

## Pupil premium strategy statement

### Brentwood Ursuline Convent High School

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	1028
Proportion (%) of pupil premium eligible pupils	9.04%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Dr R Wilkin Headteacher
Pupil premium lead	Miss T Orritt Assistant Headteacher
Governor / Trustee lead	Mr T Kemp Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 98325
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>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£27324
<b>Total budget for this academic year</b> <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>	£125649

# Part A: Pupil premium strategy plan

## Statement of intent

At Brentwood Ursuline Convent High School (BUCHS), our intention is that each student, irrespective of their background or personal challenges, will reach their full potential, make good progress and achieve high attainment across the curriculum. Our Ursuline ethos is the foundation of both our school and our values, which bring us together as a learning community.

At BUCHS we aim to challenge all students and 'teach to the top' in lessons. High quality teaching is fundamental to our curriculum, so that each student can grow in knowledge and skills to realise their full potential. Our pastoral support systems enable students to feel safe in school and to have the confidence to be independent learners.

We have a broad and balanced curriculum which enables students to develop a wide variety of skills and interests. We offer an inclusive approach to our curriculum and extra-curricular activities where we enable the opportunity for students to thrive. We endeavour to equip students with the skills to become independent, inquisitive learners both in and out of the classroom and at BUCHS we have a focus on the meta-skills which develop the skills needed for successful learning. Meta-skills are embedded in all our lessons across the curriculum.

Our objectives are to:

1. Challenge all students appropriately
2. Teach high quality lessons across the curriculum
3. Narrow attainment gaps
4. Prioritise opportunities for disadvantaged students.

Our Pupil Premium strategy outlines a wide variety of actions and priorities that will be implemented to address our objectives. We invest in key staff and systems to ensure our students are safe while being supported mentally, emotionally and pastorally. Finally, we prioritise purposeful school opportunities for our students which will have the most leverage and impact in their lives such as revision sessions, trips and careers advice to name a few.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment gap in MFL, Maths, Art, Food and Drama at GCSE
2	Literacy
3	Attendance and punctuality
4	Engagement in extra-curricular activities
5	Wellbeing

## 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 narrow the attainment gap in MFL, Art, Food, Maths, and Drama at GCSE through high quality teaching	Improved student attainment in GCSE, shown in internal and external data evidence. Successful quality assurance through student voice, lesson observations work scrutiny.
To improve and promote literacy skills across the curriculum	Improved access to literacy development leading to enhanced student attainment across all key stages.
To improve attendance and punctuality	Support to maintain good attendance of 95% and above. Monitored closely by form tutors, HOYS and PP lead.
Engagement in extra-curricular activities	Participation and engagement of pupil premium students in extracurricular activities is comparable to their peers.
Wellbeing of students	Demonstrated through student voice, teacher observations and qualitative data. Disadvantaged students are given particular focus by both teacher and observer during lesson visits.

## 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: £20442

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	<p>EEF guide to pupil premium-tiered approach- teaching is the top priority, including CPD.</p> <p>Teaching staff to engage in regular CPD, both departmental and whole school</p> <p>Plan CPD to develop teaching and learning strategies to ensure individual learning needs are met through high quality teaching.</p> <p>Training staff in every subject to teach pupils how to read, write and communicate effectively is the most effective way of improving children's literacy EEF literacy guidance report</p>	1,2
Developing meta cognitive and self-regulation skills in all pupils	<p>EEF (+7)</p> <p>Teaching metacognitive strategies to students can help them become more independent learners. There is particularly strong evidence that it can have a positive impact in attainment in Maths.</p> <p>Lessons across the curriculum to be underpinned by a focus on meta-skills</p>	1,2

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

Budgeted cost: £23044

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional classes and intervention classes in Maths and English	<p>EEF (+3)</p> <p>To address historic underachievement through targeted intervention providing additional content and revision support. This personalised approach ensures that impact is sustained in normal classes.</p> <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p>	1,2

Personalised English and Maths learning via Sparx online platform	EEF (+6) Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1,2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £83562

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA support Breakfast Club Lunch Club	EEF (+4) Learning Support Assistants (LSA's) can provide a large positive impact on learner outcomes. The average impact of their deployment is about an additional four months' progress over the course of a year.  Students can access Learning Support before school in Breakfast Club and at Lunchtime.	1,2,3,5
Cognitive Behavioural Therapist to support students whose learning is affected through emotional or behavioural issues	EEF (+4) Social and emotional wellbeing interventions which seek to improve students' interaction with others and self-management of emotions. These may include specialised programmes which are targeted at students with particular social or emotional needs.  The average impact of successful SEL interventions is an additional four months' progress over the course of the year.	5
Pastoral support co-ordinators for each year group. (PSC's)  PSC's work with vulnerable families and improve parental engagement, analyse attendance and contact low attenders.	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> <li>Approaches which encourage parents to support their children with, for example reading and homework</li> </ul> The involvement of parents in their children's learning activities	1,2,5

<p>CPOMS</p> <p>Platform to monitor and track safeguarding and pastoral concerns regarding students.</p>	<p>The EEF supports the sharing of information on students suggesting, “a team is built to acknowledge the wide range of expertise needed for success”.</p>	<p>3,4, 5</p>
<p>Provide GCSE revision guides, workbooks and metacognition strategies.</p>	<p>EEF (+5)</p> <p>Homework and independent work has a positive impact on students, particularly those in secondary schools.</p>	<p>1,2</p>

**Total budgeted cost: £127048**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In review of the Pupil Premium strategy 2022-2023 Pupil Premium students achieved broadly in line with their peers in the 2023 GCSE examinations. There was a minimal attainment gap between the average point scores for Progress 8 of 0.15 difference.

Additionally, in some subjects, disadvantaged students achieved better than their peers, including in History GCSE, with Pupil Premium students achieving an average point score of 6.14 compared to 5.99 for non-Pupil Premium students.

In the last academic year, we targeted Pupil Premium achievement in Science following a small variation in data in the previous data set. In all three Science disciplines, PP students achieved higher average grades than non-PP students in the GCSE examinations.

There was similar success in Business Studies where PP students achieved an average grade of 6- compared to 5= for non-PP students.

There are some subjects where Pupil Premium students are not in line with non-Pupil Premium. Maths and Further Maths continue to be focus areas for development.

Extracurricular participation and engagement have shown improvement in some areas. It remains a focus for 2023-24.

Student voice, parent surveys and teacher observations including qualitative data demonstrate sustained high levels wellbeing.

### 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

## 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.*