



# **St Benedict's Catholic College**

## **Pupil Premium Strategy**

### **2023-4 Review**

## Pupil premium strategy statement - 3-year plan

This statement details our college's use of pupil premium (and recovery premium for the 2021 to 2022 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, as well as the longer-term strategic plans, for the years 2022-23 and 2023-24, and the effect that last year's spending of pupil premium had within our college.

### School overview

Detail	Data
School name	St Benedict's Catholic College
Number of pupils in school	887
Proportion (%) of pupil premium eligible pupils	155 (17.4%)
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2024/25 Sept '21 – Sept '24
Date this statement was published	December 22
Date on which it will be reviewed	December 23
Statement authorised by	J Santinelli, Principal
Pupil premium lead	M Davis, Assistant Principal
Governor / Trustee lead	M Moriarty, Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,202
Recovery premium funding allocation this academic year	£22,695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,842
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£187,739

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the barriers they face, make good progress and achieve high attainment across the curriculum, particularly in RE, English and Maths.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The strategies we have outlined in this statement also intend to support student needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the center of our strategy, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is intended that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider college plans for education recovery, especially for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment within our context, not assumptions about the impact of disadvantage on the wider society. The approaches we have adopted complement each other to help pupils succeed. 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 college 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
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1	<p>In the past two years, in our Maths GCSE results, there has been a negative gap in the attainment and progress 8 scores between disadvantaged students and their more advantaged peers. The GCSE results from both of these years were given through a TAG process. We made every effort to avoid bias through staff training and rigorous review processes. Through monitoring, tracking and observations we believe the impact of the COVID pandemic had a bigger negative impact on disadvantaged students than their more advantaged peers.</p> <p>The average attainment score in Maths in 2021 was 0.7 of a grade less for pupil premium students and 1 grade less for free school meals students, compared to students not in these groups.</p>
2	<p>Disadvantaged students have lower reading ages than their more advantaged peers.</p> <p>Termly reading age assessments show that on average 88% of disadvantaged students' reading age is below their actual age. In year 10, 100% of disadvantaged students are below the expected reading age.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in disadvantaged pupils making less progress than overall than their peers. The progress gap of disadvantaged students has widened during the COVID pandemic.</p>
4	<p>Our assessments (including wellbeing surveys and focus groups), observations (including the use of CPOMS) and discussions with pupils, families and external agencies have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 79 pupils (29 of whom are disadvantaged) currently require additional support with social and emotional needs, with 17 currently receiving small group interventions and the rest receive one-to-one interventions. This does not include the interventions taking place externally for example EWMHS, Family Solutions or the Youth Service.</p>
5	<p>While our attendance is above national averages, our data over the last 2 years indicates that attendance among disadvantaged pupils has been, on average, 1.7% lower than for non-disadvantaged pupils.</p> <p>25% of disadvantaged pupils have been 'persistently absent' compared to 21% of their peers during this year. Our assessments and observations indicate that absenteeism, often influenced by COVID19 in many ways, is negatively impacting all students' progress.</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
<p>Progress and attainment in Maths improves for all students, especially disadvantaged students.</p>	<p>The 2022 Maths GCSE progress 8 score for disadvantaged students will be positive. This score has been negative for the last 2 years.</p> <p>Maths' attainment and progress scores are in line with English attainment and progress scores.</p> <p>By the end of this plan, the 2024/25 KS4 outcomes will demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of 5, in line with their peers</li> <li>• A positive progress score in line with the national average</li> </ul>
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Reading age tests completed twice a year demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Parents are informed of their child's reading age on each termly report.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys, focus groups, CPOMS data and teacher observations.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap</li> </ul>

	<p>between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</p> <ul style="list-style-type: none"><li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li></ul>
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## 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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training and retrain in maths programmes).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="http://educationendowmentfoundation.org.uk">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Employment of an additional Pastoral Lead with focus on Braking Barriers and delivering pastoral interventions</p>	<p>Interventions including behaviour interventions and social and emotional interventions can produce improvements in academic performance, decrease problematic behaviours, improve decision-making skills, improve interaction with others and improve self-management of emotions</p> <p><a href="#">EEF Behaviour interventions</a></p> <p><a href="#">EEF social and emotional interventions</a></p>	<p>3 and 4</p>

