



Pupil Premium strategy review of 3 year plan (Review of Year 1)

'I have come that they may have life, and have it to the full.' John 10:10

At BRS, we believe there should be no barrier to success. Each child is supported, as an individual, to achieve their personal and academic potential. Our students, even if they face a disadvantage in their life, perform better than all other students nationally. This is due to a personalised approach which places the individual student at the centre of everything we do.

Background and National Context

Each school receives additional funding in the form of “Pupil Premium” for children entitled to free school meals in the last 6 years, children in care and children of parents in the armed forces. This provision was expanded in 2014 for pupils recently adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order will also be eligible for additional funding. As a school, we are committed to ensuring all our pupils develop fully into the best people they can be; at the heart of all we do is a commitment to “an excellent education for all”:

- Catholic values that underpin all we do
- Outstanding pastoral care which is tailored to the individual
- An excellent education for all, at all levels.

Pupil Premium is central to achieving these goals. We believe that every single child has the right to succeed and maximise their potential, regardless of circumstances outside of school. Pupil Premium students are supported and integrated within the whole school structures. However, they also have access to additional resources available in order to ensure their maximum inclusion in the everyday life of the school whilst maximising their academic and personal success.

Once Lockdown commenced, we reviewed and paused our strategy and launched an emergency plan to support our disadvantaged students through a difficult period. Our 10 commitments to disadvantaged students, up until the full return to school in September, are summarised below:



10 Commitments to disadvantaged students both during and after lockdown

As a school community, we were, and continue to be, aware of the extensive impact and ongoing pressures lockdown and the developing COVID 19 situation has had on our disadvantaged students. Our aim, throughout this year, has been to ensure school is central in all students' lives and every child, despite the challenges of the present circumstances, have the capacity to "have life and have it to the full" (John 10:10).

- 1: Communication:** From the start of lockdown we ensured we stayed in regular contact with all our disadvantaged students. All disadvantaged students received at least a weekly phone call from their Year Leader, pastoral support worker and form tutor. Further to this, Miss O'Leary wrote to families each day to maintain contact and provide specific school, local and national updates.
- 2: Devices and IT support:** We were supported by the CMAT, we rapidly collated resources from across our schools to ensure we could provide every student with an appropriate device to access the full curriculum provided on MS Teams and Firefly. This has continued post lockdown and every student that needs it has access to an electronic device and internet access.
- 3: A full and engaging online curriculum:** We swiftly developed an accessible online curriculum which utilised Firefly and MS Teams. As lockdown developed, these progressed into more ambitious interactive lessons, daily roll call, twice daily live registration, narrated presentations, lessons and interactive quizzes. Where students were still faced with considerable barriers to online learning we ensure students could access alternative resources and lessons and where necessary pupils came into school to learn. Firefly has become a central part of our provision post-lockdown and we are working with individual disadvantaged families to engage with this.
- 4: Online communities:** We ensured students continued to feel part of the school community through online video messages, staff messages and active form groups including Acts of Worship and assemblies to allow students to chat and interact despite being isolated from one another. In time, we were able to provide many of the important form time activities, such as quizzes, enrichment clubs and a weekly Happy Newsletter which bring the forms and year groups together when normally in school.
- 5: Hardship fund:** The hardship fund provided a vital life line for families who had nowhere else to turn. A dedicated team worked to identify what individual families needed most. This ranged from food hampers, sanitary products, Sunday lunches and general financial support whenever needed. This continues to be accessed by several families post lockdown.
- 6: Food vouchers and external support:** The school worked with individual families to ensure they were able to access all the external support and guidance available. Families were guided through the process of applying for food vouchers, applying for universal credit and helping families apply for Free School Meals and Universal Credit. The school also continued to provide a vital signposting service, recommending several mental health and wellbeing services for individual students and families as needed.



7: Personal Development and wellbeing opportunities: All students were provided with weekly BRS challenges, signposting enriching and engaging activities which could take place at home. These were designed to offer alternative activities, personal reflection and development and positive well-being activities through a sustained period of isolation. As students have returned to school, we have introduced a new daily focus where students spend 20 minutes each day exploring their personal wellbeing (Motivational Monday, Challenge Tuesday, Wellness Wednesday, Thoughtful Thursday and Feel Good Friday).

