



Pupil Premium Strategy 2023-2025

Rationale:

Our values and the distinctive ethos of our Trust of Catholic schools enables every child and young person to receive the very best education, so that they are empowered to grow, learn and achieve. This closely aligns to the Bishop's vision *'to make Christ known and loved, through the provision of excellent Catholic education.'*

The Trust's goal is to ensure that all children – including the most disadvantaged – get the educational opportunities they deserve and make the most of them. Moreover, the Trust is firmly committed to raising the achievement of disadvantaged children in each of its schools and refuses to accept that any child is ever destined to underachieve by virtue of their social circumstances.

Our Pupil Premium Strategy is informed by our extensive knowledge of the community we serve and the barriers that some of our children and young people face. It is underpinned by trusted research such as that produced by The Education Endowment Fund (EEF). Although the plan will never remove all barriers, we aim to alleviate the issues within our power, to ensure educational outcomes for disadvantaged and vulnerable children are improved. Our teachers have sound understanding of our deprivation level and the barriers that some of our children face. These barriers are faced by some children who are not classified as Pupil Premium but who are, due to other factors, vulnerable. The Trust recognises that disadvantaged children do not form a homogenous group, and consequently it will raise questions about the achievement of disadvantaged pupils who are more able and/or who have special educational needs or a disability.

Principles:

Our principles are based on the EEF model of a tiered approach to Pupil Premium spending that helps balance the essential ingredients of an effective Pupil Premium plan. All our schools use this tiered approach for their planning and use the Department for Education (DfE) template for creating a Pupil Premium strategy. The DfE 'menu of approaches' is also utilised.

-  We ensure that all of our schools have high quality teaching and learning opportunities that meets the needs of all pupils.
-  We ensure that appropriate targeted intervention and support is made available for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately identified, assessed and addressed.
-  We ensure that high-quality and well-thought wider strategies are utilised to overcome non-academic barriers such as attendance and social and emotional needs.

Every person employed by the Trust has a part to play in helping disadvantaged children to achieve educational excellence, and each of us acknowledges that we are accountable for the impact of our efforts to improve outcomes and diminish gaps in achievement. An important aspect of the Trust's efforts to raise achievement will be to ensure that Pupil Premium funding is spent in ways that have the maximum possible impact on pupil progress and learning academically, personally and socially.

The Trust rigorously reviews the learning and achievement of disadvantaged children in its schools, forensically analysing their progress and attainment. It questions and challenges schools in ways that highlight good practice in raising achievement and, actual and potential underachievement. In doing so, it looks at both external and school-based data sources.

Our Strategic Goals 2023-2025

EEF Aspect 1: Teaching

EEF Aspect 2: Targeted Support

EEF Aspect 3: Wider Strategies

Raise aspiration and accelerate progress of all disadvantaged pupils through an evidence based, consistent approach to quality first teaching and high quality CPD.

Ensure effective use of targeted resources and support-including the National Tutoring programme – to meet specific needs of disadvantaged pupils with a particular focus on SEND.

Ensure there is a breadth of wider opportunities and extracurricular activities to enhance cultural capital, aspiration and engagement in learning.

Key priorities 2023-24	Ensure the gap between all pupils and disadvantaged pupils is reduced for:	
Secondary	EBacc 4+ and EBacc 5+	E and M at 4+
Primary	Reading, Writing and maths combined at EXP	Writing at GDS
All	Attendance at Year 13, Year 11 & Year 6	