

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Blessed George Napier Catholic School
Number of pupils in school	983
Proportion (%) of pupil premium eligible pupils	120 (13%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	February 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Sean Masterson, Headteacher
Pupil premium lead	Tara Mawn, Assistant Headteacher
Governor / Trustee lead	Anita Mutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,240
Recovery premium funding allocation this academic year	£24,564
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£118,804

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary and expectations. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Blessed George Napier is that all pupils, irrespective of background or the challenges they face, develop strong oracy. This will enable them to read to learn, broaden horizons and be interested and interesting citizens.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Pupils to feel more confident and engaged in maths and english
2.	Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.
3.	Identification of students with poor literacy.
4.	Staff development and training so that inclusion of PP students improves.
5.	Pupil Premium students are fully equipped for school including books, pens, revision guides, uniform and they have financial help to access trips/visits.

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
Improved progress in maths	Teacher assessment in maths demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers.
Attendance rate for PP students continues to improve	A decrease in the number of pupils with less than 90% attendance
Improved progress in English	Teacher assessment in Maths demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers.
A decrease in the number of PP students with fixed term exclusions	Less Fixed Term Exclusion days recorded

PP students are equipped for school and are able to access trips/ visits

On a case-by-case basis, students are able to receive the support they need in order to fully engage with all aspect of the curriculum.

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: £62,692

Activity	Evidence Based Approach	Expected Impact	Challenge number(s) addressed
Heads of Year work with Attendance Officer to ensure early intervention	<ul style="list-style-type: none"> Attendance Officer works closely with Heads of Year to ensure early intervention. Pastoral support for students to remove barriers Fr Hudson's Care family support will work with families where appropriate 	More parent contracts will be issued and the %PA will fall, especially for PP students	2
English Intervention	<ul style="list-style-type: none"> Small group intervention in KS3 with specialised LSA, including reading comprehension strategies. Use GL assessment NGRT in Yr7 as a baseline reading test. Reading in form and literacy intervention (Lexia) to be used. Sound Education programme for all PP students (decoding text) 	Data will show improved reading age for students who have received intervention. GCSE progress in English will improve, increasing opportunities for PP students. Review success of reading interventions (Lexia) – reading ages should improve	3
HLTA Maths	<ul style="list-style-type: none"> Small group intervention and support from specialist HLTA The head of maths will review the interventions used External CPD – 'Supporting students with SEND in the maths classroom' Intensive intervention over two days for small group prior to GCSE exams 	Data will show an improving attainment in maths for PP students across all year groups and at GCSE maths progress will improve increasing opportunities for PP students.	1

EAL specialist language teacher	<ul style="list-style-type: none"> Increased student engagement and more rapid progress can be achieved when EAL students receive specific targeted support EAK+L teacher works with HoY to help increase parental engagement, especially in year 7 	Data will show positive outcomes for EAL students	1,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,619

Activity	Evidence that supports this approach	Expected Impact	Challenge number(s) addressed
Academic Tutor and Additional Maths support.	To work within small groups. 1:2:1	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one	1,3
Lexia	Small group intervention	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan.	3
My Maths	Maths exam preparation	To support independent use of problem solving strategies, and help pupils to develop more complex mental responses.	1

SLT Mentoring	Small group intervention to support across all the students subjects and advise on their planning and preparation.	Enable students to be more organised with their classwork and revision. Allow students the space to discuss any issues that they are having and facing. This supports punctuality and attendance as they occur 1 st thing in the morning.	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47,493

Activity	Evidence that supports this approach	Expected Impact	Challenge number(s) addressed
Additional Pastoral support.	The capacity of Pastoral Support is essential to the day to day running of the school. Pastoral Support has to be available throughout the school week.	Student engagement with learning increases as they feel settled and reassured in the school environment. Part of the success is that we have a specific person to greet students and ensure that they feel safe throughout the day. The Pastoral Team work closely together to support this and ensure that information is shared and families are fully supported.	2,5
Fr Hudson's Care Family Support worker	The family support workers support pupils and their families for year 7 to 11 on a rolling programme.	This support continues to have an extremely positive impact on pupils and their families.	2,5
Alternative provision and offsite learning including: Meadowbrook College Hospital Schools	The use of specialist group alternative is used sparingly to prevent permanent exclusion. We have a good working relationship with our local provider, Meadowbrook College. The use of alternative provision has increase with the increase of students	Individual students and also the whole year group benefit. Continue this approach.	2,5

Transport Horsewyse Ignite Sports	displaying needs and the cost of this provision increasing.		
Funding for school supplies, uniform, revision materials, residential and other school trips, Duke of Edinburgh and other extracurricular activities.	This budget is managed by the PP coordinator and an application must be made by a teacher in advance of any activity being organised. All pupil premium students are strongly encouraged to take part in school trips and residential visits and other extracurricular activities such as Duke of Edinburgh. The PP fund also supports the Shakespeare for Schools Festival which states that its aim is <i>“to support young people to develop the confidence and life skills to achieve their personal best at school and develop the aspirations that they need to achieve in their future academic, personal and professional lives.”</i> PP students are given revision materials as required and they have help with purchase of school uniform if needed. The impact of this budget is that individual needs can be met on a case-by-case basis. This has led to improved attendance, behaviour, and engagement. Individual case studies demonstrate the effectiveness of this individual pastoral approach.	PP students are equipped for school and are able to access trips/visits. This is an important part of the individualised support we offer pupils and it is very effective support. Continue this approach.	2,5
Additional funding for computer licenses for students using government laptops to work at home.	Use of laptops to support with the completion of work both in school and at home.	Enabling students from disadvantaged backgrounds to access the curriculum, online resources and online learning.	1,2,3,4,5
Contingency fund for acute issues	Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.		1,2,3,4,5

Total budgeted cost: £118,804

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

One student having a progress of +1.46, and a student who attended school through IYFA who achieved 6 qualifications. There are 12 PP students in this cohort.

Our attendance figures are the best in Oxfordshire for secondary schools. This shows the impact of all the work to improve engagement and attendance.

Further support in the form of interventions are being implemented due to the increasing number of LSAs that are employed. This allows us to offer more targeted intervention across all the year groups.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach in our new plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
GL assessment, CATs and New Group reading tests are used as baseline assessments for all students to help identify students in need of support.	GL assessment

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

For the most part, we will continue with our approach to Pupil Premium funding.

The English approach to intervention has been successful. LSAs facilitates early and targeted support - for example handwriting intervention for small groups for an intensive period. One to one interventions with literacy and oracy are successful. Data shows that the reading age and reading comprehension of intervention groups has increased.

Progress in maths needs to improve further.

Our Family Support Workers continue to have a positive impact on pupils and their families.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.