

Pupil Premium Strategy Statement

Blessed Robert Sutton Catholic Multi Academy Trust

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	594
Proportion (%) of pupil premium eligible pupils	19.4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Jake Heath
Pupil premium lead	Jake Heath
Governor / Trustee lead	John Rimmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,815
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
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>	£112,815

Part A: Pupil premium strategy plan

Statement of intent

At Blessed Robert Sutton we are proud to serve the community of Burton-on-Trent and surrounding area. Our catchment includes areas of affluence, areas of deprivation, and everything in between. We believe in the developing students to become well rounded individuals that are able to thrive in society when leaving us. As a school we strive for excellence, this is lived out through 'The Sutton Way' which can be broken down into 'Spiritual, Academic & Social Excellence.' We recognise that to achieve this we must help address some of the barriers and challenges faced by our disadvantaged students.

As a school we look to develop through research-led understanding and follow the EFF's 'Menu of Approaches' to help ensure that our strategies are most effective. Our ultimate object is to ensure that all pupils have the same opportunity to experience success regardless of their background, disadvantaged or otherwise.

The Key principles of this strategy:

1. **The development of High Quality Teaching.** Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Our school looks to focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.
2. **Targeted Academic Support.** Our school looks to provide intensive support where appropriate. We have thought carefully about how we implement tuition, including how it assess learning gaps, select curriculum content, prepare staff to deliver sessions, and monitor their impact.
3. **Wider strategies.** We believe that social and emotional skills support effective learning as well as linking to positive outcomes later on in life. We focus on whole-school as well as individual strategies that look to ensure that all students are happy at school.

Challenges

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

Challenge number	Detail of challenge
In-School Barriers	
1	Need for accelerated progress in English. Disadvantaged students generally come out with lower Eng P8 scores than those who are not disadvantaged in 2022-23 these scores were 0.46 and -0.04 respectively. This means the basic foundations for all academic subjects are generally less secure making the cumulative advantage ('Matthew Effect') of more advantaged students more likely to occur.
2	Improvement in Reading ages and reading comprehension. On entry to Blessed Robert Sutton reading ages of disadvantaged students are generally lower than that of their peers. As students progress through school the need to be able to read fluently and understand what is being read becomes imperative.
3	Gaps in social and cultural capital. The nature of our intake means that students experience varying degrees of social or cultural capital. The 'Social Excellence' element of The Sutton Way looks to place this on an even keel with activities being open to all.
5	Low aspiration and limited support at home. The nature of our very diverse intake can mean that some students can make financial, academic and cultural comparisons to their peers which affect how they see themselves within the school community. We know this through our own observations and conversations with some students. This can affect some student's engagement in learning and extra-curricular opportunities.
6	Poor attendance with strong correlation with persistent absenteeism including the importance of attendance at school. Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been around 2% lower than for non-disadvantaged students. 2022-23 45.3% of disadvantaged students have been 'persistently absent' compared to 13.7% of their peers during that period.
7	Uniform and resources we believe that a disadvantaged student should be granted the same opportunities and resources as their peers, as a school we look to eradicate the financial burden that schooling can cause.
8	Social & Emotional concerns assessments, referrals, observations and discussions with students and families have identified social and emotional issues for many students including suspected or diagnosed mental health issues. This was heightened and exacerbated as a result of recent Covid school closures.

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
Narrow the gap in reading age and literacy levels throughout the school	All students will have a reading age and spelling age that exceeds or is in line with their chronological age and will be evidenced through the GL assessments
All Year 11 exceed or are in line with their FFT50 target for English and Maths GCSE	Gap is reduced
Narrow the gap in homework and work completion	Fewer instances of missed homework recorded for PP students on SIMS
An increase in student engagement in enrichment activities and school life	% of PP students taking up opportunities to match that of none PP
Increase in parental support and engagement	Attendance record to show that PP parental attendance at Parents Evenings etc increases and is in line with non-PP parental attendance
Narrow the gap in punctuality and attendance	The gap between PP attendance and non-PP attendance will close by 0.5%
No barriers to learning linked to uniform or lack of equipment	% of behaviour incidents due to uniform or equipment reduced
Children are happy and learning in school	% reduction in MyConcern reports linked to Social & Emotional issues for PP students and reflected in QA and survey outcomes

