



Disadvantaged Students Report Academic Year 2019-20

Contents

List of abbreviations

List of figures

List of tables

1. What is the context for disadvantaged students, nationally and at the Bishops' Blue Coat Church of England High School?	
1.1 Defining disadvantage	3
1.2 Disadvantaged students by cohort 2018-19 and 2019-20	3
1.3 Pupil Premium Grant (PPG) income 2017-19	4
2. What are the attainment gaps between our disadvantaged students and their non-disadvantaged counterparts?	
2.1 Attainment gaps by cohort	4
3. To what extent have the strategies to close the gap been effective in 2018-19?	
3.1 Distribution of PPG by cohort	5
3.2 PPG expenditure 2018-19	5
3.3 Measuring the impact of the objectives for the disadvantaged students	6-8
4. What are the identified areas and actions that would close the gap for 2019-20?	
4.1 Actions	8
4.2 Distribution of PPG by cohort	8
4.3 PPG expenditure 2019-20	9
4.4 How will these actions be implemented?	9-10
4.5 The closing the gap journey	10-11

List of abbreviations

PPG	Pupil Premium Grant
FSM	Free School Meals
LAC	Looked After Children
Post-LAC	Post – Looked After Children

List of figures

Figure 1	<i>Pupil Premium Expenditure 2018-19</i>
Figure 2	<i>Pupil Premium Expenditure 2019-20</i>
Figure 3	<i>An illustration of a schools' pathways to success in raising the attainment of disadvantaged pupils</i>

List of tables

Table 1	<i>PPG rates for eligible students</i>
Table 2	<i>Disadvantaged students by cohort 2018-19</i>
Table 3	<i>Disadvantaged students by cohort 2019-20</i>
Table 4	<i>Pupil Premium Grant from 2017 to now</i>
Table 5	<i>Attainment gaps by cohort</i>
Table 6	<i>Achievement gaps by cohort</i>
Table 7	<i>Attendance gaps by cohort</i>
Table 8	<i>Distribution of PPG by cohort 2018-19</i>
Table 9	<i>Evaluation of strategies to close the gap</i>
Table 10	<i>Distribution of PPG by cohort 2019-20</i>
Table 11	<i>Key objectives for 2017-18 to close the attainment gap</i>

1. What is the context for disadvantaged students, nationally and at the Bishops' Blue Coat Church of England High School?

1.1 Defining disadvantage

Disadvantage, in educational terms is identified as students who are or have been eligible for Free School Meals (FSM) within the last six years. It extends to:

- Students who have been in local authority care for at least one day
- Students who have left local authority care due to adoption, a special guardianship order or a child arrangements order
- Students who are recorded as a Service Child or in receipt of a child pension from the Ministry of Defence

The gap in performance between students from poor and rich backgrounds is relatively large in the UK and there are many regional differences and school variables which further complicate the situation.

The coalition government in 2010 introduced the Pupil Premium Grant which was first implemented in schools in September 2011. The grant awards the following to each of the aforementioned groups:

Ever 6 Free School Meal children	£935
Looked after children (LAC)	£2300
Post-looked after children (post-LAC)	£2300
Ever 6 service children	£300

Table 1 Rates for eligible students

NB Rates for LAC and Post LAC have increased from 1900

It is up to schools to determine how best to spend the pupil premium grant as they are best placed to understand the education needs of their eligible students.

The allocation of funding is determined from the January census and funding is provided April to March. Funding for Looked-After Children is under the control of the Virtual Head who will determine allocation. Full or partial payment will vary between Local Authorities. With this in mind, the Virtual School is responsible for measuring impact.

Whilst there is no stereotypical marker for disadvantage there are many educational strategies which can help disadvantaged students catch up to their non-disadvantaged peers.

