

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	992
Proportion (%) of pupil premium eligible pupils	11.8%
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)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£119545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£119545

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	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.	1,2
Developing meta cognitive and self-regulation skills in all pupils	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	1,2

	supportive learning environment. By prioritising these strategies, schools can empower PP students to achieve their full potential.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30141

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 and Bedrock reading programme	Personalised Maths learning through the Sparx online platform, alongside the Bedrock reading programme, can improve outcomes for Pupil Premium (PP) students by tailoring content to individual needs and ensuring targeted practice and sustained progress. The Education Endowment Foundation (EEF) highlights the benefits of personalised learning (EEF: +2 months) and digital technology (EEF: +4 months) in supporting disadvantaged pupils. Sparx provides adaptive tasks, immediate feedback, and progress tracking, while Bedrock strengthens reading comprehension, vocabulary, and	1,2

	literacy through personalised and structured practice. Together, these platforms enhance engagement and motivation, align closely with classroom teaching, reinforce key concepts, and address gaps in numeracy and literacy, particularly in numeracy (EEF: +6 months), helping PP students develop greater confidence and achieve improved academic outcomes.	
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

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

Budgeted cost: £79404

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

<p>Coaching mentor to support students whose learning is affected through emotional or behavioural issues</p>	<p>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.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of the year.</p>	<p>5</p>
<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) 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"> • Approaches which encourage parents to support their children with, for example reading and homework <p>The involvement of parents in their children's learning activities</p>	<p>1,2,5</p>
<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) Homework and independent work has a positive impact on students, particularly those in secondary schools.</p>	<p>1,2</p>

Total budgeted cost: £119545

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The academic year 2024-25 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:

Pupil Premium (PP) students demonstrated an average Progress 8 score gap of 0.96% compared to their non-PP peers. While this indicates some disparity, it underscores the importance of ongoing strategies to ensure all students can achieve their full potential.

Analysis of attainment by subject shows that PP students continue to experience gaps in several areas, including History, Geography, Art, Physics, Chemistry, and Biology. These gaps suggest opportunities for further targeted interventions and support to help PP students achieve outcomes comparable to their peers.

Conversely, certain subjects show positive performance for PP students. Further Maths, Textiles, and Food Technology demonstrated higher attainment compared to non-PP peers. Additionally, subjects such as GCSE Games and Drama show strong outcomes for PP students, with minimal differences in attainment. These results highlight effective support strategies and equitable opportunities in these areas.

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

Mathematics: The GCSE 9–4 pass rate was 93.4% for non-PP students and 92.9% for PP students. This minimal gap highlights the effectiveness of targeted numeracy interventions, while also reinforcing the need for continued focus in this area.

English: Notably, 100% of PP students achieved a GCSE 9–4 pass rate, compared with 96.7% of non-PP students. This outcome demonstrates the strong impact of personalised support and tailored literacy resources.

Combined Science: For higher attainment (grades 99–55), a significant gap remains, with 30.8% of PP students achieving this threshold compared to 75.8% of non-PP students.

****As the PP cohort consisted of only 14 students, statistical outcomes should be interpreted with caution, as small variations in attainment significantly affect overall percentages.***

Extracurricular participation and engagement have shown improvement in some areas. It remains a focus for 2025-26. 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.