8: Bespoke Year 10 disadvantaged students' summer curriculum: Further to all Year 10 students returning for key subjects, we were able to provide an additional programme of taught lessons for Year 10 disadvantaged students, offering vital support in EBAC subjects and individual mentoring sessions.

9: Return to school meetings: Every disadvantaged student was given the opportunity for a return to school meeting before the summer. This was intended to ease the return to school, familiarise themselves with the changed environment of school and maintain relationships with key staff.

10: Key worker and vulnerable students: Throughout both term time and the holidays, we provided a safe and stimulating environment for students in school. We actively reached out to vulnerable students and families and offered them safe places within school to access google classrooms and daily recreational activities. This provided vital structure for students during lockdown.

Review of 3-year plan (after Year 1)

Judging the Impact and effect

We have judged the impact of our disadvantaged work in 2020/2021 through the following:

- Attendance records for the disadvantaged students return to school plan
- Engagement and relationships with school
- Student voice during and post lockdown
- Progression and destinations for Year 11

Next Steps

We intend to make these our focus for the next two years. However, we have amended and developed these foci to reflect the current challenges posed by COVID 19 and the changing circumstances many of our students now find themselves in. Further details of the refined "2nd year" of the plan, commencing in September 2021 can be seen in the PP strategy document -



Impact of Global Pandemic

	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	<ul style="list-style-type: none">• Our results show an improvement in outcomes for all students including SEN and PP. This is because of our effective CPD procedures. The BRS T&L Way is embedded and staff prioritise improving their own teaching practice. Teaching staff have also benefitted from Walk Thru CPD – this is returned to and discussed weekly as part of our programme of CPD boosts.• Our Y6 to Y7 transition programme supported all pupils in the year group to make a strong start. Our Y7 Summer school was well attended (66% of Y7 pupils attended). Y7 transition included starting before other year groups.• Pupils have made a great start to the new academic year / Sutton Start programme has reset standards and expectations as reflected in attendance and behaviour data.• All pupils have completed a wellbeing questionnaire and PASS survey. Outcomes and behaviour data support pupils strong start.• All pupils have received a 1 x mentoring session with L1 mentor. Any issues raised on MyConcern. Mentoring programme to continue.• 75% of parents attended a parents evening with Form Tutor / discussion with pupil and parents focussed on wellbeing and return to school. Pastoral team followed up on non-attendance.• Pupil Attendance has remained above or in line with national average.• Settling in report completed for every pupil / Action plans in place to address emerging themes.	<ul style="list-style-type: none">• Mentoring programme to continue throughout the year.• For further details please refer to Wellbeing Intent.• Wellbeing-and-Pastoral-Support-Intent.pdf (srscmat.co.uk)• We will continue to quickly identify students who are making less than expected progress and implement an array of systems of support.



	<ul style="list-style-type: none"> • 100% of pupils have access to a device and homework continues to be set via Firefly so pupils are well rehearsed / maintain levels of digital literacy. 	
How do you know disadvantaged pupils' starting points following lockdown across subjects?	<ul style="list-style-type: none"> • All pupils have completed GLS Reading and Spelling tests. • KS3 pupils have completed the Lexia positioning test. • All subjects have followed the SRS Assessment Framework in baseline testing pupils. • All pupils and families have received a curriculum support document. 	<ul style="list-style-type: none"> • Any pupil with Reading or Spelling age below chronological age to access further tutoring through NTP. • Prep / Prep Club+ sessions to run to support pupils access more time on Lexia Power up. • Raising Achievement programme in place.
What work have you done to establish the impact on pupils and their families?	<ul style="list-style-type: none"> • All pupils have completed a wellbeing questionnaire and PASS survey. • All pupils have received a 1 x mentoring session with L1 mentor. Any issues raised on MyConcern. Mentoring programme to continue. • 75% of parents attended a parents evening with Form Tutor / discussion with pupil and parents focussed on wellbeing and return to school. Pastoral team followed up on non-attendance. • Pupil and parent voice completed. • Pastoral staff proactive with core families, check-ins with families. 	<ul style="list-style-type: none"> • Parental forum dates to run throughout the year. • Workshops to support families on emerging themes to run. • For further details please refer to Wellbeing Intent - Wellbeing-and-Pastoral-Support-Intent.pdf (srscmat.co.uk)
Do families know the impact of the pandemic on themselves and their child/ren? How have you established what disadvantaged pupils have lost and gained –	<ul style="list-style-type: none"> • All pupils have completed a wellbeing questionnaire and PASS survey. Any issues flagged up via MyConcern and picked up by Safeguarding/Wellbeing team. • Parents made aware of SRS hardship fund. • Headteacher writes a weekly communication to parents. This increases to a daily communication if required e.g. in response to media/Government updates. • School newsletter and website (including social media updates) share reminders including safety reminders with stakeholders. 	<ul style="list-style-type: none"> • Parental forum dates to run throughout the year. • Workshops to support families on emerging themes to run. • Hardship fund to be re-advertised.