1.2 Disadvantaged students by cohort 2018-19 and 2019-20

Year in 2018-19	Number disadvantaged	Number non-disadvantaged	Percentage
7	20	158	13%
8	44	121	36%
9	28	153	18%
10	23	153	15%
11	28	146	19%
TOTALS	143	731	
Disadvantaged = 20%			

Table 2 Disadvantaged students by cohort 2018-19

Year in 2019-20	Number disadvantaged	Number non-disadvantaged	Percentage
7	25 (FSM only)	180	14%
8	32	147	22%
9	46	118	39%
10	29	150	19%
11	25	149	17%
TOTALS	157	744	
Disadvantaged = 21%			

Table 3 Disadvantaged students by cohort 2019-20

1.3 Pupil Premium Grant (PPG) income

The allocation of funding is determined from the January census and funding runs from April to March. Year on year allocation is as below:

2017-18	2018-19	2019-20
£149,318	£147,730	£144,000

Table 4 Pupil Premium Grant from 2017 to now

2. What are the attainment gaps between our disadvantaged students and their non-disadvantaged counterparts?

2.1 Attainment gaps by cohort

Year	% 9-4	
	2018-19 gap	2019-20 gap (projected)
7	-4%	-
8	+5%	-4%
9	TBC	+5%
10	-22%	TBC
11	-14%	-22%

Table 5 Attainment gaps by cohort

Year	Progress to target / P8			
	2018-19 gap		2019-20 gap (projected)	
	Progress to target	Progress residual	Progress to target	Progress residual
7	-6.2%	-0.4	-	-
8	1%	-0.24	-6.2%	-0.4
9	+12%	-0.17	1%	-0.24
10		-0.65		-0.17
11		-0.25		-0.65

Table 6 Achievement gaps by cohort

Year	Attendance	
	2017-18 gap	2018-19 gap
7	-4.47%	-2.65%(previously Y6)
8	-1.26%	-3.1% ↓
9	-4.31%	-2.02% ↑
10	-6.7%	-3.54% ↓
11	-2.24%	-8.84% ↑
AVERAGE	-3.80%	-4.03% ↑

Table 7 Attendance gaps by cohort

3. To what extent have the strategies to close the gap been effective in 2018-19?

3.1 Distribution of PPG by cohort

Year	£ PPG	% PPG
7	£30655	21%
8	£29053	19%
9	£15845	11%
10	£30370	20%
11	£43605	29%

