

## Bishops' Blue Coat: Pupil premium strategy statement: 2023 - 2026

This statement details our school's use of pupil premium (and recovery 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	1200
Proportion (%) of pupil premium eligible pupils	16%
Academic years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	Oct 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Helen Cairns, Headteacher
Pupil premium lead	Dr David Kay, Assistant Headteacher
Governor / Trustee lead	Dr Elaine Hemmings

### Funding Overview

Detail	Data
Pupil premium funding allocation this academic year (year ended 31 August 2024)	£177,500
Recovery premium funding allocation this academic year	£ 47,200
Pupil premium funding brought forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 224, 700</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

- Our determination to reduce the attainment gap and improve the life chances of our disadvantaged students is driven by our Christian ethos and values. We believe that:

- all of our young people are created in the image of God and equally loved by God
- that they are equally deserving of the **`fullness of life`** that is promised by Jesus in **John 10:10**
- that in a just and equal society, it is how hard a person works to realise their God-given potential that should shape their success in life, not the disadvantages resulting from a low socio-economic background

- In **John 10: 14**, Jesus said: ***“I am the Good Shepherd – I know my sheep and my sheep know me”***. The love of God for his children is fully inclusive and the Parable of the Lost Sheep (Luke 15) makes it clear that everyone is known and no-one is forgotten by God. This vision of a fully inclusive love drives the work we do at Bishops` to support the needs of our disadvantaged students as we strive to remove the obstacles and mitigate the specific challenges they face resulting from their social backgrounds. We are determined to:

- Know who our disadvantaged students are and understand the obstacles and barriers that they face so that we can remove them
- Nurture their personal, spiritual and academic development through a wide range of evidence-informed strategies aimed at providing the same educational opportunities and experiences as their non-disadvantaged peers
- Inspire them to become the very best version of themselves, growing in hope and aspiration, dignity and respect, and wisdom, knowledge and skills, and ultimately achieving educational outcomes that are just as good as their non-disadvantaged peers

- The challenges faced by our disadvantaged students are complex and therefore no single strategy will lead to a closing of the gap. The strategies outlined in this plan draw heavily from the research provided by the DfE and Education Endowment Fund but are also tailored to reflect the specific context of our students at Bishops`.

## Challenges and Barriers

This details the key challenges and barriers faced by our disadvantaged students to their attainment, wellbeing, and a life *‘lived in all of its fullness’*.

Barriers	
<b>A.</b>	Lack of `cultural capital` in terms of low educational aspirations / low sense of value and therefore participation in education / low self-esteem / lack of confidence academically and socially / a `fixed mind-set` about what they can achieve / a lack of resilience and perseverance.
<b>B.</b>	Reading comprehension, literacy, oracy and numeracy skills that are significantly lower compared to their non-disadvantaged peers.
<b>C.</b>	Home learning environments that may be unsuitable for learning / lack of access and availability to educational resources (e.g. uniform, kit, equipment, books, computers, internet access) / lack of parental engagement and support compared to non-disadvantaged peers.
<b>D.</b>	Greater likelihood compared to non-disadvantaged peers of lacking aspiration at key transition points, ultimately resulting in a greater chance of these students not realising their potential as they move into KS4, KS5, higher education, employment or training.
<b>E.</b>	Low attendance rates compared to non-disadvantaged peers sometimes coupled with lack of self-discipline / self-regulation, SEMH and behavioural problems (e.g. greater likelihood to be PA, to be removed from lessons, to be internally excluded and to receive fixed term exclusions).
<b>F.</b>	As a result of all the above, academic progress and attainment that is well-below that of their non-disadvantaged peers (using national attainment measures incl. EM 4+, EM 5+ and average Attainment 8 and Progress 8 scores).

## Intended Outcomes of our PP Strategy

This summarises 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 outcomes		Success criteria
<b>A.</b>	Build increased resilience, perseverance, a `growth mind-set` and sense of educational value in our PP students and improve the participation of PP students in the life of the school to help build cultural capital.	<ul style="list-style-type: none"> <li>- Participation of disadvantaged students in the extra-curricular life of Bishops`, and involvement in trips and enrichment experiences, significantly increases.</li> <li>- Involvement of disadvantaged students in leadership opportunities provided by the school significantly increases.</li> <li>- PP students experience public affirmation, praise and recognition of success through celebrations and rewards.</li> <li>- There is evidence of improved attendance of PP students that can be linked to increased participation in the life of the school.</li> </ul>
<b>B.</b>	Support disadvantaged students to improve the foundational reading, literacy, oracy and numeracy skills that underpin success across the whole curriculum.	<ul style="list-style-type: none"> <li>- Reading ages of PP students improve significantly and are brought more in line with age-related expectations as a result of regular testing and targeted support.</li> <li>- As a result of their improved reading and literacy skills, PP students are empowered to access the curriculum more successfully and make improved progress across a range of subjects.</li> <li>- Percentage of disadvantaged students achieving EM 4+ and 5+ improves.</li> </ul>
<b>C.</b>	Ensure that material disadvantage experienced at home does not impede successful engagement with educational experiences offered by Bishops` and improve levels of parental engagement.	<ul style="list-style-type: none"> <li>- Bishops` provides a fully inclusive environment in which all students can flourish, irrespective of their financial background, and disadvantaged students are provided with the financial support they need - for essentials such as uniform, equipment and educational visits – to alleviate financial burdens on their families and to enable them to flourish.</li> <li>- Home-school partnerships with parents of social disadvantaged students are strengthened through strong communication channels and regular opportunities are provided to support parents in their engagement with their children's education, including understanding the importance of good attendance.</li> </ul>
<b>D.</b>	Ensure that low attitudinal cultural capital does not negatively impact on students at key transition points and that final destinations are successful (with NEET status avoided).	<ul style="list-style-type: none"> <li>- Disadvantaged students are supported to be successful at key transition points (Year 6 – 7; Year 9 Options; GCSE – post-16) through wrap-around care, guidance and encouragement.</li> <li>- Disadvantaged students make a positive start to their lives at Bishops` and maintain this throughout KS3, engaging with the life of the school as much as their non-disadvantaged peers and</li> </ul>

