



St Boniface's College

Pupil premium strategy statement

Expenditure evaluation

Strategy plan

"I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers."

(A.P.J. Abdul Khan, 11th President of India)

"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet," Sister Judith Russi

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Boniface's Catholic College
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	37.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	Dec 2024
Date on which it will be reviewed	Oct 2025
Statement authorised by	Mr M Antram / Mrs A Morgan
Pupil premium lead	Mrs D Adjei
Governor / Trustee lead	Mrs J Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,550
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	£138,550

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve at least as well as our non-pupil premium students. Our aim is for all pupil premium students to secure good progress including those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as our young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support 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, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils 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	Disadvantaged students are less likely to achieve a 4+ in English and Maths in line with national data compared with non-disadvantaged students.

	<p>The 2024 data shows that the overall attainment for the entire cohort to achieve a 4+ in both English and maths was 66%. There was a gap between disadvantaged students and non-disadvantaged students. 29% of disadvantaged students achieved a 4+ in both English and Maths</p>
2	<p>Disadvantaged students are less likely to attain in line with the national average compared with non-disadvantaged students.</p> <p>2024 results data demonstrates that overall attainment 8 was 39.9 The gap in 2024 was 9.7. There is still work to be done to eliminate the gap between disadvantaged and non-disadvantaged students .</p>
3	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks.</p> <p>This is particularly notable in their monitoring and evaluation of their answers in submitted written work which was also identified by school improvement partners as well as a focused evaluation of students' written work. This is indicated across the curriculum, particularly in the subjects requiring longer written responses.</p>
4	<p>The attendance of disadvantaged students is not in line with national figures.</p> <p>Attendance for all students during the academic year 2023-2024 was below the national average. Furthermore, attendance of disadvantaged students (84.5%) was lower than that of the non-disadvantaged student population (88.4%).</p>
5	<p>More frequent behaviour difficulties.</p> <p>Disadvantaged students are more likely to be suspended, placed in Reset and receive detentions - this has an effect on their academic progress. Data analysis confirms that there is a sustained increase in detentions and suspensions as the year progresses.</p>
6	<p>Parental engagement is lower amongst our disadvantaged families compared to non-disadvantaged families.</p> <p>Since school closures in the COVID era, opportunities for parents to engage with school have been limited and this has impacted on relationships between school and home.</p> <p>We need to ensure there are creative and different opportunities explored to eliminate the barrier between parents and schools.</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
<i>Improved grade 4+ in Eng + Maths</i>	<p>Disadvantaged students will achieve or exceed the national average English and Maths 4+ scores for girls. This will be in line with their non-disadvantaged peers.</p> <p>Disadvantaged students prioritised for allocation into tutor time intervention for English and maths.</p> <p>Reduce the attainment gap to 0.5 or lower in the next 3 years from -0.86.</p> <ul style="list-style-type: none"> ● 2024/25 - gap less or equal to 1. ● 2025/26 - gap less or equal to 0.7 ● 2026/27 - gap less or equal to 0.5
Achieve national average for attainment (A8) for all pupils	<p>Disadvantaged students will achieve the national average attainment score (A8) for all pupils. This will be in line with their non-disadvantaged peers.</p> <p>Disadvantaged students targeted to receive intervention.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and student feedback will suggest disadvantaged pupils are able to identify barriers to their own learning which will lead to reducing learning barriers and positively impacting on their own learning experience. This finding will be supported by increased engagement and student feedback about the progress they have made towards accessing learning.</p>
Overall disadvantaged attendance to be in line with national figures.	<p>Overall disadvantaged attendance to be at 95% or above from the current level of 86%.</p> <p>Reduction of PP students who are classified as persistently absent.</p>
Wellbeing (Behaviour): To promote high standards of behaviour for disadvantaged students with members of staff recognising that most are likely to need more pastoral support in order to achieve in line with their non-disadvantaged peers.	<p>Reduce the percentage of disadvantaged students receiving behaviour sanctions. Disadvantaged behaviour points to be in line with non-disadvantaged.</p> <p>Data trawls and tracking will confirm that disadvantaged students' negative behaviour points on Class charts and other reporting</p>