<p>Delivering AQA Unit Awards</p> <p>Training staff to deliver the unit awards and qualify to sign them off</p>	<p>The AQA unit award scheme (UAS) can help learners with progression to</p> <ul style="list-style-type: none"> <li>• further study</li> <li>• training</li> <li>• employment</li> <li>• independent living</li> <li>• more active involvement in society.</li> </ul> <p>UAS is shown to motivate, encourage, engage, support and raise self-esteem and can reward achievement which might otherwise go unrecognised, eg small steps or non-mainstream subjects.</p> <p><a href="#">AQA unit award scheme case study from Haven High Academy</a></p>	<p>All</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching for all staff in all departments.</p> <p>We will fund resources to use in form time and a member of staff as literacy lead to coordinate this.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>2</p>

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



Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of revision workbooks for core subjects to aid retrieval practice.	To be able to retrieve, use, and apply knowledge in the long term, it is highly effective to practice retrieving, using, and applying knowledge during learning. (Karpicke & Aue, 2015, p.318)	1,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,3
Entering 4 cohorts of students onto the Brilliant Club Scholars Programme which is aimed at students who are pupil premium, live in the most deprived areas of the country or whose parents have	<p>For the fifth year in a row, independent analysis by UCAS showed that pupils on The Scholars Programme are significantly more likely to apply to, receive an offer from and progress to a highly-selective university than pupils with similar socio-demographic background and GCSE attainment.</p> <p><a href="https://thebrilliantclub.org/evaluation/programmes-evaluation/">https://thebrilliantclub.org/evaluation/programmes-evaluation/</a></p>	3,4,5

not been to university.		
Individual and small group reading and literacy interventions with our Reader Leader who works within the English department focussed on modelled reading, comprehension, reading aloud and oracy.	<p>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:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a fully trained counsellor to provide counselling sessions to students on a weekly basis in school	<p>School counselling is an easily accessible, non-stigmatising and effective form of early intervention for reducing psychological distress in children and young people.</p> <p>A trained school counsellor gives a young person a place that is focused 100% on their needs – a safe space to help them to understand and cope with what they're going through.</p> <p>Counselling has a positive effect on young people's confidence, resilience, sense of self-worth, family relationships, friendships, school attendance and academic achievement.</p> <p>School counselling has the potential to take some of the short and long-term pressure off statutory provision, and can support young people as they transition to and from more specialist mental health services</p>	4,5

	<a href="https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/">https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</a>	
Pastoral Interventions	<p>Recent reviews have highlighted renewed attention to pastoral care, pastoral structures in education, and how effective pastoral care can augment academic outcomes and assist in enriching learners' lives and wellbeing.</p> <p>Pastoral care supports teaching and learning, attendance, parental engagement, behaviour, wellbeing and much more.</p> <p><a href="#"><u>British Educational Research Association Pastoral Care Report</u></a></p>	4,5
Laptop Help to Buy Schemes	<p>In order to aid COVID recovery students studying for their GCSEs will be provided with laptops to be used in lessons as well as at home. This closes the material gap, especially if we have national or local lockdowns again. The government have pledged to level up opportunities to keep disadvantaged students connected to their peers and professionals in order to succeed academically.</p> <p>Ofcom estimates that between 1.14m and 1.78m children in the UK have no home access to a laptop, desktop computer or tablet. The Government's scheme to provide these have so far failed to reach one million children who need one.</p> <p>Whilst online learning is not the only strategy used by teachers to educate their pupils remotely, it is an important element of that provision. It is unacceptable that so many children and young people do not have access to the internet or laptops when they are so essential for studying, information finding and development of their I.T. skills and confidence – all vital to their future employment.</p> <p><a href="https://neu.org.uk/recovery-plan">https://neu.org.uk/recovery-plan</a></p>	
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a	All

	small amount of funding aside to respond quickly to needs that have not yet been identified.	
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**Total budgeted cost: £ 185,000**

## 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 2020-2021, 2021-2022, and 2022-2023 academic years.

#### **2020-2021**

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher than in 2019/20 however lower than in the years prior to the COVID pandemic. EBacc entry was 50%, which is lower than in previous years, however COVID had an impact on this and the decision was made to support students with their RE, Maths and English grades.

Despite being having high EBacc entries in 2018/19 and 2019/20, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and excellent virtual teaching and support by all of our teachers and support staff.

Although overall attendance in 2020/21 was lower than in the preceding years it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% higher than their peers and persistent absence 3 and 5% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

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.