<p>socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?</p>	<ul style="list-style-type: none">• Throughout lockdown regular updates sent out e.g. regarding e-safety.• All pupils completed e-safety course.• Parents invited to e-safety workshops.• Remote learning included a live registration (AM and PM). Attendance officers followed up on absence. Online engagement rate = 96%.	
<p>What learning/experiences positive and negative took place (influences) and what was the impact?</p> <p>Impact of your strategies to mitigate/lessen the impact of lockdown?</p>	<ul style="list-style-type: none">• Through a relentless focus on teaching and learning and the provision of outstanding lessons using the BRS Learning Plan for remote learning and linked to the underlying principles of 'Rosenshine's Principles of Instruction' / through use of SRS Assessment framework has identified any gaps in learning.• 'Recovery' schemes of work were in place during lockdown from September 2020 to ensure that vital content, understanding and skills were recapped to allow curriculum aims to be met by all students / focus on keep up - not catch up.• Meticulous use of assessment data and Summer term assessments to ensure that areas for focus are identified by each department, for each cohort of students Embedding of regular, low-stakes testing to ensure that gaps are identified and remedied, with a focus on misconceptions that are remedied through effective teaching and exemplified in each Medium Term Plan. Linked to this, a more substantial whole-school focus on assessment marking and standardization, identifying whole-cohort priorities in each subject area after assessments have taken place.• Blended curriculum plans that ensure curriculum can be accessed by students online and from home, with whole school principles for the delivery of online learning.• All of the strategies lessened the impact. Engagement to online learning and rollcall - 96%. Online learning has limited	<ul style="list-style-type: none">• Development of BRS 'Revision Cycle' resources and Revision Learning Plan to ensure students are exam ready.• Continued rigorous work scrutiny to review curriculum implementation and identify potential areas of focus• From September whole school approach to homework on Firefly to ensure that all students have barriers to completion removed and access the benefits that completing homework can bring• Continue whole-school literacy strategy to support all students and provide targeted interventions, including a commitment to Tutor Time Reading and Lexia Powerup and a whole-school oracy approach to address issues linked to confidence with speech and communication• Continued use of Firefly across the school for setting homework, ensuring that all students develop the skills to work effectively online.• A programme of P6 intervention, aimed at Y10 students (summer term) and Y11 students (autumn term) to guide students through revision techniques, additional content revision and study skills, with the goal of supporting more effective independent study