	<p>systems is 3% below their non-disadvantaged counterparts and that they receive pastoral support when behaviour falls below what is expected.</p> <p>Bespoke behavioural strategies are designed for students with extra needs for example SEND.</p> <p>Data will suggest that disadvantaged students are getting comparable rewards through any school rewards and reward points comparable to their non-disadvantaged peers.</p>
<p>Wellbeing (Rewards) To recognise the achievements and positive behaviour of disadvantaged students to support their wellbeing and their sense of belongingness in the school.</p>	<p>Disadvantaged students will be proportionally represented in all school programmes and student panels.</p> <p>Disadvantaged students will be proportionally and fairly rewarded in all school reward schemes.</p>
<p>To increase and improve disadvantaged parental engagement in school.</p>	<p>All disadvantaged parents are accessing Class charts.</p> <p>Improved engagement in parents evenings and other parent conferences.</p>
<p>To improve enrichment and engagement. To ensure that PP students have access to a wide range of opportunities which will increase their cultural capital and enhance their aspirations and opportunities in the wider world beyond school.</p>	<p>Taking Boys seriously - Disadvantaged students are prioritised for mentoring and involvement with the activities and opportunities offered by the programme.</p> <p>IAG - Disadvantaged students are prioritised to receive guidance and coaching for their future aspirations.</p> <p>PP students receive a personalised career interview in KS4 with additional careers appointments available to support them.</p> <p>PP students are supported to access school trips and other extracurricular activities through subsidised or free places.</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)

Budgeted cost: £ 88,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching inclusive of: High quality CPD (inclusive of ECT support) Curriculum design and direct instruction</p>	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap'. Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. Effective CPD, as per the EEF's Effective Professional Development Report Finding, will ensure provision focuses on mechanisms, develops teaching techniques and involves practice whilst taking into account the context of the school and needs of the students Effective early careers support will ensure that new teachers rapidly develop high quality first teaching</p>	<p>1, 2, 3</p>
<p><i>Coaching</i></p>	<p>To maintain high quality teaching, continued professional development must be embedded. Coaching is a form of teacher development based on an approach to observation and follow-up conversations. Research indicates that the most effective way to close the attainment gap is through consistently high quality teaching. This is closely entwined with whole school CPD.</p>	<p>1, 2, 3</p>
<p><i>Whole School literacy strategy</i> <i>Tutor Read Programme</i> <i>Independent read programme</i> <i>Independent learning – Reading.</i></p>	<p>In line with EEF Disciplinary Literacy Recommendations EEF recognises the importance of supporting fluency development. Focus on disciplinary literacy explicit vocabulary instruction, Reading, Writing and Oracy.</p>	<p>1, 2,</p>

	Our tutor read programme involves reading aloud in order to model excellent reading and allow students to have a shared cultural experience of a book. This approach is supported by research into reading at pace, with minimal interruption.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32,427

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>KS3 Literacy:</i></p> <ul style="list-style-type: none"> ● Read, Write, Ink ● Paired reading ● Phonics intervention ● Reading Comprehension 	<p>The EEF shows on average, reading comprehension approaches deliver an additional six months' progress.</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Our data shows that disadvantaged students are more likely to have low comprehension skills on entry and so form the majority of those receiving literacy intervention.</p>	1, 2, 3
<p><i>KS3 Numeracy:</i></p> <p>Numeracy programmes including Times Tables Rockstars, Save my Maths alongside maths workbooks for all Yr10 as an intervention strategy to address numeracy needs.</p>	<p>Numeracy strategies can have a positive impact on pupils' ability to work with numbers, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1, 2, 3
<p>Science online tutoring programme to provide additional intervention (at key stage 4. A significant proportion of the pupils who receive tutoring will be disadvantaged,</p>	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1, 2, 3

including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
<p>Taking Boys Seriously programme.</p> <p>Year 11 mentoring programme and 'tuition' support:</p> <ul style="list-style-type: none"> • Mentoring programme • Small-group tuition • Holiday time Subject Tuition sessions • Tutorial intervention sessions 	The EEF evidences that for pupils from disadvantaged backgrounds, mentoring interventions will be beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. In successful mentoring programmes, 2 months progress can be seen.	1, 2, 3, 4, 5
Homework club	The EEF reports that homework has a positive impact (5 months) with pupils in secondary schools. Students from Disadvantaged backgrounds are less likely to have a quiet working space, access to a device suitable for learning or a stable internet connection. They may also receive less parental support to complete homework and develop effective learning habits.	1, 2, 3,