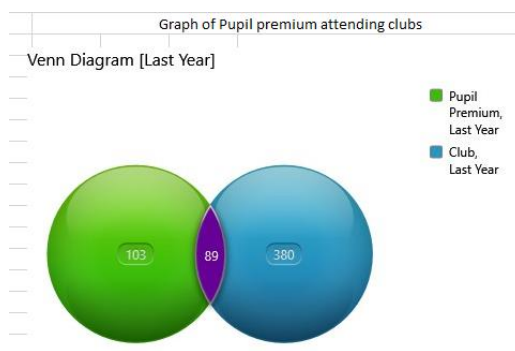
## 2021-2022

**Maths GCSE** – This year our progress 8 for disadvantaged students in maths is +0.17. This is the first time in three years that the score has been positive. 70% of PP students within the class of 2022 achieved 4+. 51% achieved 5+ and 27% achieved 7+. These scores are much more in line with English GCSE scores than ever before where 27% achieved 7+. 70% achieved 5+ and 75% achieved 4+. There is still some distance to cover but provision within maths is more tailored than ever before. Targeted morning revision sessions as well as period six specifically target disadvantaged students.

**Reading Age Tests** – The reading test data from Autumn to Spring last academic year looks strong and in most cases there is no or only a very narrow gap in average reading age between disadvantaged and non-disadvantaged students. Last year's year 11 show no gap which was an early indication of the excellent GCSE results while there is still work to do particularly in Year 9. The gap of 12 months between disadvantaged and non-disadvantaged will need to be addressed and amended as it will have considerable impact on outcomes at GCSE

Comparing Average Reading Age					
Autumn 21			Spring 22		
Year 7	PPI	Disadvantaged	Year 7	PPI	Disadvantaged
12/7	12/5	12/9	13/4	12/11	13/3
Year 8	PPI	Disadvantaged	Year 8	PPI	Disadvantaged
13/0	12/8	13/1	13/8	13/4	13/6
Year 9	PPI	Disadvantaged	Year 9	PPI	Disadvantaged
13/7	13/2	12/8	14/2	13/9	13/2
Year 10	PPI	Disadvantaged	Year 10	PPI	Disadvantaged
14/0	13/11	13/9	14/5	14/5	14/3
Year 11	PPI	Disadvantaged	Year 11	PPI	Disadvantaged
14/3	N/A	14/4	14/7	N/A	14/7

**Well-being** - Last academic year, we began using class charts to track student participation in lunch-time and extra-curricular clubs. Across the academic year, 2657 achievement points were awarded by staff with 11% of those points going to disadvantaged students. Out of the 103, pupil premium students in the college, 89 achievement (86%) points were awarded for attending clubs compared to 380 points awarded to the 785 (48%) non-disadvantaged students. While these figures are positive, we will continue to encourage and track PP involvement in all aspects of college life.



**Attendance** – Last academic year, our overall average attendance was 92.2% (2.5% above National Average of 89.7%. 92.7% for non-disadvantaged compared to national average of 91.3% and 89.5% for disadvantaged, a significant increase on the national average of 84.9%. While the gap has increased from 1.7% to 2.7% difference, a number of high-profile students with a variety of barriers to their learning made significant contributions to this figure and the comparison to national average shows we're still in a very healthy position. Year 11 disadvantaged students were 8.4% above national average. The most significant gap to non-disadvantaged appear in Years 8 and 10 which we will work strategically to improve this academic year, targeting individuals and supporting by breaking barriers to learning/progress.

**2022-2023**

**Maths GCSE** - Out of 175 GCSE maths candidates, 26 students were classed as disadvantaged. Only 19% of the 26 didn't secure a standard pass in maths. 81% achieved at least a standard pass, 23% achieved a strong pass while 15% achieved at least a grade 7+. This led to an overall progress 8 of 0.31 which is a significant increase on last year's +0.17 and only slightly below the non-pp progress 8 of 0.33. While the gap is narrowing, there is still some work to do. Our focus on Idaci 1-3 students has also helped tailor our provision within maths by ensuring targeted disadvantaged students are routinely attending morning revision sessions as well as our Period Six after-school programme.

**Reading Age Tests** –The reading test data from Autumn to Spring last academic year looks strong and in most cases there is no or only a narrow gap in average reading age between pupil premium and non-pupil premium students (See table below). Last year's year 11 show no discernible difference which was an early indication of the excellent GCSE results. The drop in Year 7 from Autumn to Spring was identified early by the raising standards leader and a number of interventions were put in place to accelerate their progress. The gap of 7 months between pupil and non-pupil premium in Year 10 will need to be addressed this academic year or it will have considerable impact on outcomes at GCSE.

