readers.	NLT 'Reading challenges: How to design and run them to make them work 2021 NGRT tests and reading ages tests identify significant need to support students to reach age related reading ability.	3,4,5
Period 6 lessons, Saturday school and half term revision sessions for year 11 students and targeted groups for Disadvantaged students in Year 10	DFE 2018 Meeting individual learning need states Academic extension ('stretch and challenge') and, where necessary, academic support to get back on track is a critical activity strand for disadvantaged students. Staff deliver session to challenge students and employ the best strategies to help each student develop knowledge. The Academy provides individual support for specific learning needs and group support for pupils with similar needs. 'Improving outcomes for disadvantaged learners'	1,3,4,5
Student Mentoring in Year 11, session with teacher mentor where students including PP with allocated staff mentors to develop key skills and to address identified needs.	Short regular sessions of 30 mins a fortnight over a long period is shown to have an impact (EFF). Target key DA students who are underperforming after RAP meetings	6,7
Maths and English tutoring	Small size groups who are under achieving to access extra support for maths and English	1,3,4
Employment of a SEMH Support Assistant		7
PiXL Subscription	PiXL subscription will open up access for homework and revision for all pupils especially during GCSE years.	1,3,4

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

Budgeted cost: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support officer intervention with focus on mentoring and behaviour for learning.	Short regular sessions of 30 mins a fortnight over a long period is shown to have an impact along with teaching learning behaviours and encouraging students to be self-reflective (EFF Improving Behaviour in Schools 2021).	6,7
Breakfast club to be run every morning. Supporting students eligible for PP funding with breakfast, thus supporting positive behaviour and engagement in learning. In addition, providing breakfast can encourage some students to attend school, leading to improvements in attendance.	<p>Evaluation of breakfast clubs in schools with high levels of deprivation research report 2017</p> <p>Highlights benefits from having a breakfast club. As well as reducing hunger, breakfast clubs are perceived to improve concentration and behaviour in class and to improve punctuality for some pupils. Additional positive impacts on students' social development and the way in which they helped some students make wider friendship groups and become more confident were also highlighted by schools.</p>	1,2,3,4,5,6,7
<p>“Scholar Programme” students to have the opportunity to visit further and higher education establishments with the aim to improve aspirations.</p> <p>Career Connexions to continue to work with</p>	Trips/visits including Higher education establishments. Faculty trips Pastoral trips Increased student aspirations	1,2,3,4,6

Y11 regarding college placements and next steps		
Attendance strategy review with potential to new “layering” session Appointment an additional attendance person	Review attendance strategy with comparisons of DA to non-DA. Change strategy if required. “layered” being improving certain cohorts of pupils with reward and incentive.	1,2,3,4,5,6,7
Emphasis on reward and praise system	To introduce a robust reward strategy. To introduce data-driven behaviour pattern prediction to reduce behavioural incidents by proactivity	1,2,3,4
Development and building of new pastoral room for pupils to rebuild timetables and reduce suspension rates narrowing knowledge gaps	Short regular sessions of 30 mins a fortnight over a long period is shown to have an impact along with teaching learning behaviours and encouraging students to be self-reflective (EFF Improving Behaviour in Schools 2021).	1,2,3,4,5,6,7
SEN Admin Support		7
Continue to offer the Duke of Edinburgh scheme to all pupils		6
Music Tuition	Data from pupils showed statistically significant differences in examination outcomes between instrumentalists and non-instrumentalists according to British Journal of Music Education (2023)	6

Total budgeted cost: £ 264 185

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole cohort (P8)	-0.55		
PP (P8)	-0.71		
Whole cohort	9-7	9-5	9-4
English	9.10%	47.30%	65.50%
Maths	6.40%	31.80%	64.50%
English and Maths	1.80%	26.40%	57.30%
PP	9-7	9-5	9-4
English	8.70%	37.00%	52.20%
Maths	4.30%	19.60%	45.70%
English and Maths	2.20%	17.40%	41.30%

