



Pupil Premium Strategy Statement
Blessed Edward Oldcorne Catholic College
2024-2027



Detail	Data
Number of pupils in school	1056
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Greg McClarey
Pupil premium lead	Paul Edmunds
Governor / Trustee lead	Philip Fowler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,839
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) *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.	
Total budget for this academic year	£256,839
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Blessed Edward Oldcorne Catholic College our intention is to adopt an adaptive, long term, evidenced based strategy to help us to address the inequalities, challenges and barriers that many of our disadvantaged learners face. We have high expectations for all our learners and take on the mantra that 'no one is beyond reach'. Indeed, we hope that our disadvantaged learners are aware of, and feel, that they are loved, that they are wanted and that they do belong.

We recognise the importance of whole school culture, ownership and buy-in to address disadvantage. Disadvantaged pupils do not lack talent or the ability to make significant contributions to our society. We have encountered many barriers to success for disadvantaged pupils, while financial poverty is one, we have identified a poverty in stable and supportive parenting, poverty in aspiration, poverty in self-confidence, poverty in attendance, poverty in mental health and well-being, poverty in reading and a poverty in self-control and social interactions also play a significant role in limiting student success. Pulling down barriers will take more than simply throwing money at them.

Our disadvantaged cohort show a significant gap on entry to our school. While our non-disadvantaged students start school with a mean SAT score of 106, our disadvantaged students have a mean score of 101. This is also reflected in reading age, on average there is a 3 year gap between disadvantaged and non-disadvantaged students. In our current Year 11 cohort, 27% are designated EAL and 30% have SEND needs.

Our ambition is to ensure that all learners, regardless of background or life experiences so far, receive a high-quality teaching experience, thus enabling them to achieve improved outcomes. We are of the opinion that the greatest impact on what happens to these children occurs in the classroom, inclusive teaching and learning can change lives and every encounter and interaction matters.

We strive to ensure all staff have a shared understanding We will strive to nurture and support these pupils and encourage them to take a pride in their achievements.

This plan forms part of our whole school "**Think Barriers**" strategy and will focus on the poverty element of this strategy.

Our approach is evidenced based, underpinned with a tiered approach in line with the Education Endowment Foundation framework. We will drive our strategy along 5 key strands: **Aspirations, Academic, Character and Culture, Parental support and Nutrition, Health and Well Being**. Each strand, where possible, will have specific, deliverable and measurable targets which will be regularly reviewed and adapted.

Challenges

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

Strand number	Detail of challenge
1 Academic.	<p>To ensure all disadvantaged students achieve their potential. PP students achieve academic outcomes which reflect their ability and prior achievement at KS2.</p> <p>Enable all students, including disadvantaged, to have age-appropriate reading skills to enable them to access the full curriculum.</p> <p>Ensure all staff know their class, in particular their PP students.</p> <p>To challenge able student to read material outside their comfort zone to develop a wider personal reading cannon.</p> <p>Quickly identify any specific learning need and ensure support is put in place.</p>
2 Aspirations	<p>Provide disadvantaged students with an enhanced careers support to give them the richest and widest horizon when leaving school.</p>
3 Parental Support	<p>Ensure disadvantaged students maintain the same attendance profile as non-disadvantaged students.</p> <p>Develop greater parental support opportunities.</p>
4 Character and Culture	<p>Support all students, including disadvantaged, to modify self-behaviour.</p> <p>Disadvantaged students are overrepresented in after school detention and internal isolation figures.</p> <p>Analysis has shown that disadvantaged students are underrepresented in wider school activities such as, school trips, performances, sports teams etc</p>
5 Nutrition, Health and Well Being.	<p>Ensure students have access to well-balanced nutrition when at school.</p> <p>Access to quality sports teaching, sporting equipment, sport teams and clubs and access to healthy lifestyle education. Access to mental health and wellbeing support.</p>