Table 8 Distribution of PPG by cohort 2018-19

3.2 PPG expenditure 2018-19

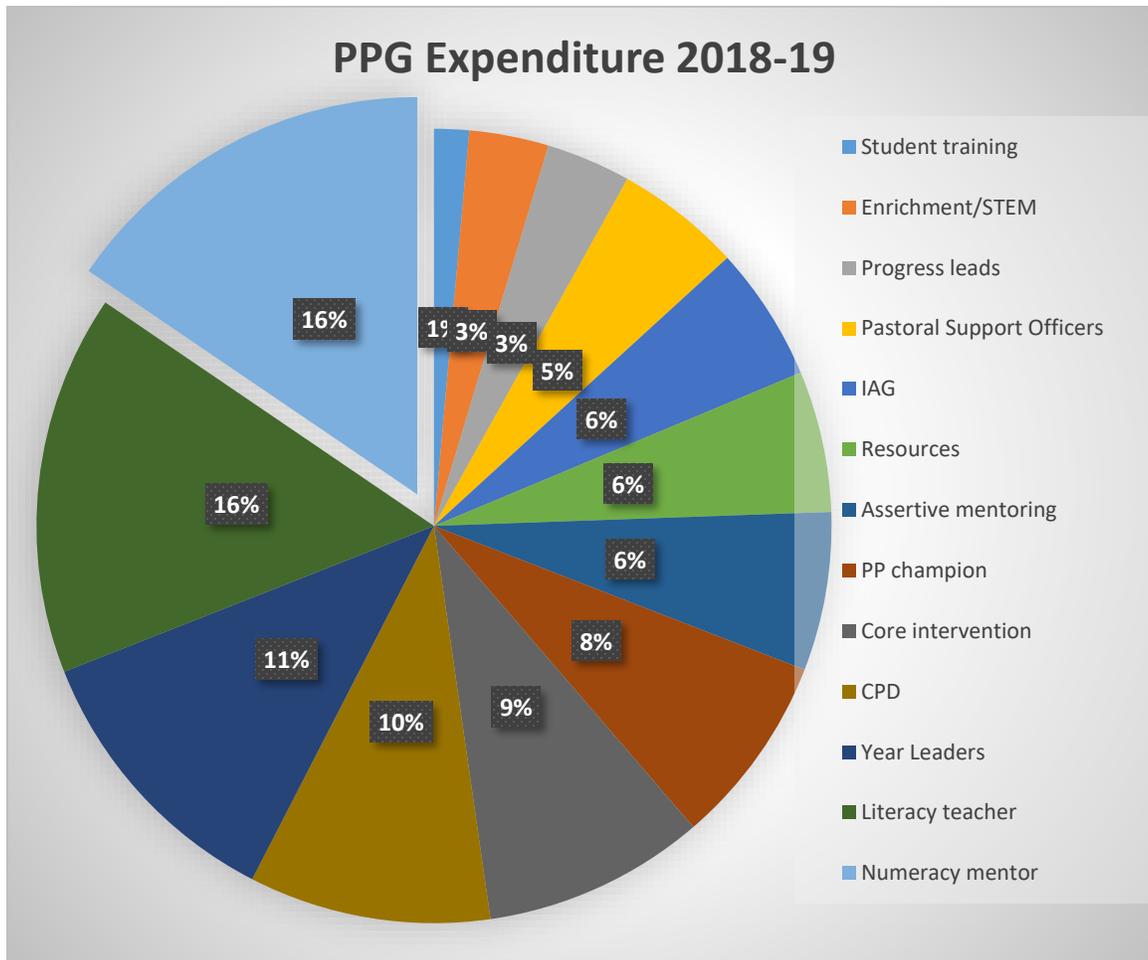


Figure 1 Pupil Premium Expenditure 2018-19

3.3 Measuring the impact of the objectives

Strategy	Cost	Year group	R	A	G	Impact
Objective 1: The philosophy of 'disadvantaged first' permeates school culture. (£12,932)						
1.1 Disadvantaged first strategy	£	7-11				100% staff trained in strategy
1.2 Bishops' 10 to include disadvantaged students	£	7-11				90% of disadvantaged students have a passport for personalized learning. 10% students absent to be included for 2019-20
1.3 CPD progresses the disadvantaged first strategy throughout the year, through all areas of the SDP	£££	7-11				Disadvantaged First strategy permeated all CPD/meetings. To become standing item on all meeting agendas for 2019-20
Objective 2: Disadvantaged students are monitored, tracked and have a provision map throughout the key stages; the most complex students are known to all and receive wrap-around support (£18,665)						
2.1 Creation of workable provision map with multiple authors	£	7-11				All 2018-19 interventions in SIMS intervention module. Training needed to roll out.
2.2 Training of progress leads as provision map gatekeeper and Year 7 and Year 10 Year Leaders as part of pilot programme	££	7-11				Progress Leads trained to measure impact of QofE for this group. New progress lead recruited after internal promotion.
2.3 Training of SENCo and year leaders as gatekeeper of complex students	£	7-11				Strong alignment of SEND and disadvantaged systems and processes. Same systems for monitoring, tracking, analysis and QFT support.
2.4 Closer working with attendance team to close gap through attendance	££	7-11				Differentiated threshold for disadvantaged attendance now in place. Attendance data included on Know Your Class/Subject/Year Group sheets for analysis and intervention at all levels. Key intervention with Year 8 PP students narrowed gap by 1.37% from 2017-18 to 2018-19 but overall gap needs further attention.
2.5 Form tutor data analysis and mentoring	£	7-11				All form tutors trained as gatekeepers of passports and disadvantaged student voice.
Objective 3: Teachers and subject leaders are equipped with a full toolkit, to diminish the differences in the classroom, department and across buckets (£2,240)						
3.1 Teaching and learning mat developed for this group, including generic strategies for Bishops' 10 document	£	7-11				100% staff have Disadvantaged First strategy in progress files.
3.2 Student-specific strategies developed through <i>cluster group's</i> action research	££	10-11				Positive student case studies
3.3 Student barriers, solutions, interests and aspirations shared with staff for lesson personalization and relationship building	£	7-11				See 1.2