		<ul style="list-style-type: none"> <li>- Disadvantaged students are supported to engage positively with the Options process in Year 9, making ambitious and considered choices for their GCSEs. In response to guidance that is sharp-elbowed and ambitious, the % of PP students at Bishops` who are eligible for the E-Bacc increases.</li> <li>- Throughout KS4, PP students receive the additional CEIAG that they require to transition successfully into ambitious post-16 destinations and the rates of NEETs are extremely low.</li> </ul>
<b>E.</b>	Improve the attendance and behaviour of our PP students so that it is more in line with their non-disadvantaged peers.	<ul style="list-style-type: none"> <li>- The attendance of disadvantaged students is closely monitored and pro-active interventions are put in place to reduce the high % of PA amongst our PP cohort and improve their average attendance towards 90%+.</li> <li>- PP students are incentivised, rewarded and celebrated for improving their attendance. Additional opportunities for disadvantaged students are provided in school to make school more attractive and a `virtuous circle` culture is created.</li> <li>- The behavioural record of PP students is increasingly comparable to their non-disadvantaged peers in terms of average BESt points, consequences, seclusions and fixed-term exclusions. Improved and responsive teaching and learning in the classroom for PP students, the application of reasonable adjustments by teachers, and an increased culture of praise and reward, results in disadvantaged students feeling more motivated and engaged with their learning.</li> </ul>
<b>F.</b>	Significantly reduce the disadvantaged vs non-disadvantaged gaps in attainment between school and national expected progress measures.	<ul style="list-style-type: none"> <li>- As a result of High-Quality Teaching, targeted in-class support, close monitoring of their academic performance and effective, timely and personalised interventions, our disadvantaged students increasingly achieve in line with their more socially advantaged peers.</li> <li>- Throughout KS3, the performance of disadvantaged students is comparable that of their non-disadvantaged peers.</li> <li>- At KS4, the progress and attainment gap between our disadvantaged and non-disadvantaged students increasingly narrows and the % of students achieving 5+ GCSEs at Grade 4 and above, including English and Maths, is increasingly comparable to school and national expected progress measures.</li> <li>- PP students achieve an increasingly positive Attainment 8 and Progress 8 score compared to their non-PP peers.</li> </ul>

## Activity in this academic year, 2023 – 2024

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

### A) Attitudes and Participation

**Budgeted Cost = £35, 900**

Activity	Rationale and Evidence that supports this approach <i>(EEF Menu of Approaches: Wider Strategies)</i>	Challenges / Barriers Addressed
Scholars Programme / Brilliant Club (Year 7)	Supporting programmes and interventions for eligible high-attainers is encouraged within <i>The Education Endowment Foundation Guide to the Pupil Premium</i> as a way of supporting the life chances of socio-economically disadvantaged students. The Brilliant Club is an evidence-based aspiration-raising programme aimed at encouraging higher-ability students from low-income backgrounds into university. We will involve our higher-ability Year 7 students in this programme to promote aspiration and engagement with school life.	A, D, F
Music tuition and support for representative cohort of PP pupils	Evidence from the <i>EEF Teaching and Learning Toolkit</i> indicates that extra-curricular activities relating to arts participation increases engagement in school life and learning. We aim to increase the participation of our PP pupils in music tuition, increasing their take-up with learning an instrument and using the pupil premium to support tuition costs.	A, C, F
Enrichment in Form time for all PP pupils (Sports coaching from CEPD and other resources)	Evidence from the <i>EEF Teaching and Learning Toolkit</i> indicates that extra-curricular activities, including that relating to arts participation and physical activity, increases engagement in school life and learning. We aim to increase the participation of our all our PP students in the extra-curricular life of our school by using fortnightly Form Time sessions as an `enrichment` option, utilising external sports coaches for a significant part of this programme.	A, C, E, F
Rewards and Incentives for PP Extra-Curricular Participation	Evidence from the <i>EEF Teaching and Learning Toolkit</i> and the DFE's <i>Working Together to Improve School Attendance</i> highlights the importance of praise, reward and encouragement in motivating students from low-income backgrounds. Our work on praise and reward across	A, C, E, F

