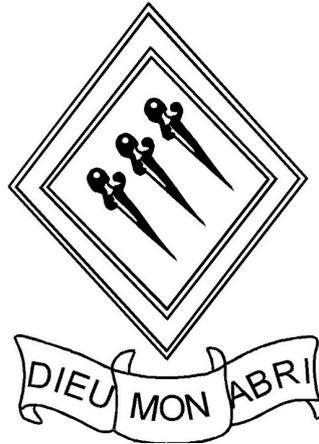


ST BERNARD'S HIGH SCHOOL



PUPIL PREMIUM Review

Drafted: - October 2013
Updated: - October 2014
April 2015
September 2016
March 2017
November 2017
November 2018

Approved by FGB: December 2018

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Chair of Governors

Mission Statement

St Bernard's is a school community that aims to live by Jesus' commandment "love one another as I have loved you."

We are a Catholic learning community committed to the on-going development of the entire potential of every person, achieved through a broad, balanced and relevant curriculum.

We care for each other as individuals of equal worth, regardless of status, sex, race or religion and thus actively seek to promote safeguarding, justice and fairness.

We provide an atmosphere in which all can grow in our Faith, and encourage this faith by a lively relevant liturgy.

We work with parents, parishes, local communities and industry to prepare our students for the opportunities of adulthood.

Pupil Premium

The government introduced pupil premium into schools' funding in 2011. At that time it was based on the number of students known to be eligible for free school meals or who were looked after children and had an initial grant of £400 per child per annum, the government having identified that children of families who are eligible for free school meals were not reaching the same levels of academic achievement reached by their contemporaries. The scope has increased to not only students who are currently registered as eligible for free school meals but also to those who have been registered in the last 6 years. The purpose of the grant was to provide resources to schools to take action to enable these students achieve appropriately.

Since its introduction the level of pupil premium has increased such that from 1 September 2016 the school received £935 for each eligible student. Further information about pupil premium can be found at [www.education.gov.uk/schools/pupil support/premium](http://www.education.gov.uk/schools/pupil-support/premium). The main barriers to educational achievement for eligible students in this school are different for every student and there is no overall pattern. The barriers include organisation, emotional wellbeing, academic organisation and a lack of financial resources.

Use of Pupil Premium at St Bernard's High School

In the 2018/19 financial year, which started on 1 September 2018, St Bernard's is expecting to receive approximately £96,305 in pupil premium. The school will look to continue to use the money in a wide range of interventions tailored to individual need, using the strategies listed below, which have proved so effective thus far. The impact will be measured in terms of the comparison of Progress 8, attendance and exclusion data with non-disadvantaged students nationally.

In the 2017/18 financial year the school received £109,397 in pupil premium. That money was used for the benefit of the students identified as receiving free school meals now or within the last 6 years as notified by the government or who are Looked After Children in the following ways, which have proved to work for St Bernard's students over time:

- providing the support of a Learning Mentor for all eligible students
- providing access to counselling as necessary
- developing high quality feedback to students
- providing 1:1 support and tutoring where identified
- working collaboratively to provide progression routes to Further Education
- teaching financial capability and providing access to work experience and future employment and providing independent advice and guidance
- supporting the development of peer assisted learning
- provision of homework support and appropriate learning spaces before and after school and

during lunchtimes including computer access

Pupil Premium Grant students are those eligible for free school meals (FSM) and those who have been eligible for free school meals in the last 6 years (E6).

This data shows that pupil premium students at St Bernard's achieve very well over time. Data for 2017 and 2018 is included below. The government measures have changed in this time, and the grades awarded are in the process of a transition from A*-G to 9-1, with different scores attached to each grade in the two systems. Therefore the data is not comparable from one year to the next.

2017 data

Outcomes for students in Year 11, Summer 2017										
Student Category	Achieving a standard pass (grade 4 and above) in En & Ma	Achieving a strong pass (grade 5 and above) in En & Ma	Progress 8 Score	Progress 8 Score En	Progress 8 Score Ma	Progress 8 Score EBACC	Attainment 8 Score	Entered for EBACC	Achieving EBACC (grade 4 and above)	Achieving EBACC (grade 5 and above)
St Bernard's Disadvantaged Students (FSM+E6)	74%	52.63%	0.26	0.4	0.55	0.24	46.42	47%	26%	26%
St Bernard's - all students	86%	60%	0.49	0.81	0.38	0.4	53.46	61%	38%	35%
National - all Students	63.30%	39.10%	-0.03	n/a	n/a	n/a	44.2	35%	23.50%	19.50%

2018 data

Outcomes for students in Year 11, Summer 2018											
Student Category	Achieving a standard pass (grade 4 and above) in En & Ma	Achieving a strong pass (grade 5 and above) in En & Ma	Progress 8 Score	Progress 8 Score En	Progress 8 Score Ma	Progress 8 Score EBACC	Attainment 8 Score	Entered for EBACC	EBACC Average Pt Score	Achieving EBACC (grade 4 and above)	Achieving EBACC (grade 5 and above)
St Bernard's Disadvantaged Students (FSM+E6)	n/a	12.50%	-0.18	-0.02	-0.48	-0.29	40.69	44%	3.48	n/a	13%
St Bernard's - all students	87%	57%	0.41	0.53	0.18	0.38	53.26	51%	4.69	35%	22%
National - all Students 2017	63.30%	39.10%	-0.03	n/a	n/a	n/a	44.2	35%	n/a	23.50%	19.50%

2018 data needs to be analysed with care. The Progress 8 score for the cohort overall is significantly above average, from an average starting point at the end of Key Stage 2. The overall Progress 8 score for disadvantaged students is neutral, but has an unusually wide confidence interval (from -0.82 to +0.46), demonstrating the need for caution when scrutinising this data. This is because there were only 15 disadvantaged students, and some faced significant great difficulties in terms of health. Some were also removed from modern languages in order to focus on English and mathematics, and this had an adverse effect on their Progress 8 score, skewing the data of this small group.