3.4 Subject leaders share best practice resources/strategies	£	7-11			CPD session attended by all staff received positive feedback
3.5 Interventions: academic	£££	7-11			78% of all students on academic interventions made progress from starting points. 27% of all students exceeded their targets (see SIMS intervention).
Objective 4: RWCM is used as a whole school strategy to diminish the differences. (£2,000)					
4.1 RWCM cluster group develops whole school strategies, delivered through CPD.	££	7-11			Cluster group identifies common command word language and approaches to teach across subjects e.g evaluation. Associate Assistant Headteacher appointed to lead on whole school literacy for 2019-20.
4.2 RWCM reading, vocabulary and oracy strategies are used in all subjects	£	7-11			Classrooms have keywords displayed. Now need to be embedded into lessons.
4.3 Disadvantaged students' literacy is given <i>first</i> attention	£	7-11			SMHW spelling function used to increase status of spelling, keywords and definitions (quiz). Not used enough – roll out in 2019-20
4.4 Subjects provide more opportunities for reading in and outside of the classroom.	£	7-11			Reading lists incorporated into homework program and shared with parents.
4.5 Lexia programme used to improve reading fluency and understanding with low and middle ability learners	£££	7-8			<i>Money spent elsewhere – to roll over into 2019-20.</i>
Objective 5: Metacognition is developed with a select group of disadvantaged students who are trained as student leaders. (£1,000)					
5.1 Students are trained to use skills of metacognition to improve their learning	££	10			99% attendance at Skills4Success sessions.
5.2 Students in Year 12 are trained to mentor younger students	£	10			Reading buddies accelerates reading by 9.02 average reading age to 11.7 (2 years and 7 months). Targets are exceeded by 3 months.
5.3 Support for metacognition and exam success: Progress Hub	££	11			+0.3 progress made from Spring PPE to summer exams
Objective 6: The parent partnership is developed across KS3 and KS4 among our disadvantaged students. (£1,493)					
6.1 Disadvantaged students are targeted to improve attendance at all events	££	7-11			Partial improvement but still room for improvement.
6.2 Specific events for disadvantaged students' parents are planned, to raise the profile of partnership and reach out to hard to reach parents	££	11			Individual action plans with parents for all vulnerable disadvantages learners. +0.69 improvement from December to Spring PPE and further +1.37 improvement from Spring PPE to Summer examinations. Disadvantaged parent partnership to be rolled out across cohorts, specialized events.

Objective 7: Pathways and destinations are carefully monitored with expert information and guidance to raise aspirations. (£8,959)						
7.1 KS4 students are tracked and monitored in terms of IAG – events, opportunities and advice.	££	9-11				100% disadvantaged students given IAG advice for destinations and choices
7.2 Year 9 students receive IAG to position them for options	£	9				100% disadvantaged students supported through option choices, linked through career pathways support.
7.3 Post 16 destinations are supported with disadvantaged students through assertive mentoring	£	11				100% underachieving disadvantaged students supported through assertive mentoring. Improvement of +0.11 from December PPE.

Table 9 Evaluation of strategies to close the gap

4. What are the identified areas and actions that would close the gap for 2019-20?

4.1 Actions

As the DfE's research report of November 2015 suggests, no one strategy will led to a closing gap. For the academic year 2019-20, the focus is on the following actions, which dovetail into the school's development plan and overarching priorities:

1. The strategy of 'disadvantaged first' permeates school culture so that a culture of high expectations is consistent. (SDP 1)
2. Teachers and middle leaders are equipped with a full toolkit, to diminish the differences in the classroom, department and beyond, through evidence-based practice. (SDP 1.1)
3. An ongoing dialogue between students, parents, teachers and leaders enables greater attendance, impact and improved outcomes. (SDP 1.2, 3.1)
4. SIMS is used as a powerful tool to plan and measure impact of high quality interventions for students who require further support, with early intervention a key priority. (SDP 2.1)
5. Metacognition is developed with a select group of disadvantaged students so they are supported to have greater readiness to learn, pride in work and detailed and sequenced learning.(SDP 2.2)
6. Enrichment and extra-curricular activities provide a wide range of opportunities for disadvantaged students so that their personal development is enhanced.(SDP 4.2)
7. Disadvantaged students progress well as a result of a broad, balanced, accessible KS3 curriculum which develops skills and knowledge as well as broader curriculum principles. (SDP 5.2)