	the school will have a particular focus on our disadvantaged students, ensuring that their involvement in the wider life of the school is pro-actively monitored, promoted and celebrated.	
Equipment for disadvantaged students participating in Duke of Edinburgh	Evidence from the <i>EEF Teaching and Learning Toolkit</i> indicates that extra-curricular activities, including that relating to physical activity, increases engagement in school life and learning. We aim to ensure that our disadvantaged students are supported and encouraged to engage with our Duke of Edinburgh Programme and that financial cost is not a barrier to this (e.g. in terms of kit and registration fees).	A, C, E, F
Admin support to support all activities aimed at improving participation of disadvantaged students in the wider life of the school	Evidence from the <i>EEF Teaching and Learning Toolkit</i> indicates that participation in the wider life of the school increases engagement in school life and learning. We aim to increase the participation of our all our PP students in the extra-curricular life of our school, using admin support to help track, monitor and implement this strategy.	A, C, E, F
Support for PP student participation in cultural capital trips	Evidence from the <i>EEF Teaching and Learning Toolkit</i> indicates that extra-curricular activities, specifically those relating to arts and culture, help to compensate for the socio-economic disadvantage of not being raised in `knowledge-rich` environments. We aim to ensure that all of our disadvantaged students are provided with a rich set of cultural capital opportunities and that financial cost is not a barrier to their access to these.	A, B, C, E, F
Pro-active approach to student engagement with extra-curricular and leadership opportunities	Based on the aforementioned research from the EEF, we will take a pro-active approach towards the involvement of our disadvantaged students in the wider life of our school, closely monitoring their involvement in all aspects of school life and ensuring that they are well-represented across the school in extra-curricular involvement and student leadership opportunities.	A, B, C, E, F
Kintsugi Hope resilience and aspiration programme – disadvantaged first approach	<i>The Education Endowment Foundation Guide to the Pupil Premium</i> , and its supporting guidance such as the <i>Improving Behaviour in Schools</i> report, indicate that programmes to build social and emotional skills in disadvantaged students support more effective learning and can ultimately lead to more positive educational outcomes. At Bishops', we partner with Chester Schools Christian Work to offer Kintsugi Hope, a resilience and aspiration programme to support improved social and emotional skills in our students. We will take a	A, D, E, F

	'disadvantaged first' approach to this, ensuring that students in receipt of the Pupil Premium are central to the rolling out of this programme.	
--	--	--

## B) Reading, Literacy, Oracy and Numeracy

**Budgeted Cost = £21, 028.33**

Activity	Rationale and Evidence that supports this approach <i>(EEF Menu of Approaches: Targeted Academic Support)</i>	Challenges / Barriers Addressed
Diagnostic reading testing and intervention (one-to-one and small group) (Year 7 – 9)	Evidence from the <i>EEF Teaching and Learning Toolkit</i> indicates that intensive, targeted, well-monitored academic support for under-performing disadvantaged students - including both one-to-one support and support in small group settings - can boost their language development, literacy and numeracy. We aim to improve these skills and competencies in our disadvantaged students by implementing a range of programmes and resources across Year 7 – 11.	B, A, C, F
Reading books for all PP students in KS3 (Year 7 – 9)		B, A, C, F
Reading buddies and Sum Buddies (Year 7)		B, A, C, F
Reading for LIFE during Form Time (Year 7 – 11)		B, A, C, F
Numeracy Ninjas (Year 7)		B, A, C, F
Public Speaking Course (Year 10 – 11) (offered by The Pledge)		B, A, C, F



### C) Home Background and Parental Engagement

Budgeted Cost = £15, 050

Activity	Rationale and Evidence that supports this approach <i>(EEF Menu of Approaches: Wider Strategies)</i>	Challenge Numbers Addressed
Learning equipment and school uniform for all PP students Revision guides for all GCSE subjects for all PP students in Year 10 (and Year 9 students RE)	DFE and EEF research materials all indicate how material disadvantage experienced by low-income families is a barrier to students succeeding in school unless support is provided. We aim to ensure that financial cost is not a barrier to our students' ability to access the physical and educational resources they need (e.g. uniform, equipment, sports kit, books, revision guides, computers and internet access) to succeed in and out of school.	C, D, E, F
Admin support to support all activities aimed at supporting students materially and improving parental engagement Additional staffing and Refreshments for PP Parent Masterclasses (English, Maths, Science, RE)	The parental engagement strand of the <i>EEF Teaching and Learning Toolkit</i> and the guidance report <i>Working with Parents to Support Children's Learning</i> indicate how effective communication with parents and increased levels of parental engagement consistently support improved academic outcomes. We aim to implement creative approaches towards improving parental engagement and adequately resource this with the admin support, teacher support and physical resources that it needs.	C, D, E, F
Breakfast Club	The <i>EEF Teaching and Learning Toolkit</i> provides evidence that the provision of free breakfast to disadvantaged students can benefit them by preparing them for learning and supporting improved wellbeing, behaviour and attendance. We aim to support our disadvantaged students by making breakfast freely available to them every morning.	C, E

## D) Transition and Post-16

Budgeted Cost = £18, 500

Activity	Rationale and Evidence that supports this approach <i>(EEF Menu of Approaches: Wider Strategies)</i>	Challenge Numbers Addressed
Transition Summer Camp for Year 6 - 7	Evidence from the <i>EEF Teaching and Learning Toolkit</i> indicates that summer school programmes led by well-qualified and well-trained staff can impact positively upon learning and motivation. We aim to ensure that an enriching and well-resourced summer camp for our new intake, including a focus on our disadvantaged cohort, effectively nurtures and supports their successful transition to Bishops'.	A, D, E
Passion for Learning (Year 7 transition group)	Evidence from the <i>EEF Teaching and Learning Toolkit</i> indicates that extra-curricular activities can improve engagement with school, learning and attendance, thereby helping to compensate for a lack of cultural capital resulting from socio-economic disadvantage. We aim to work with the external provider <i>Passion for Learning</i> in the creation of a weekly extra-curricular / enrichment club for Year 7 disadvantaged students to support their transition, participation, aspiration and attendance.	A, D, E
Disadvantaged First strategy within our programme of Careers Education, Information and Guidance, Work Experience and support for students for successful post-16 transition	The <i>EEF Teaching and Learning Toolkit</i> provides evidence relating to how schools should support students in their social, emotional and behavioural development to encourage positive outcomes later in life. We aim to provide the additional, targeted CEIAG support that our disadvantaged students need at key transition points to enable and empower them to make well-informed decisions about their future destinations and secure appropriate pathways towards them (e.g. Year 9 Options; one-to-one careers interviews; support in securing quality work experience placements; support with securing post-16 college placements, employment, apprenticeships etc).	A, C, D, E, F

