

Bishops' Blue Coat: Pupil premium strategy statement: 2023 – 2026 (Year 2, '24 – '25)

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	18%
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 2025)	£172, 557.00
Pupil premium funding brought forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£172, 557.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

- Our determination to reduce the attainment gap and improve the life chances of our PP 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 PP 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 PP 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-PP 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-PP peers

- The challenges faced by our PP 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. There is a very well-established '*Disadvantaged First*' policy that permeates all aspects of life at Bishops'. At the heart of our approach is a focus on the **culture** of our school and the creation of an environment where all students, including our disadvantaged students, feel known, nurtured, involved in the life of our school, and inspired to be the very best version of themselves.

Challenges and Barriers

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

Barriers	
A.	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.	Reading comprehension, literacy, oracy and numeracy skills that are significantly lower compared to their non-disadvantaged peers.
C.	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.
D.	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.
E.	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).
F.	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
A.	Create a positive culture at Bishops' so that disadvantaged students feel a sense of belonging and positivity about school and see it as an exciting place to be. 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 their cultural capital.	<ul style="list-style-type: none"> - Participation of disadvantaged students in the extra-curricular life of Bishops', and involvement in trips and enrichment experiences, increases and is at least on par with that of their non-disadvantaged peers. - Involvement of disadvantaged students in leadership opportunities provided by the school significantly increases. - PP students experience public affirmation, praise and recognition of success through celebrations and rewards. - There is evidence of improved attendance of PP students that can be linked to increased participation in the life of the school.
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"> - Reading ages of PP students improve and are brought more in line with age-related expectations as a result of testing, intervention and targeted support. - Reading ages of students who are PP / EAL (approx. 14% of our PP cohort) also improve as a result of interventions from our EAL Lead Teacher. - 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. - Percentage of disadvantaged students achieving EM 4+ and 5+ improves.
C.	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"> - 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. - Home-school partnerships with parents of socially 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.

<p>D.</p>	<p>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).</p>	<ul style="list-style-type: none"> - 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. - 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 - 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. - Throughout KS4, PP students receive the additional CEIAG that they require to transition successfully into ambitious post-16 destinations and the rates of students with NEET status are extremely low.
<p>E.</p>	<p>Improve the attendance and behaviour of our PP students so that it is more in line with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> - The attendance of disadvantaged students is closely monitored and pro-active interventions are put in place to reduce the high % of PA amongst our disadvantaged cohort - and particularly, our PP / SEND cohort (approx. 37% of our PP cohort are also SEND) - improving their average attendance towards 90%+. - 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. - 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 (again, with a focus on students who are both PP and SEND). 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.
<p>F.</p>	<p>Significantly reduce the disadvantaged vs non-disadvantaged gaps in attainment between school and national expected progress measures.</p>	<ul style="list-style-type: none"> - 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. - Monitoring and intervention systems are refined and improved at a whole-school level engaging senior leaders, pastoral leaders and middle leaders with a wide data set to help track student progress and implement timely, appropriate and impactful interventions. - As a result of the above, throughout KS3, the performance of disadvantaged students is comparable to that of their non-disadvantaged peers. - As a result of the above, at KS4, the progress and attainment gap between our disadvantaged and non-disadvantaged students increasingly narrows and the % of students achieving 5+ GCSEs

		<p>at Grade 4 and above, including English and Maths, is increasingly comparable to school and national expected progress measures.</p> <p>- PP students achieve an increasingly positive Attainment 8 and Progress 8 score compared to their non-PP peers.</p>
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Activity in this academic year, 2024 - 2025

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

A) Attitudes and Participation

Budgeted Cost = £25, 700

Activity	Rationale and Evidence that supports this approach <i>(EEF Menu of Approaches: Wider Strategies)</i>	Challenges / Barriers Addressed
1. Scholars Programme / Brilliant Club (Year 9)	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 middle-ability and higher-ability Year 9 and 10 PP students in this programme to promote aspiration and engagement with school life.	A, D, F
2. 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

3. 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
4. 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
5. 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
6. 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
7. 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

8. Kintsugi Hope resilience and aspiration programme – disadvantaged first approach	<p><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 'disadvantaged first' approach to this, ensuring that students in receipt of the Pupil Premium are central to the rolling out of this programme. All Year 7 students will receive the programme along with a focus on PP students in Years 8 – 13.</p>	A, D, E, F
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B) Reading, Literacy, Oracy and Numeracy

Budgeted Cost = £1, 400

Activity	Rationale and Evidence that supports this approach <i>(EEF Menu of Approaches: Targeted Academic Support)</i>	Challenges / Barriers Addressed
9. Diagnostic reading testing and intervention (one-to-one and small group) (Year 7 – 10), alongside adaptive teaching and reading as a whole-school priority	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 Years 7 – 11, alongside an emphasis across the school on supporting weaker readers in lessons. Within this strategy, there will also be a focus on Year 7 PP students who have reading ages that are lower than their non-PP peers at the point of entry into Bishops'.	B, A, C, F
10. Reading books for all PP students in KS3 (Year 7 – 9)		B, A, C, F
11. Reading buddies and Sum Buddies (Year 7 & 8)		B, A, C, F

