

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bishops' Blue Coat Church of England High School
Number of pupils in school	1105
Proportion (%) of pupil premium eligible pupils	9.93%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019/20 2020/21 2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ian Wilson, Headteacher
Pupil premium lead	Phil Lucas, Senior Year Leader
Governor / Trustee lead	Elaine Hemmings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,950
Recovery premium funding allocation this academic year	£26,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£210,000

Part A: Pupil premium strategy plan

Statement of intent

As DfE and EEF research suggests, no one strategy will led to a closing gap. For the academic year 2021-22, the focus is on the following intent statements, which dovetail into the school's development plan and overarching priorities:

1. We will ensure that the funding benefits those students for whom it is intended.
2. We will ensure that the funding makes an impact on the educational outcomes of these students.
3. As necessary, we will ensure that the funding provides additional support to improve the progress and achievement of disadvantaged students.
4. We will closely monitor the impact of the strategies put in place so that the 'gaps' are closed across all year groups, ability ranges and sub-groups.
5. We will ensure disadvantaged students can access the same educational opportunities as their non-disadvantaged peers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	There are significant academic gaps for our disadvantaged students. This is particularly prevalent in core subjects where disadvantaged students are -28 percentage points behind their non-disadvantaged peers when an expected outcome of grade 4 or above in both English and Maths is considered. The gap across the curriculum is also significant with an expected P8 difference between disadvantaged and non-disadvantaged students forecast as -0.71.
2	Internal assessments, rewards data, behaviour data, observations, discussions, and wellbeing analysis with students, coupled with family feedback and numbers of referrals to external agencies, indicates that disadvantaged students have been disproportionately impacted by our COVID19 school closures. This is in line with several national studies. This means that our disadvantaged students have larger gaps than their non-disadvantaged peers.

3	Our internal behaviour and rewards analysis indicates that some of our disadvantaged students lack metacognitive / self-regulation strategies. This is particularly pronounced with our disadvantaged boys. This negatively impacts on their progress across the curriculum.
4	Our discussions with students and families, as well as our external referrals data and internal wellbeing monitoring indicates that disadvantaged students are more likely to suffer from social-emotional issues such as anxiety, depression and low self-esteem. This has been particularly exacerbated by the global pandemic.
5	Across the school, on average, non-disadvantaged students attendance sits at 95.5%. Whereas disadvantaged students attendance is 90.07%. Furthermore, 30.91% of PA students are disadvantaged students. Whereas only 13.06% of non-disadvantaged students are PA. Moreover, in the schools most recent Ofsted Visit (November 2019) the inspectors noted “Most pupils attend school regularly. This is not the case for some disadvantaged pupils. This prevents these pupils from achieving as well as they should. Leaders should continue to work with disadvantaged pupils and their families to ensure that the attendance of this group of pupils improves further”
6	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7, between 32 - 44% of our disadvantaged pupils arrive to below age-related expectations compared to 8 - 14% of their peers. This gap only closes slowly for students during their time at our school.

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
The strategy of ‘disadvantaged first’ permeates school culture across all teams so that a culture of high expectations is embedded.	<p>Disadvantaged students are known, nurtured and inspired through high quality planning, support, intervention, mentoring, guidance and teaching. Student outcomes, intervention monitoring and internal monitoring of Teaching and Learning will be used to measure this success.</p> <p>Disadvantaged students and their parent/carers have high expectations for their study skills, attainment, and progress. Student voice, parent partnership, engagement in additional resources (GCSE POD, MyMaths,</p>

	<p>Educake ect) attendance and rewards data will be used to measure this success.</p>
<p>Teachers and middle leaders are equipped with a full toolkit, to diminish the differences through evidence-based practice, for the most vulnerable and their specific needs.</p>	<p>Teachers and middle leaders differentiate between FSM and PP in their analysis of attainment and progress and are trained to identify subgroups to close the gap more precisely. Outcomes and internal review cycles will be used to measure this success.</p> <p>Teachers and middle leaders are supported in planning QFT and Catch-UP strategies to close the gap across all subjects. Outcomes and internal review cycles will be used to measure this success.</p>
<p>Disadvantaged students are motivated and engaged to attend school and make good progress.</p>	<p>Disadvantaged students are mentored to engage and motivated to succeed through 1:1 mentoring, a robust reward system, praise and certification. Intervention monitoring data, attendance and rewards data will be used to measure this success.</p> <p>Project cohorts (selected students) are in place for KS3, to follow a programme of study which links curriculum and skills with new opportunities – bringing the outside in. Outcomes, attendance data and student voice will be used to measure this success.</p>
<p>Disadvantaged students are equipped to learn and self-actualise in all learning settings.</p>	<p>Disadvantaged students have the resources needed to be ready to learn. Accounts data, outcomes and student voice will be used to measure this success.</p> <p>Disadvantaged students are equipped with the technology, accessibility and software and know how to fully engage in independent learning; this, hand in hand with paper-based resources and planning skills will enhance progress. Accounts data, outcomes and student voice and engagement in software and programs will be used to measure this success.</p> <p>Lexia, forensic reading and reading buddies supports the reading development of all low ability readers, feeding into the English curriculum and beyond. Outcomes, intervention data and internal review cycles will be used to measure this success.</p>