## E) Attendance and Behaviour

Budgeted Cost = £89, 000

Activity	Rationale and Evidence that supports this approach <i>(EEF Menu of Approaches: Wider Strategies)</i>	Challenge Numbers Addressed
Disadvantaged Students` Attendance Strategy	All of the evidence and research indicates that poor attendance at school is strongly linked to poor academic progress and attainment at all key stages. At Bishops`, poor attendance and persistent absence (PA) status is highest amongst our disadvantaged cohort. We therefore aim to address this with a discreet disadvantaged-first strategy that utilises approaches and interventions outlined in research documents such as the DFE`s guidance <i>Working Together to Improve School Attendance</i> . Key aspects of this strategy are summarised below.	A, E, F
Attendance Officer	The DFE`s guidance <i>Working Together to Improve School Attendance</i> makes it clear that strategies aimed at improving attendance work best when there is a discreet and well-resourced focus on students from disadvantaged backgrounds. We aim to achieve improved attendance by our low-income students by ensuring that out dedicated Attendance Officer implements a disadvantaged-first approach, working closely and directly with our hardest to reach disadvantaged families. This will also include the utilisation of targeted rewards and incentives for good attendance.	A, E, F
Rewards and incentives for good attendance		A, E, F
Wider Pastoral Team Support with a disadvantaged first approach	Our wider Pastoral team, which includes designated year-group Pastoral Support Officers (PSOs), will also work closely together and alongside our Attendance Officer to ensure that a disadvantaged-first approach is taken to increasing positive levels of attendance at school, continuity of safeguarding and improved emotional and behavioural regulation.	A, E, F

Progress Lead / Disadvantaged Attendance and Aspiration Lead	A designated Disadvantaged Progress Lead will also work closely with our Pastoral Team and Attendance Officer on strategically improving the attendance, participation and aspiration of our disadvantaged students.	A, E, F
Transport Subsidy for parents experiencing financial hardship	DFE and EEF research materials all indicate how material disadvantage experienced by low-income families is a barrier to students succeeding in school unless support is provided. In the current economic climate, we aim to ensure that any family of students at Bishops' who are experiencing acute financial hardship are supported with the cost of transporting their children to and from school.	A, E, F

## F) Learning Intervention and Support

**Budgeted Cost = £32, 635**

Activity	Rationale and Evidence that supports this approach <i>(EEF Menu of Approaches: Targeted Academic Support)</i>	Challenge Numbers Addressed
KICK Coaching and Extra-Curricular focusing on PP boys	Evidence from the <i>EEF Teaching and Learning Toolkit</i> indicates that one-to-one coaching and mentoring can support improved outcomes for disadvantaged students. We aim to utilise the expertise of the external coaching agency KICK in providing one-to-one coaching for our disadvantaged Year 11 boys to provide the support, guidance and encouragement they need to improve their attendance and academic performance.	A, B, C, D, E, F
Easter School	Evidence from the <i>EEF Teaching and Learning Toolkit</i> indicates that intensive, targeted, well-monitored small group tuition for under-performing disadvantaged students can have a positive impact on their outcomes. We aim to improve the outcomes of our disadvantaged students by implementing school-led tuition programmes and interventions that target gaps in performance.	A, B, C, F
School-led tutoring across all subject areas, but with a focus on English, Maths and Science (Morning tuition and Peer-led tuition)		A, B, C, F

GCSE Pod	Research from the EEF, summarised in guidance documents such as <i>Using Digital Technology to Improve Learning</i> , indicates how technology can be used to support high quality teaching and learning for disadvantaged students. We aim to promote the use of GCSE pod by disadvantaged students as a tool to support their academic progress and preparation for GCSE exams.	A, B, C, F
----------	---	------------

## G) High-Quality Teaching and Learning and Staff Training

**Budgeted Cost = £10, 300**

Activity	Rationale and Evidence that supports this approach <i>(EEF Menu of Approaches: High Quality Teaching)</i>	Challenge Numbers Addressed
A whole-school CPD and QA focus on effective teaching and learning for disadvantaged students, including the use of knowledge organisers to help students remember more.	Evidence from the <i>EEF Teaching and Learning Toolkit</i> and <i>The Key</i> indicates that high quality teaching and learning is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. We will draw upon the EEF toolkit and its evidence on high-impact teaching and learning approaches to support our teachers in building up their knowledge and pedagogical expertise so that they are better able to respond to the needs of our disadvantaged students, supporting their progress through highly effective teaching, learning, assessment and feedback processes.	A, B, F
Every teacher improves their data-literacy, closely monitoring the performance of every disadvantaged student in their classroom and applying timely `first wave` in-class interventions.		A, B, F