4.2 Distribution of PPG by cohort

Year	£ PPG	% PPG
7	£21176	18%
8	£34642	23%
9	£20457	14%
10	£29416	20%
11	£37628	25%

Table 10 Distribution of PPG by cohort 2019-20

4.3 PPG expenditure 2019-20

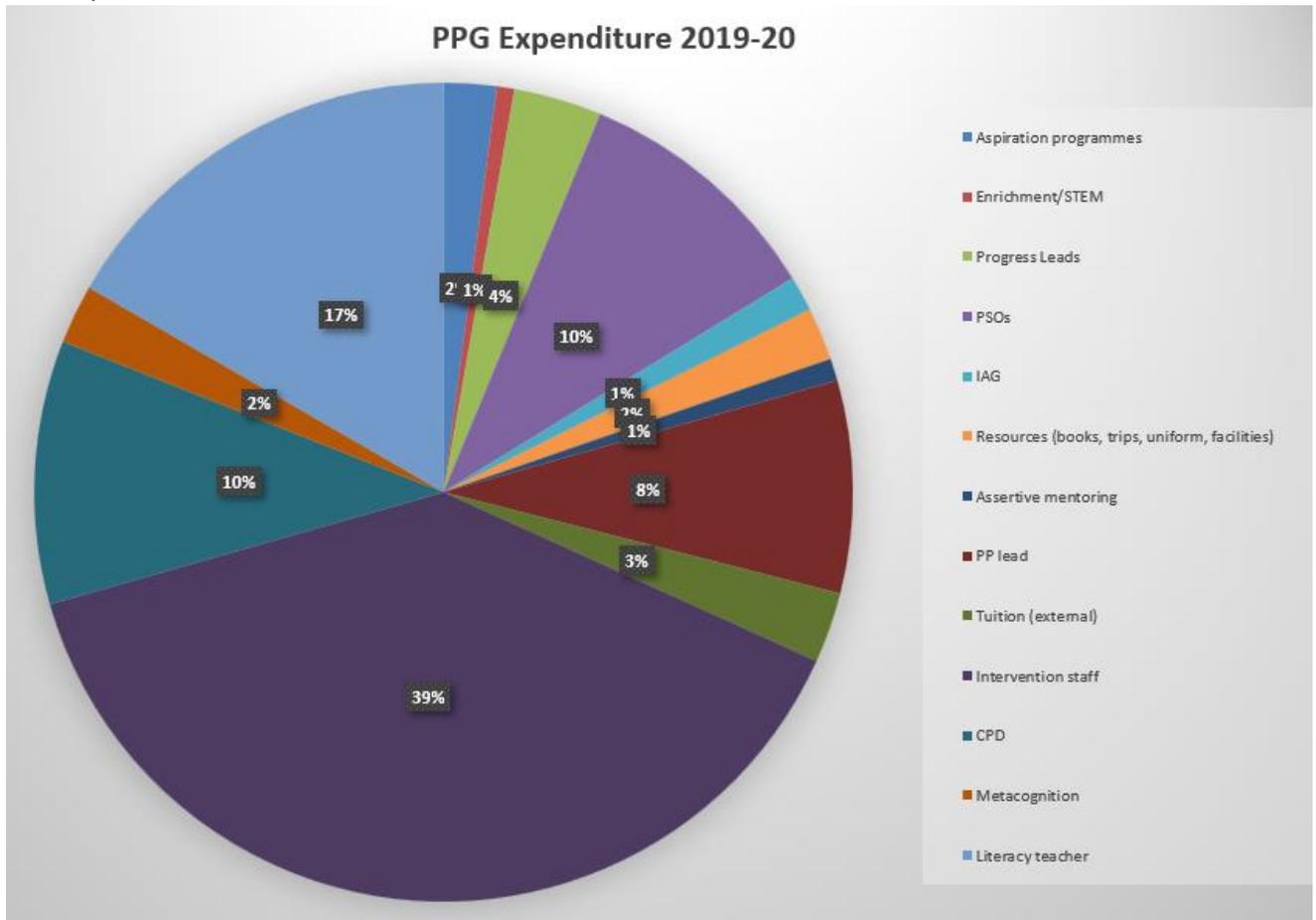


Figure 2 Pupil Premium Expenditure 2019-20

4.4 How will these actions be implemented?

Strategy	Cost	Year group
Action 1: The strategy of 'disadvantaged first' permeates school culture so that a culture of high expectations is consistent. (SDP 1)		
1.1 The moral purpose of staff at Bishops' is to enhance the life chances of this group, through raised aspirations, engagement, effort and outcomes. High expectations are supported through positive relationships and the school's Christian ethos.	£	7-11
1.2 Strategies from the TIPP/bookmark are used effectively to diminish differences through QFT.	£	7-11
1.3 The curriculum principles are keenly applied to this group to ensure a secure, purposeful and progressive learning journey.	£	7-11
Action 2: Teachers and middle leaders are equipped with a full toolkit, to diminish the differences in the classroom, department and beyond, through evidence-based practice. (SDP 1.1)		
2.1 Passports and contextual data is used consistently so that students can first be known, then nurtured, then inspired.	£	7-11
2.2 Middle leaders routinely and effectively evaluate the quality of education for this group: - RAP meetings - Department reviews - Quality assurance reports	££	7-11
2.3 SIMS Intervention is routinely used across all teams to plan effectively for SMART and intervention so that barriers are removed, motivation is enhanced and learning is accelerated to lead to better outcomes and life chances.	££	7-11
Action 3: An ongoing dialogue between students, parents, teachers and leaders enables greater attendance, impact and improved outcomes. (SDP 1.2, 3.1)		

3.1 Progress leads effectively monitor, support and encourage this group, sharing best practice across teams to raise achievement for the individual.	££	7-11
3.2 Pastoral and progress teams work closely together to ensure increased attendance at school and key events. Data is used effectively as evidence for practice.	££	7-11
Action 4: SIMS is used as a powerful tool to plan and measure impact of high quality interventions for students who require further support, with early intervention a key priority. (SDP 2.1)		