	<p>the impact of lost learning compared to lock down – full timetable for all.</p> <ul style="list-style-type: none"> • Regular follow-ups with parents if students not attending engaging and pupils invited into school if continued. • SEN key workers, weekly phone calls. • TAs running breakout and lunchtime groups. 	<ul style="list-style-type: none"> • Year Leaders to champion disadvantaged to ensure a coordinated approach to supporting disadvantaged students Timetabled intervention sessions in Y11 in core and Ebacc subjects, with focus students identified through data analysis • A commitment to accessing the NTP for disadvantaged and hard to reach students. This will have two strands – continued delivery of English tuition to students most in need across KS3 and KS4 in MyLexia Literacy programmes to support KS3 students
<p>What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?</p>	<ul style="list-style-type: none"> • Cultural capital – experiences such as year group visit to Mt Cook / Enrichment programmes / wider PE programme • Support of school routines e.g. structure to day • Social engagement e.g. opportunities for discussion / collaborative work with peers 	<ul style="list-style-type: none"> • Launch Sutton Experience – offering wider offer of Social and lunchtime clubs / after school • Briars trips • Support with homework • Access to library / before and after school
<p>Have you identified more vulnerable groups because of this?</p>	<ul style="list-style-type: none"> • Pupils identified via entries to MyConcern (any issues flagged by report data or initial wellbeing questionnaire and discussions) • Children with a social worker 	<p>Enhanced support and provision for Mental Health and Wellbeing / Wider strategies Whole school well-being strategy to embed effective strategies and high-profile across the school</p> <p>Use of provision mapping</p> <p>Staff training</p> <p>Safeguarding culture – regular updates / procedure reviews</p> <p>Enhanced Earliest Help provision in school</p> <p>Focus on Sexual Abuse agenda</p> <p>Pastoral support workers (x2) and attendance support to provide interventions for small groups of students needing additional support</p> <p>DSL with protected time</p>



		Investment in whole-school rewards and experiences and a significant focus on recovery through enrichment Re-starting students on their BRS Journey, supplemented by a wider range of enrichment opportunities and activities
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As outlined in our Pupil Premium Strategy is the following commitment - 10 steps to success for disadvantaged students

1. Excellent Teaching - Teaching and learning is central to success, regardless of circumstances. Students access outstanding teaching daily from subject experts skilled in getting the very best from an individual.

2. The Individual - At BRS, we care for each student as an individual. A dedicated pastoral team for each year will identify and support each student, regardless of their circumstances. We understand the challenges families living in East Staffordshire might face and create individual plans to overcome these.

3 Barriers to learning - Uniform and resources should never be a limit to a student's success. Pupil premium students will receive support with the uniform, school equipment and revision materials through the Trust Hardship Fund. If a student is struggling to get into school, we can always help and get them back into school.

4 Sutton Experience for all - We will ensure all our students, despite their background, have the opportunity to explore a wide range of culture in the UK as part of their wider curriculum, including a trip to Mt Cook and a programme of cultural enrichment activities and trips.

5 Character and culture - Throughout students' time in school, we ensure they understand their own potential and how they can contribute to an ever changing world. We aim to show them the choices which are theirs to make. We dedicate a 1 hour session every fortnight to Character lessons.

6 Reading - We believe reading is central to success in all aspects of life and is essential in every subject. Students will be supported to read and enjoy challenging texts through the "Reading to Succeed" programme. This includes access to MyLexia – Power up programme. This is accessible to every pupil in Key Stage 3 and any pupil with below age related Spelling/Reading age in Key Stage 4.



7 Careers and next steps - It is sometimes hard to know what you need to do next. Our careers advisor supports all disadvantaged students with a bespoke package to ensure they have ambitious and rigorous plans throughout their time in school.

8 A challenging and relevant curriculum - Our curriculum is designed to support all students and ensures they access a broad range of subjects which fully prepares them for the future job markets, both locally and nationally.

9 Curriculum support and intervention - We closely monitor and support all our students. If a student is struggling in a particular area, we will offer bespoke, focused intervention as early as possible.

10 PP Champions - The Year Leaders have the designated role of supporting disadvantaged pupils. Each department discussed PP on a regular basis ensuring pupils are provided with individualised support materials, revision opportunities and intervention for disadvantaged students within their subjects.

Review of Pupil Premium Strategy

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
Excellent teaching and learning - By prioritising excellent teaching and learning alongside regular monitoring and intervention, curriculum and knowledge gaps are quickly closed to maximise individual achievement.	<p>We believe that the key to closing the gap is consistently outstanding teaching learning opportunities in and outside lesson each day. We aim, as in previous years, to spend the majority of our funding on developing our already outstanding teaching further. This includes using funding for the following:</p> <ul style="list-style-type: none"> . Period 6 and additional teaching . Small group teaching . Revision sessions . Departmental plans and strategies 	<p>High</p> <ul style="list-style-type: none"> • Evidence from walk thru, work scrutiny and pupil voice. • SEF 360 visit <p>Students are not disadvantaged due to prior circumstances, including lockdown, and continue to access excellent teaching and learning.</p>	<p>Continue with provision.</p> <ul style="list-style-type: none"> • Set each Year Leader up as PP Champion. • Ensure greater consistency with regard to knowledge retrieval. • Continue work with Walk Thrus • Ensure formative assessment at the end of each component of learning regularly identifies gaps in learning and that this



