

Pupil premium strategy statement: St Benedict's Catholic College

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	900
Proportion (%) of pupil premium eligible pupils – 'Sept 24	14.3% PP 3% SPP
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)	2024-5 2025-6 2026-7
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	J Santinelli
Pupil premium lead	M Davis
Governor / Trustee lead	B Castell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,530
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>	£8349
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£33,813
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>	£187,692

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of their background or the barriers they face, make good progress and achieve their potential across the curriculum and with the extra-curricular opportunities provided by the college.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their potential academically, spiritually, culturally and socially. We will work to break down the barriers that prevent this, and focus on the challenges faced by our most vulnerable pupils who have social workers or who are young carers. The strategies we employ will be for the benefit of all of our students, regardless of whether they are disadvantaged or not, but we will be focused by our ethos on the principles of Catholic Social Teaching, particularly the preferential offer for those who are poor or disadvantaged, in whatever way that may be.

Quality first teaching is central to any strategy of closing the gap and our teachers are the integral cog in the wheel of achievement. Teachers will be supported to prepare and deliver engaging and challenging lessons that excite and engender curiosity in all our students. Thus, the rising tide of achievement will raise all ships, disadvantaged or not.

Our strategy will also focus on gaps in learning that are cultural. With the recent financial climate, many families are being forced to prioritise food and heating rather than family trips, educational visits and cultural capital. We will therefore work with our families to help our students develop a love of learning which goes beyond the boundaries of the classroom and the campus.

We will respond to common challenges and individual needs, but we will ensure that our response is rooted in pedagogical excellence and robust research. Our teachers and our community will be encouraged to come together to support each other, breaking down educational, cultural and financial barriers to continue to build the strong community we are, and support our most disadvantaged students and families.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Supporting positive mental health</i></p> <p>The mental health of young people has become a major concern since the pandemic. The Mental Health Foundation reports “20% of adolescents may experience a mental health problem in any given year. 50% of mental health problems are established by age 14 and 75% by age 24”. As such it is vital that we are able to support our students when they experience mental health concerns and help them to develop resilience to make the most of their education particularly those whose absence is affected by sustained “emotional based school avoidance” (EBSA). Disadvantaged students are unable to access mental health support often because of the financial barriers and the stigma that this still carries.</p>
2	<p><i>Supporting cultural learning in and beyond the classroom</i></p> <p>The pandemic put paid to school trips, working together and building connections due to enforced isolation and restrictions. Many disadvantaged students have not had opportunities to visit places of cultural importance in the UK or abroad, or even to develop connections within our local community. Church attendance locally is reduced and many of our students and their families have not returned to regular church attendance since the pandemic finished. Furthermore, because many school events have moved online or been reduced in number more recently, the opportunities to build community are fewer. Financial barriers have also compounded this as families have had less disposable income in recent years due to inflation.</p>
3	<p><i>Supporting parents to engage with the school community</i></p> <p>The opportunities for parents to engage with the school community has been reduced due to the advent of online parents’ evenings, reductions in college events due to COVID and the working patterns of our parent body. Students who are successful are generally well supported by their parents, and those who experience difficulties in college are often from families who find it difficult to engage because of constraints on their time, their level of education and understanding or their mental health.</p>
4	<p><i>Supporting our service families</i></p> <p>Colchester is a proud military town and community, and many of our students have one or more parents who are connected to the army. This brings its own challenges however: many students who have a military background have moved often and experience the absence of a parent for significant periods of time due to their working commitments. These absences can have implications for mental health and wellbeing of pupils, but families who regularly experience the absence of a parent can also face different kinds of hardship in terms of social and financial concerns and difficulties.</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
To achieve and sustain improved mental health and wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> • School engaged counsellors to support students • School operates a waiting list with preferential support offered to disadvantaged students • Pre and post counselling surveys undertaken to measure efficacy of provision • Mental health concerns are referred swiftly to in house or external providers of support. • Referrals have a positive outcome with support given and resilience strategies learned. • Stigma around mental health is reduced • Pupils are supported in managing their mental health • PSHE has lessons in each year group to help students understand and support their own mental health • Positive mental health events are supported by the college (Hello Yellow, Children’s Mental Health Week, World Mental Health Day)
To achieve and sustain opportunities for learning beyond the classroom environment or campus of the college for all students, including those who are disadvantaged	<ul style="list-style-type: none"> • School trips programme developed across all subject areas • Family Learning – Christmas Wreath Making / Food Tech.
Tailored transitions linked to our CIP with particular focus on disadvantaged students (Year 6-7 / 10-11 / NIBS / Mid-year trans / Post-16)	<ul style="list-style-type: none"> • Bespoke and personalised support along with behaviour for learning curriculum and closer monitoring of alternative curriculum budget and getting value for money
Parental/Carer Buy-in – explore how we can build stronger more meaningful connections with disadvantaged families to enhance opportunities for students and greater equity in outcomes	<ul style="list-style-type: none"> • Tracking parents evening attendance data with standardised follow up if appointments missed • First Five – pastoral leads to have a list of vulnerable/high priority families who need more personalised communication – trips / parents & info evenings / events / resources

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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement activities	Engagement with parents encourages better outcomes for students	3
Recruitment and Retention - TLRs	To retain good and experienced staff	All
CPD	To enhance skills of existing staff	All

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revision aids	Requests from parents for support	2 & 3
Holiday revision	Past success	2 & 3
Trips (support and finance)	Uptake and requests	2

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renew counselling	Uptake of counselling places and waiting list	1 & 4

BCCS Counselling	Uptake of counselling places and waiting list	1 & 4
ICT monitoring software	Early intervention	1
Smart School Council software	Enfranchisement of every child in school democracy	1
Survey software	Integration with existing software for live information	1

Total budgeted cost: £ 180,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

3 Year Pupil Premium Strategy Final Review July 2024.docx

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
Tristan Nydam football coaching	Tristan Nydam
Brilliant Club	Scholars Programme

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.