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
1 Academic	<p>Disadvantaged students achieve Fisher 50 outcomes.</p> <p>Teaching staff use a range of questioning techniques to ensure PP students are included in each lesson.</p> <p>Through extracurricular reading interventions disadvantaged students achieve an age-appropriate reading age.</p> <p>Able students are regularly introduced to new challenging reading material.</p> <p>PP student progress regularly monitored and middle leaders challenged over issues of concern.</p> <p>Governors receive regular feedback on PP progress.</p>
2 Aspirations	<p>All disadvantaged students receive regular personalised careers advice, guidance and employer encounters..</p> <p>New opportunities created to expose disadvantage students to a wide range of possible careers.</p> <p>Disadvantaged student extra-curricular participation increased.</p>
3 Parental support	<p>Disadvantaged students maintain same attendance profile as non-disadvantaged students.</p> <p>Parents invited to attend parents evenings and other events.</p> <p>A range of parental support strategies in place.</p> <p>Increase in home / school communications to disadvantaged families.</p>
4 Character and culture	<p>Using restorative justice, pastoral support, school counsellor and external agencies, disadvantage students are not overrepresented in discipline figures. Increase in disadvantaged students participating on wider school community activities.</p> <p>Trip organisers prioritise disadvantaged students when planning trips and activities.</p> <p>Inclusion Quality Mark status achieved, providing a nationally recognised framework to recognise and develop inclusiveness.</p>
5 Nutrition, Health and wellbeing.	<p>Parental support website in place and school counsellor offers parental support events.</p> <p>Students supported in curriculum through PDE lessons</p> <p>Nutrition, health and wellbeing intrinsic in Year 11 GCSE preparations.</p> <p>Student participation in sports clubs/teams monitored.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff us specific tools to ensure all students are engaged in questioning sessions. All staff challenge “ I do not know” Continue to use PiXL resources and support.	Teacher–Student Dialogue During Classroom Teaching: Does It Really Impact on Student Outcomes? Christine Howe, Sara Hennessy, Neil Mercer, Maria Vrikki & Lisa Wheatley Over 15 years of working with PiXL	1,2
Continue to develop “Know your Student” programme as part of the “Think Disadvantage” strategy	Know your Students has had a positive impact on attainment and progress for all students including disadvantaged.	1
Appoint a Whole School Disciplinary Reading Coordinator. Improve reading comprehension by prioritising disciplinary literacy.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.	1,2,5
We will fund professional development and appropriate resources for each subject area. Including School of PiXL Leadership and Clinics.	EEF - Improving Literacy in Secondary Schools -Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in English	1
Ensure PDE lessons provide opportunities to explore Nutrition, Health and Well Being support.	Reynolds AJ, Temple JA, Ou S, et al. Effects of a School-Based, Early Childhood Intervention on Adult Health and Well-being: A 19-Year Follow-up of Low-Income Families. <i>Arch Pediatr Adolesc</i>	3,5

	<i>Med.</i> 2007;161(8):730–739. doi:10.1001/archpedi.161.8.730	
Embed aspirations and career guidance in all curriculum areas. Making the link between subjects and career pathways explicit for all learners, including disadvantaged.	Musset, P. and L. Mytna Kurekova (2018), "Working it out: Career Guidance and Employer Engagement", <i>OECD Education Working Papers</i> , No. 175, OECD Publishing, Paris, https://www.goodcareerguidance.org.uk/case-study/linking-curriculum-learning-to-careers	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a new college Reading-Coordinator to test and created reading interventions for all year groups	Sullivan, A. & Brown, M. found that the impact of reading for pleasure on vocabulary, Maths and spelling between 10 - 16-year-olds was four times greater than the impact of a parent holding a degree qualification.	1
Support identified students with wave 2 or 3 intervention in GCSE English and Maths	Students working with English intervention staff regularly achieve or exceed their Fischer targets.	1
PP student data regularly analysed and acted upon.	PP data across all year groups is analysed by HODs. Students who are underachieving are regularly discussed at raising standards meetings and included in departmental pre-mortems.	
Structured intervention for KS3 students who fall into the Non-Secondary Ready category based on SATS results.	Data analysis provides progress information which can be used for other intervention approaches.	1
Continue to embed targeted academic meetings with disadvantaged students and parents. Including one to one student meetings throughout the year and parental PEP meetings, following specific assessment milestones.	<p>Several years of parental and student feedback.</p> <p>Several years of observing the motivational impact a PEP meeting has on students/ parents and subsequently increased parental engagement.</p>	
Continue to develop support with our able PP students. Continue to embed the Scholars Programme to promote	PP strategies must also support HPS PP students.	1