	<p>Students develop a resilience toolkit to help them overcome difficulties and make progress. Attendance, behaviour and rewards data will be used to measure this success.</p>
<p>Parents of disadvantaged students are equipped to help their children to learn at home and consider each stage of their 7 year journey</p>	<p>Parent partnership programme developed. Internal reviews of this partnership will be used to measure this success.</p> <p>Information and guidance programmes have a 'disadvantaged first' approach which engages FSM families first. Parent partnership, attendance to parent facing events and outcomes will be used to measure this success.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategies from the TIPP/DF Pop-Up are used effectively to diminish differences through QFT	The EEF Guide to the Pupil Premium— Autumn 2021	1,2,3,5,6
The curriculum principles are keenly applied to this group to ensure a secure, purposeful and progressive learning journey	Review of evidence on implementation in education Protocol for an evidence review	1,2,3,4,5,6
Disadvantaged First strategy permeates school life and accompanying CPD for staff (e.g Bookmarks, Walkthrus)	EEF's Teacher Professional Development Systematic Review	1,2,3,4,5,6
Passports and contextual data is used consistently so that students can first be known, then nurtured, then inspired.	The EEF Guide to the Pupil Premium— Autumn 2021	1,2,3,4,5,6
Action Research Cluster Group focused on Disadvantaged First Strategies	EEF's Teacher Professional Development Systematic Review	1,2,3,4,5,6
Beyond Equity workshop for staff to enhance strategies specifically supporting our disadvantaged boys	EEF's Teacher Professional Development Systematic Review	2,3,5
Funds used in the recruitment and retention of staff to support wider aims and objectives of this strategy	The EEF Guide to the Pupil Premium— Autumn 2021	1,2,3,4,5,6

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

Budgeted cost: £ 59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Targeted Intervention Tutors	The EEF Guide to the Pupil Premium— Autumn 2021	1,2,6
Revision programmes, support, GCSEPod, Tim Milner	Putting Evidence to Work – A School's Guide to Implementation	1,2,6
Deployment of a PP Teacher to offer targeted in class support to enhance the quality first teaching approach	The EEF Guide to the Pupil Premium— Autumn 2021	1,2,6
Academic Tutoring through The National Tutor Programme	Education Recovery Support for early years settings, schools and providers of 16-19 education: DfE	1,2,6
Targeted support during Form Time by Core Heads of Department.	The EEF Guide to the Pupil Premium— Autumn 2021	1,2,6
Progress leads effectively monitor, support and encourage disadvantaged students, sharing best practice across teams to raise achievement for the individual.	Putting Evidence to Work – A School's Guide to Implementation	1,2,6
Lexia programme used to improve reading fluency and understanding with low and middle ability learners	Evidence review on Literacy Development, from the Centre for Advances in Behavioural Science at Coventry University	1,2,6
Continuation of Reading Buddies Program to enhance literacy and develop peer mentoring	Reading Programmes for Secondary Students: Evidence Review	1,2,6
Forensic Reading Program launched across the school to embed reading and develop literacy, a love of learning and joy	Reading Programmes for Secondary Students: Evidence Review	1,2,6

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

Budgeted cost: £ 119,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	EEF: Review of evidence on implementation in education Protocol	2,3,4,5
Beyond Equity workshop for students specifically supporting our disadvantaged boys	Metacognition and Self-regulation: Evidence Review	2,3,4,5
Dedicated Attendance Officer using a disadvantaged first approach and working with our hardest to reach disadvantaged families	Rapid evidence assessment on attendance interventions for school aged pupils	2,4,5
Continuation of Aspirational Programmes (Hero's)	EEF: Literature review on non-cognitive skills	2,3,4,5
Pastoral and progress teams work closely together to ensure increased attendance at school, continuity of safeguarding and metacognition and emotional regulation is developed	EEF: Metacognition and Self-regulation: Evidence Review	2,3,4,5
An Assertive Mentoring Program for our disadvantaged students	EEF: Metacognition and Self-regulation: Evidence Review	2,3,4,5
Nisai Group – Quality Education Support	Rapid evidence assessment on attendance interventions for school aged pupils	2,3,4,5
Breakfast Club initiative to target PP attendance	EEF: Review of evidence on implementation in education Protocol	2,3,4,5

Careers- IAG measurable- PP students will receive 1:1 F2F guidance, destination guidance	Rapid evidence assessment on attendance interventions for school aged pupils	2,3,4,5
Parent Partnership, inviting in, sharing strategies eg Tim Milner	EEF: Review of evidence on implementation in education Protocol	2,3,4,5
Resources- equipping pupils with resources needed	EEF: Review of evidence on implementation in education Protocol	2,3,4,5

Total budgeted cost: £ £210,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

“Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.”

Our internal assessments (CAGs) during 2020/21 suggested that the performance of disadvantaged pupils was relatively stable with previous years in key areas of the curriculum. However, gaps were still evident, and much work needs to be done. EBacc entry was -15.45 percentage points difference between PP and non-PP students. PP students P8 score was on average -0.7 worse than their non-PP peers. Finally, there was a -20.45 percentage point difference between PP and non PP students achieving a grade 5 or above in both English and Maths.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality remote curriculum, prioritising them as the first year group we welcomed back, prioritising them in our key worker and vulnerable provision and engaging in enhance pastoral check-ins. This is including during periods of partial closure, which was aided by using online resources such as those provided by Oak National Academy and our own internal resources. Moreover, our PP students were prioritised for the disruption of electronic devices for the continuity of education.

Although overall attendance in 2020/21 was lower than in the preceding five years at 17.71%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 7% higher than their peers and persistent absence 12% higher. This again makes it clear that due to COVID-19 disruption, our PP students were affected more than their non-PP peers. However, during periods of partial closure PP attendance was almost three times higher than that of non-PP students. This reflects our disadvantaged first strategy and commitment to this group.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. This was seen by an increase in referrals for poor mental health and wellbeing. When pupils did return to school PP students received 37% more behaviour points than their non-PP peers. However, they did receive 12% more reward points in this time. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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