	<p>Prioritise English and Maths tuition for disadvantaged students.</p> <p>Provide enhanced “exam readiness” resources and events for disadvantaged students, with a particular focus on Year 10 and 11.</p> <p>Department leads to provide planned intervention for targeted groups of disadvantaged students during P6 sessions and other targeted interventions.</p> <p>Formalise interventions for disadvantaged students from Year Leaders and Curriculum Leaders at data drops. MTIYT is used to create intervention plans for disadvantaged students, utilising Horsforth Quadrant, after data drops. Middle Leaders to create RAM plans.</p> <p>Ensure all disadvantaged students have access to an online device and monitor disadvantaged students’ engagement with online learning and online homework.</p>	<p>Staff have the highest expectations for the quality of work produced in and outside the classroom, targets and future aspirations.</p> <p>Students requiring curriculum or pastoral intervention are quickly identified and supported early.</p>	<p>informs subsequent planning. (Using Trust Assessment Framework)</p>
<p>Curriculum (Including the catch up curriculum)</p> <p>Curriculum</p>	<p>Curriculum design constructed to ensure that all students, regardless of background and ability, have fair access to an inspiring and balanced curriculum that results in strong outcomes and</p>	<p>High</p> <ul style="list-style-type: none"> • Evidence from walk thru, work scrutiny and pupil voice. • SEF 360 visit 	<p>Continue with provision.</p> <ul style="list-style-type: none"> • Ensure formative assessment at the end of each component of learning regularly



<p>All students, including those who are disadvantaged, are able to access a challenging and appropriate curriculum which meets both their current and future needs. Long term impact: Fluency and communication</p>	<p>excellent progression routes at key stage 4 and 5.</p> <p>Move to Firefly for homework to support completion and quality for disadvantaged students.</p> <p>Curriculum planning ensure sequencing and progression of skills across each year and key stage. Subject knowledge and skill development are mapped and linked to ensure progression.</p> <p>An increased teaching and learning focus on nurture teaching for the most vulnerable students within our school. This will ensure: that there are consistent high expectations across the school for these students, effective teaching and learning and the sharing of best practice.</p> <p>Ensure disadvantaged students are involved in the Student Voice programme, including work trawl, lesson observations and student panels.</p>	<ul style="list-style-type: none">• Engagement and relationships with school• Student voice during and post lockdown• Progression and destinations for Year 11 <p>Curriculum allows for strong outcomes for all students, including disadvantaged students.</p> <p>Increased evidence of cultural opportunities and enrichment opportunities within curriculum and lessons.</p>	<p>identifies gaps in learning and that this informs subsequent planning. (Using Trust Assessment Framework)</p> <ul style="list-style-type: none">• Continue department CPD around sequencing (using a component and composite model) across years 7-11 to ensure pupils can retain knowledge and understand links with other subject areas.• Develop a component-based formative assessment system.• Ensure that all subjects are clearly planned to show how components of knowledge lead to composites (concepts or skills). All staff should be able to articulate clearly how components link to composites in their subjects.
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Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
<p>Reading, literacy and numeracy - long term impact of fluency and communication</p> <p>All pupils develop the skills and knowledge that will enable them to communicate effectively and creatively through both the spoken and written language and finally, equip them with the skills to become lifelong learners and capable world citizens.</p>	<p>All students have access to the BRS Reading Ready programme, ensuring reading is a priority for all students.</p> <p>Targeted literacy intervention.</p> <p>Catch up numeracy.</p> <p>All students complete the small group reading intervention in Year 7 and 8 and all year groups complete Daily Tutor Time Reading. Substantially evidence of improving reading age of disadvantaged students.</p> <p>Provide additional tutoring for KS4 pupils not on track to pass English or Maths GCSE.</p>	<p>High</p> <ul style="list-style-type: none"> • Evidence from walk thru, work scrutiny and pupil voice. • SEF 360 visit • Student voice during and post lockdown • Progression and destinations for Year 11 • Reading age / Spelling age data <p>Literate and numerate confidence increases life chances of all students whilst improving emotional and social wellbeing. No barriers to success in all qualifications across the curriculum and beyond.</p> <p>Students appreciate the value of reading for pleasure and personal fulfilment.</p>	<p>Continue with provision.</p> <ul style="list-style-type: none"> • Pupils to have access to MyLexia • Record Spelling and Reading ages • Ensure that relevant staff are trained and equipped to deliver a government approved phonics programme, to support those pupils at the very early stage of reading.
<p>Attendance, behaviour and family relations All students feel school is completely inclusive and all barriers to inclusion,</p>	<p>Attendance officer works collegiately with pastoral team to identify potentially vulnerable students and those at risk of PA.</p>	<p>High</p> <ul style="list-style-type: none"> • Attendance has stayed in line or above national average. 	<p>Continue with provision.</p> <p>Use data from recent PASS surveys (attitude to</p>