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

Budgeted cost: £ 26,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Trauma Informed training to support the attendance and reengagement of those students struggling with mental health issues which impact on their ability to engage with school.</p>	<p>The Role of Schools in Early Adolescents' Mental Health: Findings From the MYRIAD Study https://www.sciencedirect.com/science/article/pii/S089085672100143X</p> <p>Positive Psychology for Mental Wellbeing of UK Therapeutic Students: Relationships with Engagement, Motivation, Resilience and Self-Compassion https://link.springer.com/article/10.1007/s11469-020-00466-y</p>	<p>3, 4, 5</p>
<p>A 30% representation of disadvantaged students on all student panels, councils and voices will be in line with the proportion of disadvantaged students in the school wherever possible.</p> <p>Disadvantaged students to be carefully targeted for appropriate, regular and fair rewards from their teachers and all school leaders in line or more than with their non - disadvantaged counterparts.</p>	<p>'On average, evidence suggests that pupils who attend holiday school revision make approximately three additional months' progress compared to similar pupils who do not attend a holiday school.'</p> <p>Schools that prioritise pupil voice have seen a range of positive results, such as fewer exclusions, improved behavior, stronger relationships throughout the school community, and enhanced attainment and attendance.</p> <p>https://www.mentallyhealthyschools.org.uk/whole-school-approach/pupil-voice/?scrlybrkr=27e9a4c8#:~:text=Children%20and%20young%20people%20can,sense%20of%20empowerment%20and%20inclusion.</p> <p>Implementing clear reward systems as part of a comprehensive classroom management strategy can enhance pupil behaviour in school and the classroom.</p> <p>https://educationendowmentfoundation.org.uk/newsletter/improving-behaviour-in-schools-email-8#:~:text=Putting%20in%20place%20clear%20reward,broader%20teacher%20classroom%20management%20strategy.</p>	<p>4,5</p>

Attendance officer to improve attendance by analysing attendance data, following up on absences through contacting home and regular meetings with the school's EWO.	DfE guidance informed by engagement with schools that have significantly reduced persistent absence levels.	4, 6
Hardship fund for acute issues.	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This fund is used to support the purchase of uniform, equipment as well as supporting the cost of school trips and other extra-curricular activities	4, 6

Total budgeted cost: £ 147,394

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

GCSE results for 2024 indicate an attainment gap of 9.7 using the A8 measure. Non-disadvantaged students achieved an A8 score of 42.4 whilst disadvantaged students achieved 32.7.

66% of students achieved 4+ in English and Maths whilst for disadvantaged students that was 29% with 34% of students achieving 5+ in English and Maths with 11.6% of disadvantaged students achieving the same measure.

Pupil behaviour, wellbeing and attendance continue to be worse for disadvantaged students than our non-disadvantaged which again echoes the trends seen nationally. Whilst a rise in the instances of SEMH is true across the student cohort as a whole, this is particularly acute for disadvantaged pupils. We have used pupil premium funding to ensure targeted interventions were put in place where required.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was on average at least a grade lower than non-disadvantaged students. APS per Ebacc slot for pupil premium students indicates an attainment gap of 0.8.

Overall attendance in 2023/24 continued to be lower for pupil premium students. overall attendance for disadvantaged students was 4% lower than for the non-disadvantaged which demonstrates an improving picture from the previous year. Significant work is being undertaken to re-engage those students with persistent and severe absence.

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
Taking Boys Seriously	Ferndown Upper School

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

We run a popular Military Kids Club for all children of services personnel; the allocation supports the staffing of this provision.

The impact of that spending on service pupil premium eligible pupils

Attendance at Military Kids Club enables eligible students to share their experiences in a mutually supportive environment. The support received in turn helps them to manage the demands of school whilst dealing with the challenges of having a parent in the armed forces.

Further information (optional)

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