<p>The LIFE Programme supports positive values and attitudes including resilience, growth mind-set and leadership through Form Time PD, L4L and PD Days.</p>	<p>Research and evidence into schools that successfully narrow the gap and significantly improve the outcomes of disadvantaged students (such as the 2014 report <i>Cracking the Code: How Schools Can Improve Social Mobility</i>) indicates that the key to success is the relentless creation of a high expectation, inclusive school culture that is focused not only on the quality of teaching but also on the importance of preparing students for <b>all</b> aspects of life - not just exams. Supporting students in their social and emotional development; nurturing the growth of key character traits that underpin effective learning (resilience, growth mind-set, 'grit', optimism etc); providing high quality and aspirational careers information, education and guidance; treating extra-curricular activities as integral to the school experience; providing a wide range of opportunities to build students' social and cultural capital; celebrating and promoting the value of such activities in developing the wider skills and competencies of students 'beyond exams'; all are hallmarks of schools that successfully 'crack the code' and buck the trend of socio-economic disadvantage determining academic success and life chances. In light of this, we view our personal development programme – known at Bishops' as the LIFE Programme – as a key strand of our disadvantaged first strategy. This programme is designed to prepare all of our students for 'life in all of its fullness' but will have particular benefits for our disadvantaged students.</p>	<p>A, B, D, E, F</p>
<p>Our Disadvantaged First strategy permeates school life, informing all development planning and practice from SLT, Pastoral and day-to-day teaching and learning.</p>	<p>Reports such as <i>Cracking the Code: How Schools Can Improve Social Mobility</i> (2014) indicate that schools which successfully narrow the attainment gap are those which ensure that a disadvantaged-first approach is cultural, permeating all aspects of school life. We will ensure that at Bishops' it is understood that improving the involvement of disadvantaged students in the life of the school, raising aspiration for all and closing the learning gap is the responsibility of <b>everyone</b>. Our Disadvantaged First focus will reach into all areas of school life, becoming routine and hard-wired into our culture. We are committed to achieving this because it resonates with our moral purpose as a Christian school in which <b>all</b> students are known, nurtured and inspired to achieve and realise their God-given potential.</p>	<p>A, B, D, E, F</p>
<p>The moral purpose of Bishops' with our focus on known, nurtured and inspired and our ethos of the Good Shepherd, wherein no one is left behind, infuses the work of every member of staff and</p>		

supports our work to create a just and inclusive school community in which gaps arising from disadvantage are progressively reduced.		
--	--	--

### Total Budgeted Cost: Planned expenditure for 2023 – 2026

Type of Activity	Budgeted Cost
A) Attitudes and Participation	£35, 900
B) Reading, Literacy, Oracy and Numeracy	£21, 028. 33
C) Home Background and Parental Engagement	£15, 050
D) Transition and Post-16 Support	£18, 500
E) Attendance and Behaviour	£89, 000
F) Learning Intervention and Support	£32, 635
G) High Quality Teaching and Learning and Staff Training	£10, 300
	<b>£222, 413.33</b>

## Part B: Review of outcomes: 2022 - 2023

### Pupil premium strategy outcomes

This report details the impact that our pupil premium activity had on pupils in the 2022 - 23 academic year. Last year was the last year of our three-year pupil premium strategy plan and so the comments below will also indicate how successful we have been in achieving those intended outcomes. The challenges we had identified in our previous strategy are briefly summarised below followed by statements of impact.

Challenge number	Detail of challenge
1	The <b>academic progress and attainment</b> of disadvantaged students is below that of their non-disadvantaged peers.
2	Internal assessments, rewards and behaviour data, observations and wellbeing analysis, family feedback and referrals to external agencies, all indicate that disadvantaged students were disproportionately impacted in terms of <b>behaviour and attitudes</b> by COVID 19 school closures.
3	Internal behaviour and rewards analysis indicate that some of our disadvantaged students lack metacognitive / self-regulation strategies. This is particularly pronounced with our <b>disadvantaged boys</b> , negatively impacting on their progress across the curriculum.
4	Disadvantaged students are more likely to suffer from <b>social-emotional issues such as anxiety, depression and low self-esteem</b> , another area that was particularly exasperated by the global pandemic.
5	The overall <b>attendance rates</b> of our disadvantaged students is lower than that of their more advantaged peers and the rate of persistent absence amongst this cohort is higher.
6	Assessment data and observations indicate that disadvantaged pupils have <b>lower levels of reading comprehension</b> than their more economically advantaged peers, and that this impacts on their progress across the curriculum.



## Challenge 1: Gaps in Academic Progress

For contextual purposes, it is important to note that nationally, the attainment gap between advantaged and disadvantaged students (the 'disadvantage gap index') has been widening in recent years and now stands at its highest level since 2011. This is considered to reflect the difficult circumstances that disproportionately impacted disadvantaged pupils in response to the COVID-19 pandemic (e.g. periods of lockdowns), resulting in restricted attendance to schools and extended periods of home learning. Overall, it is the case both nationally and also at Bishops' that the performance of disadvantaged students compared to their more advantaged peers has not yet bounced back to pre-COVID levels. Having said that, 'green shoots' are evident in our students' performance in the latest summer exam series and there is evidence that the strategies we implemented to mitigate against under-performance did have impact.

Our progress and attainment gaps from the 2022 - 2023 examination series are comparable both to the wider national picture and also to similar schools in our local area. Our Progress 8 gap of -0.49 is lower than the national Progress 8 gap of -0.6. Similar schools in our local area have Progress 8 gaps which range from -0.2 to -0.8. This indicates that whilst there is clearly much more to be done, our success at enabling disadvantaged students to make good progress compared to their starting points is above average compared both to national averages and the performance of similar schools locally.