<p>including attendance, attitudes towards school and family relationships are positive and effective</p> <p>Long term impact: Strong, positive relationship between home and school</p>	<p>PST identify and work with a targeted group of students in each year group to establish, restore or maintain a positive home-school relationship.</p> <p>The pastoral team work to identify those most in need, including the working poor, who are struggling financially and provide support at home through the CMAT Hardship fund. We check FSM status ourselves through the Entrust system to ensure a more rapid response.</p> <p>Engagement Team support disadvantaged families with home learning and building parent confidence to support children with independent learning.</p> <p>Our Wellbeing Hub and Safeguarding Team provides a supportive environment and SEAL intervention for students who need this most.</p> <p>All students are rewarded and recognised to maintain positive relationships and aspirations.</p>	<ul style="list-style-type: none"> • Engagement and relationships with school • Student voice during and post lockdown • Feedback from parents 	<p>attendance) for targeted early intervention.</p>
<p>Staffing for PP leads</p>	<p>The school employs 2 Pastoral Support Workers (PSWs). Each PSW takes the lead for pastoral care for disadvantaged students. They work closely with pupils and acts as a liaison between the school and parents/carers to ensure a</p>	<p>High</p> <ul style="list-style-type: none"> • Evidence from walk thru, work scrutiny and pupil voice. 	<p>Continue with provision. Add PP to all actions plans and agendas.</p>



	<p>productive plan is in place, tracked and modified as necessary to ensure all pupils receive the same opportunities.</p> <p>Their main priorities include:</p> <ul style="list-style-type: none">• Tracking and monitoring all Pupil Premium pupils, identifying those students who need support. <p>* EAL tutor for PP students</p> <ul style="list-style-type: none">• Communicating with parents/carer to ensure they are fully aware of all the support that is in place and offering them support outside of school• Being a visible presence around the school, ensuring all Pupil Premium pupils know who to go to for support. <p>Disadvantaged Department Leads profile PP students in department meetings. They facilitate specific support for Pupil Premium during Period 6 and revision sessions. They produce a range of bespoke revision Our high standards, expectations and support ensure that attendance and behaviour of Disadvantaged Students and non-Pupil Premium students are comparably high. High-level expectations and an ever-growing pastoral team will ensure all Disadvantaged</p>	<ul style="list-style-type: none">• Engagement and relationships with school• Student voice during and post lockdown• Progression and destinations for Year 11	
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	<p>Students are challenged and relationships are established with parents that result in high expectations and aspirations. Where required we will cover the cost of items that could potentially stop a student from attending or make them unproductive. For example: uniform and equipment. Inclusion includes the following:</p> <ul style="list-style-type: none">. The enhancement of the Wellbeing Hub. Cultural opportunities. Homework packs. Homework support clubs. Breakfast. Inclusive trips. Transition IAG and aspirations		
<p>Ensuring all disadvantaged students are given equal opportunity and experiences within school and all gaps are closed.</p> <p>Long term impact - equality and opportunity</p>	<p>Further support students and families to up-take and use FSM whilst acting upon student voice to improve the current food provision.</p> <p>Develop a whole school daily well-being programme for all students.</p> <p>Publicise support available for families suffering from financial difficulty. Including access to the CMAT hardship fund.</p>	<p>High</p> <ul style="list-style-type: none">• Evidence from walk thru, work scrutiny and pupil voice.• SEF 360 visit• Engagement and relationships with school• Student voice during and post lockdown <p>Students feel the school is fully inclusive and they are a valued part of the community; no opportunity is out of their reach</p>	<p>Continue with provision.</p> <p>Include in next parental voice.</p>