4.1 Staff are trained to use SIMS intervention and key interventions are evaluated regularly, in line with the progress calendar so that disadvantaged students' attendance, attainment and achievement improves as a result of the removal of barriers to learning.	££	7-11
4.2 Capacity for intervention is enhanced through creative use of resources, redeployment of funds where possible and enlisting volunteers.	£££	7-10
Action 5: Metacognition is developed with a select group of disadvantaged students so they are supported to have greater readiness to learn, pride in work and detailed and sequenced learning.(SDP 2.2)		
5.1 Steps to success stickers are implemented, with form tutors as the gatekeeper. Key skills are targeted so that all teachers of any given underachieving disadvantaged student are all working together to instill the same skill. Form tutors check books across subjects at half termly intervals.	££	7-11
5.2 The Progress Hub trains vulnerable disadvantaged students to plan, organize, revise, self-assess so that they are supported to cope with particular challenges.	£££	7-11
Action 6: Enrichment and extra-curricular activities provide a wide range of opportunities for disadvantaged students so that their personal development is enhanced.(SDP 4.2)		
6.1 Extra-curricular and enrichment opportunities are tracked for attendance to ensure the gap between disadvantaged and non disadvantaged experiences beyond the classroom is reduced. Aspirational and cultural capital opportunities will be prioritized e.g. STEM, cultural visits.	££	7-11
6.2 Funding for disadvantaged students' take up of the above to be more transparent, to increase participation.	£££	7-11
Action 7: Disadvantaged students progress well as a result of a broad, balanced, accessible KS3 curriculum which develops skills and knowledge as well as broader curriculum principles. (SDP 5.2)		
7.1 Gatsby benchmark 4 incorporated into core curriculum areas link curriculum to possible pathways and destinations so that students can aspire to achieve.	£	7-11
7.2 Disadvantaged students can articulate (what's in it for me?) WILFM so that they see the purpose of their learning, to enhance engagement, enjoyment and impact.	£	7-11