<p>University careers pathways. Develop our KS3 able readers programme. Develop our Y11 8 to 9 programme, both run by Sophie Gilson.</p>		
------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Librarian created a school reading cannon for each year group. Form tutors read twice a week with their form group.</p>	<p>EEF - Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in English</p>	<p>1,4</p>
<p>Develop a pre-emptive approach to attendance management. Contacting specific parents, including disadvantaged, on Friday mornings, encouraging them to send their child to school the following week. Purchase Attendance Monitor to give a granular view of attendance.</p>	<p>Research Evidence DfE – Improving school attendance (Updated December 2021)</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>3</p>
<p>Encouraging wider participation of disadvantaged student in the cultural life of the school.</p>	<p>Remove the need for disadvantaged parents to apply for trip funding. Trips will be opened to disadvantaged parents a week before non-disadvantaged parents. PP trip subsidy will be built into the trip amount seen by disadvantaged parents. Where possible, parents will be contacted personally, to inform them of upcoming trips.</p> <p>Extra-curricular participation carefully monitored</p> <p>Advanced funding on school website to enable advanced financial planning by parents.</p>	<p>4</p>

<p>Supporting Students Social, Emotional and Behavioral Needs</p> <p>Increased capacity within the non-teaching pastoral support team and continuing to improve their knowledge and skills</p>	<p>Internal and external evidence indicates that student wellbeing has been adversely affected by the pandemic. Including: trained mental health first aiders, students nominating 2 emotionally available adults and regular mental health questionnaires.</p> <p><u>Research Evidence</u></p> <p><i>'Impacts of lockdown on the mental health and wellbeing of children and young people'</i> https://www.mentalhealth.org.uk/sites/default/files/MHF%20Scotland%20Impacts%20of%20Lockdown.pdf</p>	4
<p>Use a range of classroom behaviour strategies and additional resources to reduce disadvantaged students over representation in suspension and negative behaviour point analysis.</p>	<p>Rideout, Glenn, et al. "Measuring the impact of restorative justice practices: Outcomes and contexts." <i>Journal of Educational Administration and Foundations</i> 21.2 (2010): 35.</p>	4
<p>Develop a deeper relationship with parents: Develop a parental communication app. Year 11 exam preparation support evenings, PDE Q/A sessions, Counsellor led sessions, one-one parent exam support meetings (PEP), disadvantaged parents personally invited to parents evenings, develop website to have greater support for cost of living and mental health and well being. Develop a parental forum, personally invite disadvantages parents to attend.</p>	<p>Understanding the Impact of Parent School Involvement on Children's Educational Outcomes Gail L. Zellman & Jill M. Waterman University of California, Los Angeles</p>	3
<p>Appoint a Work Experience Co-ordinator to ensure all students, including disadvantaged have access to high</p>	<p>https://www.goodcareerguidance.org.uk/case-study/experiences-of-workplaces</p>	2

quality work based experiences.		
---------------------------------	--	--

Part B: Review of the previous academic year

GCSE outcomes for disadvantaged students.

Prior attainment		
	PP	Non-PP
2023 (26)	103.02	105.19
2024 (19)	100.42	106

Relative performance	2023	2024
APS		
E&M Threshold		
Both Subjects 5 or Above	45%	31%
Both Subjects 4 or Above	60%	44%
Progress 8		
Progress 8 Entries	25	18
Progress 8 Score	-0.29	-0.64
Attainment 8	4.1	39.63
Performance		
EBACC APS	3.37	2.78
Strong pass in Maths	50 %	37.58 %
Strong Pass in English	61 %	37.58 %

National Comparison 2023		Nat.
A8		
P8		

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
<p><u>The Be You programme</u> is a 10-12 week bespoke alternative provision which aims to raise the self-esteem, confidence and resilience of young people.</p>	<p>Worcestershire Children First Virtual School https://www.worcestershire.gov.uk/info/20757/the_virtual_school/2185/virtual_school_training_providers</p>
<p><u>The Positive Outcomes Project (POP)</u> POP will provide 1:1 work with children and young people or provide group work for children in their school setting. It aims to deliver services for children and young people within their communities whilst providing high quality placements for student social workers</p>	<p>Worcestershire Children First https://www.worcestershire.gov.uk/pop</p>
<p><u>The Edge</u> The aim of this programme is to develop and accredit students with those personal attributes essential for employability and life</p>	<p>PIXL.org</p>
<p><u>Nessy Fingers</u> Gets children typing real words fast and introduces spelling practice immediately. It follows a structured sequence of word lists that progress from easy to complex</p>	<p>Nessy Fingers Touch Typing for Home https://www.nessy.com/en-gb/product/nessy-fingers-home</p>