		and they more fulfil their personal potential, despite their present circumstances.	
WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
<p>Character and cultural development</p> <p>All disadvantaged students are given the opportunities to experience a wide range of cultural opportunities and are provided opportunities to reflect upon their personal development.</p> <p>Long term impact: Cultural capacity</p>	<p>Integrate the "BRS Journey" into all aspects of pastoral care and curriculum to allow disadvantaged students to direct their personal development.</p> <p>Disadvantaged students supported and monitored to engage with extracurricular activities through the KS3 HOY programmes, tracked through HOY records.</p>	<p>Opportunities for this have been limited due to lockdown restrictions.</p>	<p>Continue with provision.</p> <p>Plan for 21/22 is for Y8 and Y9 to access trips/visits pupils have missed out on.</p>
<p>Career and transition points</p> <p>All disadvantaged students are given the appropriate support and expertise to ensure they have the best opportunity to progress toward and succeed in their chosen career and no students are NEET.</p> <p>Long term impact: Ambitious careers</p>	<p>Increase focus on transition for most vulnerable students between primary and secondary, ensuring effective plans are in place.</p> <p>Regular review of disadvantaged careers provision through the student tracking sheet. Students will fill out the document and then meet for further guidance with the careers advisor.</p> <p>Disadvantaged students and students at risk of being NEET will receive additional input from Careers Advisor with hour-</p>	<p>High</p> <ul style="list-style-type: none"> • SEF 360 visit • Engagement and relationships with school • Student voice during and post lockdown • Progression and destinations for Year 11. No students are NEET after Year 11 • Disadvantaged students have high aspirations and suitable action plans to 	<p>Continue with provision.</p> <p>Develop the character curriculum to ensure pupils have a broader experience of the world of work in order to address the fact that they do not follow a discreet work experience programme.</p> <p>Publish a statement setting out the arrangements the school has in place for pupils to access education and</p>



	<p>long meetings to discuss their next steps and provide robust IAG.</p> <p>Students will be given access to Apprenticeship and careers fairs throughout the year. They will be escorted to these by the Careers Advisor.</p> <p>Disadvantaged KS4 students will have access to Open Days throughout the year, and will be escorted by members of staff to encourage attendance. including 1:1 meetings and the Career Ready programme.</p>	<p>achieve these (Career plans and data)</p>	<p>training providers and ensure that this is followed.</p>
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Looking ahead to Year 2

Disadvantaged Plan 2021 - 2022, including funding distribution

Maximising the achievement and opportunities for all students is the school's key priority. Due to this, it is essential any plan adopts a whole school approach and is led by senior leaders who successfully articulate and share the plan with all staff. Over the last year, we have adopted a new whole school approach where everyone shares responsibility for and prioritises the achievement of disadvantaged students. The plan below highlights a holistic strategy which brings together the following four strands:

- Teaching, Learning and the Curriculum
- Tracking, outcomes and interventions
- Pastoral support and interventions
- Raising student and staff aspirations

All actions run through the school improvement plan and progress against the actions are monitored and developed through a weekly senior leaders meeting.

Our long term aim is to completely close the in school gap and ensure all students equally achieve, regardless of disadvantage and deprivation.



Funding distribution for 2021-2022

The school will receive £105,075 worth of funding based on the current number of Recovery Pupil Premium Fund, Pupil Premium, LAC and Service children. We will also receive £10,692 towards the National Tutoring Programme (please refer to [NTP-BRS-School-Led-Grant-Funding-Action-Plan-1-BRS.pdf \(srscmat.co.uk\)](#)).