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: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Excellent Teaching and Learning</p> <ul style="list-style-type: none"> • Period 6 and additional teaching • Small group teaching • Revision sessions • Departmental plans and strategies • Continuation of the climate checks programme • CPD Boost Programme and associated resources. • Prioritise English and Maths tuition for disadvantaged students. • Provide enhanced “exam readiness” resources and events for disadvantaged students, with a particular focus on Year 10 and 11. • Department leads to provide planned intervention for targeted groups of disadvantaged students during P6 sessions and other targeted interventions. • Formalise interventions for disadvantaged students from Year Leaders and Curriculum Leaders at data drops/based on PASS survey data. MTIYT is used to create intervention plans for disadvantaged students, utilising Horsforth Quadrant, after data drops. Middle Leaders to create RAM plans. • Redistribute devices (ensure all pupils have access to a laptop/tablet). • Ensure high standards of work and personal expectations are always maintained, with a particular focus on transition periods (Yr6-7/9-10) • Raise staff expectations of work standard through “work of the week” profiled in staff room and linked to resource in the week. Work initially to be sought by department leads. 	<p>The EEF Teaching and Learning Toolkit identifies small group tuition and one to one instruction as highly effective measures (4-6 month improvements) EEF</p> <p>Pilot study in 2020 suggests that DI can have a positive effect on reading age – although longterm improvement remains to be proved. EEF</p> <p>Use of technology can support learning in the classroom. ‘Using digital technology to improve learning’ EEF</p>	<p>1, 2 & 3</p>

<p>Initial focus on retrieval practice and assessment of components.</p> <ul style="list-style-type: none"> • Ensure expectations and standard of work is maintained between Year 6 and Year 7 through work trawl focus. • Department leads to provide planned intervention for targeted groups of disadvantaged students during P6 sessions. 		
---	--	--

Targeted academic support

Activity 1: Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • All students have access to the BRS Reading Ready programme, ensuring reading is a priority for all students. • KS3 students to have access to My Lexia - power up • Targeted literacy intervention - after school (also focus on NTP) • Catch up numeracy and literacy in Form Time AM (CL For English and Maths free off TA to deliver additional intervention) • 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. • Provide additional tutoring for KS4 pupils not on track to pass English or Maths GCSE. • Tutor Time reading programme resources and training. • Licenses for all of Key stage 3 students to improve grammar, punctuation, reading fluency and comprehension. (£14,000 over 2 years) <p>Investigate impact of funding phonics tuition and implementing McGrawHill 'Corrective reading and numeracy' as discreet lessons for students entering significantly below 100 in KS2 SATs.</p>	<p>Reading and Comprehensive strategies. EEF</p> <p>The EEF Teaching and Learning Toolkit identifies small group tuition and one to one instruction as highly effective measures (4-6 month improvements) EEF</p> <p>Small group tuition (4+ months improvements) EEF</p>	

Activity 2: Budgeted cost: £3,000 50% School contribution

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> National Tutor Programme is utilised to support students in Year 11 students have accessing to small group or 1:1 tuition. Year 11 students develop their confidence in core subject areas and benefit from small group tuition that will aid their progress. A programme of P6 intervention, aimed at students to support homework/Lexia support. 	<p>The EEF Teaching and Learning Toolkit identifies small group tuition and one to one instruction as highly effective measures (4-6 month improvements)</p> <p>EEF</p>	

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

Activity 1: Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve Attendance</p> <ul style="list-style-type: none"> Pastoral Team to identify and work with a targeted group of students in each year group to establish, restore or maintain a positive home-school relationship. 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. Our Wellbeing Hub and Safeguarding Team provides a supportive environment and SEAL intervention for students who need this most. All students are rewarded and recognised to maintain positive relationships and aspirations. Continue collegiate approach – Work together to identify potentially vulnerable students and those at risk of PA. (including reference to PASS survey), Enlist the support of DSL, Attendance officer, YL, Form Tutors 	<p>Supported by Government Campaign 'Moments Matter, Attendance Counts'</p> <p>Our approaches have been gathered as part of the We are Beta and government attendance hubs.</p> <p>Attendance Interventions EEF</p>	

<p>and PSW'S to raise the profile of attendance and praise and reward good attendance. Staff to highlight to the Attendance Officer any students who may require a more intensive approach or next steps.</p> <ul style="list-style-type: none"> • Daily check of register to identify absence at the earliest opportunity. Instigate an immediate response if a student is absent in order to establish the reason for absence and work with parents to resolve or remove any barriers preventing the child from attending. • Incentives and rewards- Recognise , praise and reward good attendance. Agree personal rewards for each child or family rewards if the child prefers. Make efforts to highlight small steps, progress and improvements by verbal recognition, texts, cards, vouchers. • Increase in the number of hours that EWO expertise are used. 		
---	--	--