Our Attainment 8 gap in particular indicates that the overall academic performance of our disadvantaged students compared to their more advantaged peers was healthier than in most other schools nationally and locally. At -7.0, our Attainment 8 gap is significantly below the national figure (-15.3) and also well below almost all other schools in our local area, most of whom have gaps above -12.0. In a number of subject areas at Bishops', both this year and in previous years, our disadvantaged students have outperformed their non-disadvantaged counterparts to a degree that is higher than disadvantaged students in other schools nationally and locally.

In terms of the percentage of students achieving a GCSE grade 5 or above in both English and Maths, disadvantaged students at Bishops' outperformed disadvantaged students nationally and performed comparably well, if not slightly better, than similar schools in our local area. Whilst we still have much work to do in continuing to narrow this gap, our gap of -20% (28% of our disadvantaged students attaining this measure compared to 48% of their more advantaged peers) is well below the national gap of -27.2% and lower than similar schools in our local area which had gaps ranging from -22% up to -29%. A similar pattern can be seen with the percentage of students achieving a GCSE grade 4 or above in both English and Maths with our gap of -19% being well below that of other similar local schools which had gaps ranging from -24% to -31%.

Our ongoing focus on establishing a 'Disadvantaged First' culture in everything that we do has been key to lessening these gaps in performance. Quality First Teaching has been at the heart of this area, with regular reminders of our 'Disadvantaged First' approach being shared with staff through CPD (e.g. relating to literacy and cultural capital) as well as visual reminders (such as our Disadvantaged First

Bookmarks and daily 'pop-ups' prompting staff about teaching and learning techniques). Our whole-school teaching and learning strategy last year – focusing on retrieval practice ('Do Now' activities), reading and the use of Knowledge Organisers - all have particular resonance for supporting disadvantaged learners because they directly address key learning challenges experienced by our disadvantaged students (e.g. cognitive overload in lessons) that results from lower overall levels of literacy and cultural capital. Our continued use of 'Know Your Class' sheets and Satchel seating plans have continued to support teachers and middle leaders in their data literacy and their implementation of in-class and wider departmental interventions for underperformers.

In addition to our focus on high-level teaching and learning, last year we implemented a range of interventions to provide targeted academic support for our disadvantaged students. Colleagues with TLRs as 'Progress Leads' continued to monitor, support and encourage individual disadvantaged students across all key stages whilst also sharing best practice relating to teaching and learning for these students in whole-school CPD sessions. Higher-ability disadvantaged students in Year 7 and 8 were targeted for involvement in the Scholars' Programme (the Brilliant Club), a national programme aimed at raising motivation and university aspiration amongst students from lower economic backgrounds. A dozen of our students successfully graduated from this programme following an intensive independent project that involved working closely with a PhD student from Liverpool University. In Year 11 specifically, we created the Academic Excellence Programme to support disadvantaged underperformers. This provided targeted intervention and mentoring support during lessons and boosted student confidence and progress through small group work. The programme enabled students to increase their motivation and work-rate and over half of those involved in the programme achieved or exceeded their target. Interventions such as these enabled many students to secure the outcomes they needed to progress onto future pathways, including 9 students who were able to secure places in our Sixth Form in September 2023 (10% of year 12). Targeted academic tutoring through the National Tutor Programme also saw 50% of our disadvantaged students tutored in Maths and Science with further bespoke, targeted support offered to disadvantaged students during Form Time by Core Heads of Department (1/3 at registration and an additional 1/5 over two one-off Saturday schools). Over Easter, 46 places were taken up by our disadvantaged cohort across core and foundation subjects in Easter school. This enabled our disadvantaged students in their quest to achieve their target grades and progress onto their desired post-16 pathways both at Bishops' and elsewhere. Interventions such as these have become an embedded part of our practice at Bishops' in terms of the targeted academic support that we give to our disadvantaged students.

In addition to all the above, and crucial to the process of closing the progress and attainment gaps, our Disadvantaged First approach was successful at securing positive levels of engagement from the parents of our disadvantaged students. For example, systems were implemented at an admin level last year in the run up to Parents' Evenings to ensure that the parents and carers of our disadvantaged students were reminded in advance about the event and encouraged to sign up for appointments. This proactive approach to parental engagement ensured that the gaps in attendance between the parents of our disadvantaged students and their more advantaged peers were kept very low (for example, in Year 9, 83% of PP parents attended compared to 91% non-PP and in Year 7, 76% of PP parents attended

compared to 82% of non-PP). Revision masterclasses in Year 11 also provided strategies and tips for parents to support their children at home in the run up to both pre-public and final exams. 100% of our disadvantaged students along with all non-disadvantaged students engaged in a structured study series of workshops, 'walking talking mocks' and streamlined revision throughout the external examination season. In recent years, our approach to structured revision has been a deliberate strategy aimed at keeping our disadvantaged students in school, experiencing purposeful and structured revision opportunities with their teachers, right up to the start of their examination period. Furthermore, our Disadvantaged First approach towards careers education, information and guidance has ensured that all of our disadvantaged students receive double the amount of high-quality one-to-one support relating either to GCSE options in Year 9 or post-16 future destinations guidance (e.g. every PP student now receives prioritised face-to-face support sessions with our Careers Advisor). A wide range of opportunities were provided last year and in previous years for students to explore post-16 options and destinations decisions were closely tracked and monitored. As a result, 100% of our disadvantaged students who were at risk of NEET status in Year 11 last year received the support they needed to successfully transition onto purposeful post-16 pathways.