Average FSM and Pupil Premium Analysis

Average	Year 7		Year 8		Year 9		Year 10		Year 11	
	Autumn 2022	Spring 2023	Autumn 2022	Spring 2023	Autumn 2022	Spring 2023	Autumn 2022	Spring 2023	Autumn 2023	Spring 2023
FSM	12.9	12.4	13.7	14.1	13.6	14.4	13.6	14	13.4	14.4
Non-FSM	12.2	12.4	13.4	14	13.7	14.3	14.2	14.6	14.2	14.6
Pupil Premium	12.5	12.4	13	13.9	13.3	14.2	13.8	14	13.8	14.6
Non-Pupil Premium	12.2	12.3	13.5	14	13.8	14.3	14.27	14.7	14.2	14.6

## **Well-being**

The college continues to use Class charts to track student participation in lunch-time and extra-curricular clubs. Since September 2023, there have been a total of 67,197 achievement points awarded with 17% of those points going to disadvantaged students, which is an increase of 6% from the last time of reporting. There are 151 pupil premium students in the college, and these students have been awarded 678 points for attendance at clubs. This is 6% of the points awarded. In comparison, the percentage of points awarded to non-disadvantaged students is 5%. We are looking to address this by providing a number of opportunities for disadvantaged students with regards to extra-curricular activities over the course of this academic year.

Wellbeing is integral to the work of the college in supporting its students. Since September 2022, we have continued to use the pupil premium grant to fund counselling for our students. BCCS and Renew both provide counselling to students who request it or have been referred. We also developed a programme to support the mental health and wellbeing of our male students, as wellbeing data showed that boys report mental health concerns half as much as girls. 5 groups were established (one for each year group) spending time with a trained counsellor discussing aspects of being a man in the modern world and some of the challenges and difficulties they faced. It is our intention to continue to run these groups and to increase the access to counsellors in college for students who benefit from their support as we move into 2024.

## **2023-2024**

### **Maths Progress – GCSE Results Pending**

There are 181 students in our current year 11, of whom 38 students are classed as pupil premium and of those 38, 28 are also FSM students. Of those 38 students, 11 of them did not gain a grade 4 or above in the latest mock exams (29%). 61% achieved a strong pass whilst 18% achieved a grade 7 or above. Mock exams allowed the maths team to review tier of entry for every borderline student to ensure students were set up to succeed by being entered for the correct paper. We also used mock data to target 15 borderline level 6/7 students in maths as part of our Period 6 programme. 3 of the 15 were PP while 6 were EAL and 5 had an Idaci rank of 1-3. It should be noted that this year group has faced unprecedented challenges as many of these students have low attendance or needed to have alternative provision because of significant behaviour or mental health concerns. It is pleasing to note an increase in the 7+ grades, as out period 6 provision this year has focused on those students with HPA and potential to gain the highest grades at GCSE.



## Reading Age 2023-2024

### Average Reading Age for FSM, Gender and SEND

Term	Year 7		Year 8		Year 9		Year 10		Year 11	
	Autumn 2023	Spring 2024	Autumn 2023	Spring 2024	Autumn 2023	Spring 2024	Autumn 2023	Spring 2024	Autumn 2023	Spring 2024
FSM - True	12.2	12.9	13.4	13.7	14.1	14.3	14.6	14.5	14.3	14.6
FSM - False	12.1	13.1	13.2	13.8	14.3	14.6	14.4	14.5	14.7	15
Gender - Female	12.5	13.4	13.6	14	14.3	14.6	14.3	14.6	14.7	14.7
Gender - Male	11.8	12.8	12.9	13.6	14.3	14.6	14.5	14.6	14.6	14.8
SEND - True	11	11.8	12.5	13.4	13.7	14.1	14	14.3	13.7	14.1
SEND - False	12.4	13.4	13.5	13.9	14.4	14.7	14.5	14.7	14.8	14.8

FSM students have made considerable progress in all year groups apart from Year 10 in terms of their reading age. Non-FSM in Year 10 have also shown little progress compared to their peers. Our Sparx reading programme has now been widened to target all Year 10 students with specific Year 10 students being targeted for additional support from our reader leader. This should help accelerate their progress in the Summer term. The comparison of FSM to Non-FSM for all years is as follows:

Year	FSM	NON-FSM
7	+7months	+12 months
8	+3 months	+6 months
9	+2 months	+3 months
10	-1 month	+1 month
11	+3 months	+3 months

This year our Reader Leader and an experienced English teacher offered specialist reading intervention to targeted Year 11 students, particularly EAL students who'd underachieved as a sub-group last academic year. The fact that Year 11 FSM students progress in their reading age is in line with Non-FSM is a testament to this strategy and we should look to roll this out further next year.

## Well-Being

There have been a number of initiatives that have supported student well-being this year.