Table 11 Key objectives for 2019-20 to close the attainment gap

4.5 The closing the gap journey

Whilst these objectives are integral to closing the attainment gap, there are some basics that continue to be adhered to and improved:

- 1) Ethos of high expectations
- 2) Addressing attendance and behaviour
- 3) Establishing high quality teaching
- 4) Use of research-based evidence
- 5) Supporting students' social and emotional needs alongside their academic needs
- 6) Providing additional catch up learning throughout the day.

illustration of schools' pathways to success in raising the attainment of disadvantaged pupils

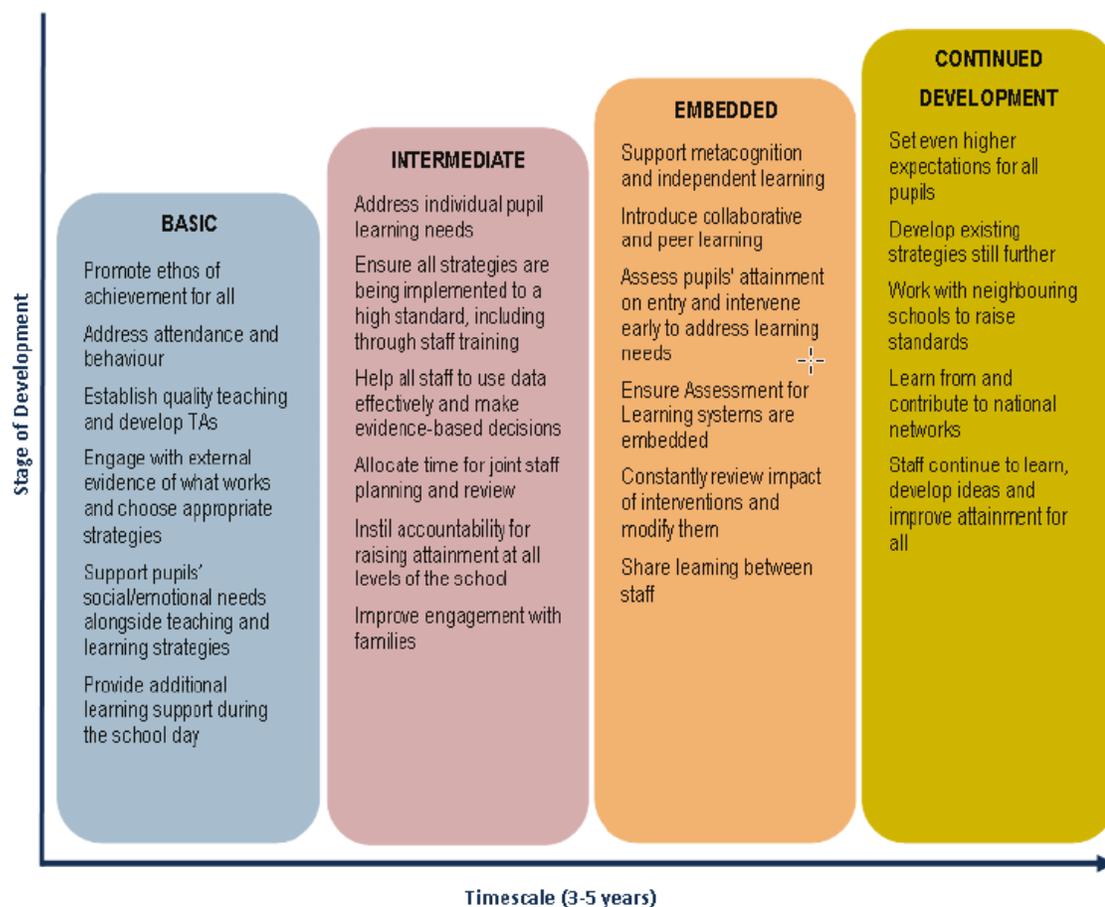


Figure 3 An illustration of a schools' pathways to success in raising the attainment of disadvantaged pupils