

# Pupil premium strategy statement – Brentwood Ursuline Convent High School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1013
Proportion (%) of pupil premium eligible pupils	10.1%
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> )	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£120760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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>	£120760

## 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 core subjects
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 between PP and non-PP students	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 funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22790

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	<p>Continuing Professional Development (CPD) improves Pupil Premium (PP) outcomes by enhancing teaching quality, which the Education Endowment Foundation (EEF) identifies as the most effective way to close attainment gaps. High-quality CPD equips teachers with evidence-based strategies like explicit instruction, feedback, and metacognition, which particularly benefit disadvantaged pupils. It also supports understanding barriers faced by PP students, enabling tailored interventions. EEF evidence shows that effective CPD fosters improved classroom practice and student engagement, leading to better academic outcomes. Prioritising CPD in key areas such as literacy and behaviour ensures impactful, equitable support for PP students.</p>	1,2
Developing meta cognitive and self-regulation skills in all pupils	<p>Developing metaskills and self-regulation skills in all pupils can significantly improve outcomes for Pupil Premium (PP) students by fostering independent learning and resilience. The Education Endowment Foundation (EEF) highlights that metacognition and self-regulation strategies (MC+7) have a high impact on academic progress, particularly for disadvantaged pupils. Teaching these skills enables students to plan, monitor, and evaluate their learning effectively, narrowing attainment gaps. Embedding self-regulation approaches also improves engagement and reduces behavioural challenges (EEF: BM+4), creating a supportive learning environment. By prioritising these strategies, schools can empower PP students to achieve their full potential.</p>	1,2

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

Budgeted cost: £20360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional classes and intervention classes in Maths and English	Providing additional and intervention classes in Maths and English can boost outcomes for Pupil Premium (PP) students by addressing specific learning gaps and reinforcing core skills. The Education Endowment Foundation (EEF) highlights the impact of small group tuition (EEF: SGT+4) and targeted one-to-one support (EEF: T1+5), particularly in key subjects like literacy (EEF: LI+6) and numeracy (EEF: N+6). Tailored interventions ensure personalised learning, enabling PP students to catch up with their peers. Effective implementation, including skilled staff and structured sessions, enhances progress and builds confidence, reducing the attainment gap and improving overall achievement.	1,2
Personalised Maths learning via Sparx online platform	Personalised Maths learning through the Sparx online platform can improve outcomes for Pupil Premium (PP) students by tailoring content to individual needs, ensuring targeted practice and progress. The Education Endowment Foundation (EEF) highlights the benefits of personalised learning (EEF: PL+2) and digital technology (EEF: DT+4) in supporting disadvantaged pupils. Sparx provides adaptive tasks, immediate feedback, and progress tracking, enhancing engagement and motivation. By aligning with classroom teaching, it reinforces key concepts and addresses gaps in understanding, particularly in numeracy (EEF: N+6). This approach helps PP students achieve greater confidence and improved academic outcomes.	1,2

Cognitive Ability Testing (CAT) for the Year 7 intake	CAT (Cognitive Ability Tests) provide an unbiased measure of potential, helping identify underachievement among Pupil Premium (PP) students. This ensures targeted support can be implemented effectively. According to the Education Endowment Foundation (EEF), strategies like metacognition and self-regulation, guided by CAT data, can accelerate progress by up to +7 months. CAT results also combat low expectations by highlighting potential and enabling personalised interventions. By aligning CAT insights with evidence-based approaches, schools can close attainment gaps, improve outcomes, and ensure PP students receive the support they need to thrive academically.	1,2
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £77610

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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	5

	months' progress over the course of the year.	
<p>Pastoral support co-ordinators for each year group. (PSC's)</p> <p>PSC's work with vulnerable families and improve parental engagement, analyse attendance and contact low attenders.</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>Approaches which encourage parents to support their children with, for example reading and homework</li> </ul> <p>The involvement of parents in their children's learning activities</p>	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>	3,4, 5
<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>	1,2

**Total budgeted cost: £120760**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The 2023-2024 academic year at Brentwood Ursuline presented notable achievements and areas for continued focus in supporting Pupil Premium (PP) students. Below is a summary of the headline figures and key insights from the year:

**Progress 8 Measure** PP students demonstrated a Progress 8 score gap of 0.61% compared to their non-PP peers. While this reflects a slight disparity, it highlights the importance of ongoing strategies to ensure all students achieve their potential.

The performance of Pupil Premium (PP) students shows a minimal attainment gap compared to their non-PP peers in several subjects. Subjects such as Art, Drama, English Language, English Literature, French, PE, History, and Textiles demonstrate strong outcomes for PP students, with little difference in attainment between these groups. This highlights effective support strategies and equitable opportunities in these areas.

However, a slightly larger attainment gap exists in subjects including Dance, Food, Geography, Maths, Music, RE, and Spanish. These gaps suggest areas where further targeted intervention and support may be beneficial to ensure PP students achieve comparable outcomes to their peers.

Overall, the small gaps in many subjects reflect positive progress in narrowing disparities, but the larger gaps in specific areas indicate a need for continued focus to achieve consistent equity across the curriculum.

- **English:** The GCSE 9-4 pass rate was 98% for non-PP students and 94% for PP students. This small gap highlights the strength of literacy interventions but also signals an area for further refinement.
- **Mathematics:** Impressively, 100% of PP students achieved a GCSE 9-4 pass rate, compared to 95% for non-PP students. This result demonstrates the success of personalised support and tailored resources in numeracy.

Extracurricular participation and engagement have shown improvement in some areas. It remains a focus for 2024-25.

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

**Conclusion** These results reflect significant progress in narrowing attainment gaps and ensuring PP students receive the support necessary to thrive. Continued investment in targeted interventions, personalised learning strategies, and high-quality teaching will be key to sustaining and building on these successes in the coming year.