We have continued to use the pupil premium to support the funding of school counsellors and have extended the number of days that we have counsellors in school. Renew now provides 3 days of counselling per week (15 sessions) and BCCS provides 2 (10 sessions). These slots are always full and we run a waiting list to ensure fair distribution of the resource. 35 students have received individual counselling through Renew this year so far. We have also run 2 process groups for boys: our analysis of CPOMS data had revealed that boys were half as likely to report a mental health concern. In order to support them in

seeing the benefit of talking therapies, 2 groups were run by BCCS to help boys talk about the difficulties of growing up in the modern world and see the benefits of talking therapies and overall BCCS has run 58 different intervention sessions with our students this academic year.

We have had a clear focus on mental health and supporting our most vulnerable young people this year. The college has undertaken to deliver Trauma Perceptive Practise (TPP) training to all staff, and this has been cascaded through INSET twilight sessions. Units 1-5 have been delivered this year – a summary of which will be presented to all staff in Sept 2024 before completing Units 6-9. Many of our staff (15) showed an interest in attending a Mental Health First Aid course and this was supported by the college. We have also trained a member of the SLT as the Senior Mental Health Lead, taking advantage of the government's funding for this. The pupil premium has been used to support this by purchasing a year's subscription to Edupod – an excellent repository of mental health resources, available whilst we put our mental health strategy together for the coming year. This resource is available to all staff.

The pastoral team have been supported with the redesign of their working space to allow for a more efficient and effective area to support students. An intervention room has been created, a student work area and a reorganisation of desk space for the pastoral team has made the sanctuary a bright and purposeful room to support students in. Furthermore, we have invested the pupil premium fund in a cabin situated in the grounds of the Gillingham Learning Centre. This space is suitable for therapeutic interventions, but also small group and individual teaching and is bookable by staff should they wish to use it.

Students continue to report well-being matters and we continue to monitor via CPOMS. This year, the number of reports for students experiencing low mood has reduced from 227 (2022-23) to 205, although we have seen an increase in reports of suicidal thoughts from 42 in 2022-3 to 55 in 2023-4. Overall, reports on CPOMS have increased from 2311 to 4237. We have used the pupil premium to purchase a smooth wall integration with CPOMS to help to keep students safe: the integration automatically reports a student to CPOMS if they meet level 4 safeguarding criteria (potential harm to self or others) and allows the safeguarding team to have a clear understanding and overview of online safety issues encountered by the students of St Benedict's.

### **Enrichment and interventions**

We continue to use Class Charts to monitor participation in extracurricular clubs and activities. This year the St Ben's Challenge has been instituted to encourage students to participate in all the different opportunities offered by the college.

Year	Autumn '23	Spring '24 (end of Jan)
7	961	397
8	704	215
9	432	185
10	819	241
11	1282	425

The table shows the number of students participating in clubs over the course of the first 2 terms of this year and we anticipate this increasing over the next few years as students accumulate enough points to be able to secure badges.

We have used the pupil premium to secure specialist coaching for talented students in basketball and football. Professional coaches have run courses in college over a number of weeks after school to encourage a love of sport and an interest in it beyond the classroom. We will run similar courses in the future also.

Enrichment has been a priority this year. Year 7 and 8 students who had never been to the West End were treated to a special trip to see Sister Act at the Dominion Theatre in March. Students were surveyed first to find out whether they had ever experienced anything like this, and then 30 students were offered the opportunity to attend. We intent to offer similar opportunities in future years.

We have had a number of students who have participated in Brilliant Club this year also, taking advantage of sessions with an external tutor and participating in a trip to King's College London. We will not be participating in the Brilliant Club going forward, due to constraints on finance and logistical issues, but we have valued the input given to our young people by this intervention in the 3 years that we have run this for.

The pupil premium has also been used to fund 'period 6' interventions for Year 11. From January 2024, teachers in English and Maths have run weekly sessions with identified students to help boost their GCSE grades. In previous years, the focus was on supporting students with getting grades 4 and 5. This year, we focused on students who were at grade 6 and targeted moving them into grades 7 and above. Results will be measured in August when the GCSE grades are published.

### **Attendance (Summer 2024 Data)**



In the academic year 2023-24, average attendance for all pupils has been 93.4% which is 2.4 % above the national average for all students. Disadvantaged students have an average of 88.2% and this is significantly above the Essex average which is 83.3%. We

have a number of students in this cohort who have significant medical needs and are receiving tuition with alternative providers. A number of high-profile students with a variety of barriers to their learning made significant contributions to this figure and the comparison to national average shows we're still in a very healthy position. Much support has been afforded to disadvantaged students who experience attendance difficulties and hardship.

## 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*

<b>Programme</b>	<b>Provider</b>
Scholars Programme	Brilliant Club
Counselling	BCCS / Renew