## **Challenge 2: Behaviour and Attitudes & Challenge 5: Attendance**

Lower attendance rates of our disadvantaged students compared to their non-disadvantaged peers is a challenge experienced by students at Bishops' that reflects wider national patterns and which has also been exacerbated by the disproportionate impact of COVID 19 school closures. Coupled with this is a greater lack of self-discipline / self-regulation amongst our disadvantaged cohort, higher levels of SEMH issues and increased behavioural problems that lead to a greater likelihood to be persistently absent (PA) or to be removed from lessons, internally excluded or to receive fixed term exclusions for behaviour incidents.

To address these challenges, in recent years we have used PP funding to expand and strengthen our Pastoral Team, implementing a Disadvantaged First approach to closely track and monitor the attendance of our disadvantaged students and implement early interventions whenever attendance falls below acceptable target levels and towards PA. This has involved our full-time Attendance Officer working closely with our hardest to reach disadvantaged families to support positive levels of attendance. She has also worked closely with Pastoral Support Officers for each Year group who in turn have worked closely with Form Tutors in pro-actively engaging parents and families whenever attendance of students dips. Year Leads, PSOs and Form Tutors provide the additional wrap-around pastoral support required by our vulnerable students to encourage not only good attendance but also a positive approach to learning and behaviour in school. This support utilises wider resources such as the Prayer Space, our School Chaplain and the Sanctuary, and incorporates reasonable adjustments and support systems such as Time Out or Sanctuary passes. Specific spending last year was also targeted at particular students who needed either a more intensive level of trauma-informed support (e.g. through art therapy) or an alternative form of educational provision. On a more general level, PP funding was used to ensure that material disadvantage was not an obstacle to our disadvantaged students playing a full

and active part in the life of the school with funding being provided for uniform, equipment and access to experiences and trips. All parents of Year 7 students are offered uniform subsidies at the point of transition and all disadvantaged students receive stationery kits in Year 7.

In addition to these actions, last year our Attendance Officer launched an attendance newsletter to pro-actively inform parents about the importance of good attendance on students' academic progress and emotional wellbeing. Students who demonstrated improving attendance were also encouraged and incentivised through being rewarded by the Attendance Officer as 'Attendance Superstars'. Our daily Breakfast Club - which provides a free breakfast every morning for PP and FSM students - was promoted regularly with parents and students and was accessed regularly by around a third of eligible students. Proactive measures were also taken in school to generate an enhanced culture of reward and celebration for all students but particularly for disadvantaged students. A system was introduced to track the involvement of our disadvantaged students in the wider life of the school and this enabled us to target disadvantaged students and their parents to encourage greater levels of participation (e.g. through Form Time and communications home) and then provide praise and celebration for engagement at events such as our Summer Awards Assemblies and October Celebration Evening. Our Participation Tracker indicates that the levels of engagement by disadvantaged students in the wider life of our school – in terms of extra-curricular clubs, trips, cultural capital experiences and student leadership participation – now broadly matches that of their more advantaged peers.

Whilst our disadvantaged students remained disproportionately over-represented in our PA figures and unwanted behaviour statistics across the year (e.g. detentions, internal exclusions and fixed-term exclusions), there is evidence that the strategies we implemented last year and in previous years have had some impact. Our suspension rate for PP students compares favourably to the national picture (1.5% compared to 2.21%) and our attendance figures last year were comparable to national averages. Our overall attendance last year was 93% with 23% PA which is comparable to the national average of 93% attendance and 21% PA. Our PA figure for PP students was higher than the national average (48% compared to 36%) but the overall attendance of our PP students (at 87%) was comparable to the national average for students in receipt of free school meals (at 89%). Clearly, as with most schools nationally, we must continue to use our PP funding creatively in the future to find impactful solutions to the advantaged / disadvantaged attendance gap and this will remain a priority within our PP strategy moving forwards.

### **Challenge 3: Engagement of Disadvantaged Boys**

Internal behaviour and rewards analysis in recent years indicated that the lack of self-regulation skills experienced by our disadvantaged students was particularly pronounced amongst our disadvantaged boys, especially when they reach Key Stage 4, and that this was negatively impacting on their progress across the curriculum and overall success with school. A key strategy that we implemented to address this challenge last year was to invest in the services of Beyond Equality, an organisation that specialises in working closely with boys on

understanding the meaning of masculinity in the world today. Across a series of Personal Development Days, we invited the Beyond Equality team into Bishops' to run workshops with our Year 10 boys to provide a supportive and encouraging environment in which they could discuss their ideas and concerns and consider positive ways to express their masculinity. Student voice from the time of the sessions was extremely positive and we have subsequently seen a significant drop in behavioural issues raised by this Year group, particularly the boys, across the school. Linked to this strategy was a whole-school push last year on publicly recognising and celebrating the achievements of boys in areas such as team sports at awards and celebration events. As a result, many of the boys who have been a behavioural concern in the past, including disadvantaged students, have responded by making more mature choices in lessons and around school. At the time of writing this report in October 2023, behavioural incidents in our current Year 11 have almost halved compared to this time last year. Moving forwards, we have now built an ongoing programme of support for boys in the form of masculinity workshops into our Year 10 LIFE Programme and also bought in the services of KICK, a Christian sports-based coaching and mentoring programme, to provide an ongoing level of one-to-one support for our disadvantaged boys throughout Year 11.