Activity 2: Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing Pastoral Support</p> <ul style="list-style-type: none"> • 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 act 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. <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. • 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 	<p>Social and emotional learning study. EEF</p>	<p>4, 5, 6, 7 & 8</p>

<ul style="list-style-type: none"> • Being a visible presence around the school, ensuring all Pupil Premium pupils know who to go to for support. • 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 resources to aid the revision of PP students. • 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. • Attendance officer carries out additional attendance clinics and virtual parents evenings. • Translator used to support home-school relationships 		
---	--	--

Activity 3: Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Setting of high standards. 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> <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.</p> <p>For example: uniform and equipment. Inclusion includes the following:</p> <ul style="list-style-type: none"> • The enhancement of the Wellbeing Hub • Continuation of 1:1 mentoring for all 	<p>Social and emotional learning study. EEF</p> <p>Parental engagement supports students in making 4+ of progress per year. EEF</p>	

<ul style="list-style-type: none"> • Cultural opportunities • Homework packs • Homework support clubs (Prep club) • Breakfast • Inclusive trips including Mt Cook and theatre trips e.g. Blood Brothers • Transition 		
--	--	--

Activity 4: Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students that are identified as requiring additional support outside of what we are able to offer within our own pastoral structure are supported externally by professional organisations. This can include some alternative provision providers or services.	<p>Social and emotional learning study. EEF</p> <p>Parental engagement supports students in making 4+ of progress per year. EEF</p> <p>Small group tuition (4+ months improvements) EEF</p>	8

Activity 5: Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Edukey's Provision Map		
Provision Map allows for the following; <ol style="list-style-type: none"> 1. Better tracking of intervention for all students 2. Support the Assess, Plan, Do and Review the process with particular groups of students. 3. More effective transition from key worker to key worker or even primary school to secondary school. 4. Allow for the tracking of interventions and can help determine their success 	Those students requiring additional support are able to access it much easier. Pupil whom are not currently being impacted from the support that has been put in place will have clear evidence when applications for EHCP's are submitted.	3 & 5

Activity 6: Budgeted cost: £4,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Class Charts		
<p>Class Charts operations system introduced to help support:</p> <ol style="list-style-type: none"> 1. Ensure that all students needs including PP & SEN are known. 2. Improved parental engagement and communication. 3. Ensure pupils receive timely and appropriate rewards. 4. Support teaching and learning strategies (seating for success). 5. Utilise provision mapping 6. Streamline the rewarding of pupils <p>Increase the amount of staff that are able to make use of the data surround attendance, behaviour (negative & positive) and intelligence events allowing for great overall academic, social and spiritual impact.</p>	<p>Parental engagement supports students in making 4+ of progress per year. EEF</p>	

Activity 7: Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Character and cultural development. 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 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 YL programmes, tracked through report records.</p>		4

<p>Ensure all disadvantaged pupils access cultural opportunities, focussing on experiences, trips and visits, reflecting John 10:10.</p> <p>Develop cultural capital within subjects, signposting variety of cultural opportunities and diverse identities and cultures.</p> <p>Disadvantaged students develop passions and interests that they can pursue beyond school.</p>		
---	--	--

Activity 8: Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Career and transition points. 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. 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-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>including 1:1 meetings and the Career Ready programme.</p>	<p>Although the EEF currently have weak evidence that exists as a school we have seen the benefits of having an on-site careers advisor that helps to ensure that NEET figure remain low.</p>	<p>5</p>

Total budgeted cost: £ 113,023

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

ATTAINMENT 2022-23						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Progress 8 score average	+0.03	+0.36	+0.3	-0.57	+0.17	-0.03
Attainment 8 score average	38.2	49.89	48.1	35	50.3	46.3
Percentage of Grade 5+ in English and Maths	17%	58%	52%	25%	52%	45%
Ebacc Entry (%)	17%	38%	39%	28%	43%	39%
Attainment 2021-22						
Progress 8 score average	-0.16	unavailable	+0.3	-0.55	0.15	-0.03
Attainment 8 score average	42.97	53.53	51.61	37.5	52.6	48.7
Percentage of Grade 5+ in English and maths	53%	69%	65%	29.5%	57%	50%
Ebacc entry (%)	21%	16%	17%	26.9%	43%	38.7%
ATTAINMENT 2018-19						
Progress 8 score average	-0.76	+0.18	+0.01	-0.45	0.13	-0.03
Attainment 8 score average	30.83	48.22	45.40	36.7	50.3	46.7
Percentage of Grade 5+ in English and maths	11%	43%	38%	24.7%	49.9%	43.2%
Ebacc entry (%)	17%	14%	14%	27.5%	44.5%	40.0%