<https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding>



Recovery premium funding - GOV.UK

Purpose. In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. The recovery premium provides additional funding for ...

www.gov.uk

<https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant/school-led-tutoring-conditions-of-grant>



School-led tutoring: conditions of grant - GOV.UK

1. Aim. As part of the Department for Education's (DfE)'s education recovery plan, the Secretary of State for Education is providing financial assistance to eligible local authorities, for ...

www.gov.uk

Staffing (£47,715 including percentage of roles)

The Assistant Headteacher for Pastoral Care oversees Pupil Premium and line manages the Pastoral Team and Year Leaders with responsibilities linked to Pupil Premium. He ensures each member of staff understands their specific role and promotes the Pupil Premium agenda to the wider



school and staff, ensuring all staff value and engage with strategies. The Assistant head will assess and evaluate the effectiveness of the annual Pupil Premium plan.

The Assistant Head teacher takes the lead on disadvantaged students by raising their profile with staff, tracking their progress, achievement and attendance of all disadvantaged students. He will line manage pastoral workers to ensure strategies are in place to close the gap pastorally and will support departments in creating departmental PP strategies to raise achievement in Pupil Premium.

The school employs 2 Pastoral Support Workers (PSWs). Each PSW takes the lead for pastoral care for disadvantaged students. They work closely with pupils and acts as a liaison between the school and parents/carers to ensure a productive plan is in place, tracked and modified as necessary to ensure all pupils receive the same opportunities.

Their main priorities include:

- Tracking and monitoring all Pupil Premium pupils, identifying those students who need support.
- Communicating with parents/carers to ensure they are fully aware of all the support that is in place and offering them support outside of school
- Being a visible presence around the school, ensuring all Pupil Premium pupils know who to go to for support.

Curriculum Leaders also raise the profile PP students in department meetings. They facilitate specific support for Pupil Premium during Period 6 and revision sessions. etc They produce a range of bespoke revision resources to aid the revision of PP students.

Four members of staff are leading on year long projects which aim to widen target groups of PP pupils to cultural activities and enhance engagement with extracurricular activities.

Our Attendance Officer works in a full-time capacity to support pupils and parents in attending school. She monitors, tracks and provides intervention for pupils who are falling below the expected level of national attendance. The attendance officer will focus particularly on the attendance of Pupil Premium pupils. The attendance officer will work alongside the Pastoral Support Worker to track, identify and support pupils whose attendance is holding back their achievement. This may include: parental support; pick-ups and personalised transport arrangements and support plans.



Teaching and Learning (£31,000 + NTP)

At Blessed Robert Sutton, we believe that the key to closing the gap is consistently outstanding teaching learning opportunities in and outside lesson each day. We aim, as in previous years, to spend the majority of our funding on developing our already outstanding teaching further. This includes using funding for the following:

- 1:1 Maths and English tuition
- Power Up Coaching / Walk Thru programme
- Period 6 and additional teaching
- Small group teaching / Access to My Lexia
- Work skills
- Small group teaching
- Access to Century

Pastoral Wellbeing, Care and Inclusion (£15,668)

Pastoral Wellbeing, care and inclusion underpin everything that we do at Blessed Robert Sutton Catholic Voluntary Academy and show our commitment to developing the whole person. We believe that caring for the individual and developing the social, moral dimension of a pupil is central to their academic development and success. We therefore plan to support our Pupil Premium students in a way that allows them to fully access everything the school has to offer – The Sutton Experience.

Our high standards, expectations and support ensure that attendance and behaviour of Disadvantaged Students and non-Pupil Premium students are comparably high. High-level expectations and an ever growing pastoral team will ensure all Disadvantaged Students are challenged and relationships are established with parents that result in high expectations and aspirations. Where required we will cover the cost of items that could potentially stop a student from attending or make them unproductive. For example: uniform and equipment. Inclusion includes the following:

- The enhancement of the BRS Wellbeing Hub
- Cultural opportunities / Opportunity to attend Pastoral trips
- Homework packs
- Homework support clubs
- School assistants
- Breakfast club (Prep / Prep Club +)
- Inclusive trips including English Theatre trip
- Enhanced rewards