#### **Challenge 4: Mental Health and Wellbeing of Disadvantaged Students**

Discussions with students and families, as well as our external referrals data and internal wellbeing monitoring, has indicated that disadvantaged students generally are more likely to suffer from social-emotional issues such as anxiety, depression and low self-esteem. This reflects the national picture and is another area of our disadvantaged students' lives that have been particularly impacted upon by the global pandemic. To address these challenges, in recent years our Pastoral Support Officers have worked closely with the Mental Health Support Team, making referrals, signposting online resources and providing the support that our vulnerable students need both in one-to-one and small group settings. PP funding was used last year to part-fund the work of our ELSA (Emotional Literacy Support Agent) with disadvantaged students, particularly in Year 7, who needed additional support around self-esteem and understanding their emotions. Our Prayer Space and Sanctuary, staffed by our School Chaplain and members of the pastoral team, have proved vital resources in providing the wrap-around daily pastoral care that our most vulnerable and disadvantaged students require to successfully cope with the challenges of daily life. These areas have been resourced with a range of activities - including dim lighting, calming sensory stimulation, mindfulness resources and even a punch bag – that our students find invaluable in helping them to cope and self-regulate. We also utilised the services of our partner organisation CSCW to lead a resilience-building course called Kintsugi Hope and this course involved upwards of 20% of Bishops' students, including a focus on disadvantaged students. It is our intention to give this an even stronger 'disadvantaged first' focus moving forwards.

Through CPD, all staff last year were regularly reminded about the challenges many of our vulnerable and disadvantaged students face so that they could be upskilled in adopting a trauma-based approach towards their relationships and make appropriate reasonable adjustments in the pastoral care they provide. Parents were also regularly signposted to sources of support that they could access outside of school. The Pastoral Team also, of course, was in regular liaison with a wide number of external agencies – including CAMHS, Polaris, KOOH and HealthBox – to ensure that a cohesive and joined up level of support was in place that enhanced the emotional and mental wellbeing of all of our students including our disadvantaged students. As a result of all the above, many of our students have been able to manage their emotions and anxieties more effectively, attend school more regularly and make better choices both in lessons and around school. The addition in the coming year of Paddy the therapy dog at Bishops' will add another layer to the superb support we already provide for the mental health and wellbeing of our students.

### **Challenge 6: Reading and Literacy**

Lower levels of reading comprehension amongst our disadvantaged students upon entry to Bishops' and throughout their subsequent learning journey is another challenge that reflects wider national patterns and which impacts upon their progress across the whole curriculum. Children born and raised in more affluent, 'knowledge and word rich' environments have an enormous advantage over children born and raised in low-income families and who enter the education system lacking important foundational knowledge, vocabulary, literacy and reading skills. Due to this lack in cultural capital, disadvantaged students find it harder to assimilate and process new information and may struggle with cognitive overload. As a result of the 'Matthew Effect', culturally rich students find it easier to learn and progress; they stay ahead and the gap in achievement widens. On entry to Bishops' in year 7, between 32 - 44% of our disadvantaged pupils are below age-related expectations compared to only 8 - 14% of their more advantaged peers and this gap only closes slowly for students during their time at school.

One key strategy for addressing these challenges last year was our whole school teaching and learning focus on reading, retrieval and teaching techniques aimed at improving students' memory (e.g. Knowledge Organisers). By encouraging all of our teachers to develop reading skills in our students and improve their vocabulary (e.g. by explicitly teaching and regularly reinforcing tier 2 and tier 3 words), we placed our Disadvantaged First strategy at the heart of our teaching and learning CPD programme to help build up the cultural capital that our students from low-income families need to catch up. This whole-school CPD focus will continue to inform our Disadvantaged Strategy moving forwards.

In addition to this whole-school focus on literacy, to enhance the literacy levels of low and middle ability learners we have in recent years implemented our weekly Reading Buddies Programme for Year 7 and our Lexia Reading Intervention Programme for Year 8. Both of these interventions have been very successful with many students making significant advances in their overall literacy and reading ages. Last year,

for example, 40% of students involved in Reading Buddies were disadvantaged students and of these 71% made significant improvements in their reading ages from their starting points. Similarly, 53% of students involved in the Lexia Programme were disadvantaged students and of these 100% achieved their targets with 78% exceeding them. On a wider level, all students in Key Stages 3 and 4 have been given the opportunity in recent years to engage with reading a fiction or non-fiction book for twenty minutes weekly through our Form-based 'Reading For LIFE Programme'. This programme is designed to regularly expose students to challenging and thought-provoking books, help them to develop reading fluency, widen their vocabulary and provide opportunities for developing skills of inference and critical thinking whilst also instilling an enthusiasm for reading. Additionally, all English lessons now start with ten minutes of reading with strict expectations that all students always have their own book. These ten minutes in turn, support the fortnightly Library lesson where literacy skills - such as cataloguing, choosing, reading and responding - are fostered. Strategies such as these benefit all students but particularly our disadvantaged students who are less likely to have a background of reading for pleasure. To further instil this love for reading, all Year 7 students last year received a reading book via the BookBuzz scheme to enjoy both inside and outside the classroom. We intend to extend this programme and further embed a culture of reading for pleasure across the school next year by providing all disadvantaged students across Key Stage 3 with their own reading books.