12. Reading for LIFE during Form Time (Year 7 – 11)		B, A, C, F
13. Numeracy Ninjas (Year 7)		B, A, C, F
14. Public Speaking Course (Year 10 – 11) (provided by <i>Speak and Win</i>)		B, A, C, F

C) Home Background and Parental Engagement

Budgeted Cost = £17, 000

Activity	Rationale and Evidence that supports this approach <i>(EEF Menu of Approaches: Wider Strategies)</i>	Challenge Numbers Addressed
15. Learning equipment and school uniform for all PP students	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
16. Revision guides for all GCSE subjects for all PP students in Year 10 (and Year 9 students RE)		
17. Admin support to support all activities aimed at supporting students materially and improving parental engagement	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
18. Masterclasses to support PP parental engagement with, support for and understanding of core subject GCSE programmes		
19. 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	C, E

	improved wellbeing, behaviour and attendance. We aim to support our disadvantaged students by making breakfast freely available to them every morning.	
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D) Transition and Post-16

Budgeted Cost = £14, 000

Activity	Rationale and Evidence that supports this approach <i>(EEF Menu of Approaches: Wider Strategies)</i>	Challenge Numbers Addressed
20. 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
21. 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
22. 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 = £84, 000

Activity	Rationale and Evidence that supports this approach <i>(EEF Menu of Approaches: Wider Strategies)</i>	Challenge Numbers Addressed
23. 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, and particularly amongst those students who also have SEND needs. 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
24. 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 our 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
25. 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

26. 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
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F) Learning Intervention and Support

Budgeted Cost = £20, 400

Activity	Rationale and Evidence that supports this approach <i>(EEF Menu of Approaches: Targeted Academic Support)</i>	Challenge Numbers Addressed
27. 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. At Bishops', a high percentage of our PP students are boys (61% boys compared to 39% girls). These students are amongst are biggest under-performers as well as being students who often display challenging behaviours and high SEMH needs. We aim to utilise the expertise of the external coaching agency KICK in providing one-to-one coaching for our disadvantaged boys both in KS4 and KS3 to provide the support, guidance and encouragement these students need to improve their attendance and academic performance.	A, B, C, D, E, F
28. 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
29. 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
30. 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	A, B, C, F

	disadvantaged students as a tool to support their academic progress and preparation for GCSE exams.	
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G) High-Quality Teaching and Learning and Staff Training

Budgeted Cost = £10, 000

Activity	Rationale and Evidence that supports this approach <i>(EEF Menu of Approaches: High Quality Teaching)</i>	Challenge Numbers Addressed
31. 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
32. 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.	- In designing our T&L strategy and CPD programme, we will highlight ways that our T&L strategies can have a disproportionately positive impact on disadvantaged learners. We will also ensure that we support staff to understand the notion of `disadvantaged` in its widest sense so that they can appreciate how socio-economic disadvantage intersects with other areas of disadvantage – such as SEND, EAL, LAC and PLAC – and respond appropriately.	A, B, F

<p>33. 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 all 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>34. 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 everyone. 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 all students are known, nurtured and inspired to achieve and realise their God-given potential.</p>	<p>A, B, D, E, F</p>
<p>35. 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</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 everyone. 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 all students are known, nurtured and inspired to achieve and realise their God-given potential.</p>	<p>A, B, D, E, F</p>

<p>member of staff and supports our work to create a just and inclusive school community in which gaps arising from disadvantage are progressively reduced.</p>		
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Total Budgeted Cost: Planned expenditure for 2023 – 2026 (Year 2, 2024 – 2025)

Type of Activity	Budgeted Cost
A) Attitudes and Participation	£25, 700
B) Reading, Literacy, Oracy and Numeracy	£1, 400
C) Home Background and Parental Engagement	£17, 000
D) Transition and Post-16 Support	£14, 000
E) Attendance and Behaviour	£84, 000
F) Learning Intervention and Support	£20, 400

G) High Quality Teaching and Learning and Staff Training	£10, 000
	£172, 500.00

Part B: Review of outcomes: 2023 - 2024

Introduction

- This report details the impact that our pupil premium spending and activity had on pupils in the 2023 - 24 academic year. Last year was the first year of our new three-year pupil premium strategy plan and so the comments below will reflect the progress we are making towards achieving those intended outcomes.

- This report focuses on the impact of our use of the pupil premium for those students who:

- were eligible for free school meals
- were recorded as eligible for free school meals in the last 6 years (Ever 6 FSM)

- The challenges and barriers faced by our students from lower income backgrounds, as identified in our strategy, are briefly summarised below:

Challenges and Barriers	
A.	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.	Reading comprehension, literacy, oracy and numeracy skills that are significantly lower compared to their non-disadvantaged peers.
C.	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.
D.	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.
E.	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).
F.	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).

A note about other premiums

- In addition to students who received a premium that is related to their background of low income, we also have students who are in receipt of premiums related to other factors. The attainment, wellbeing and support provided for these students was very much part of our PP strategy last year which was also designed to address the challenges and barriers these students face.

LAC and Post-LAC Premiums

Looked After Children receive a premium that is paid directly to the local authority and the school receives a premium for post-LAC students (the adopted premium or PP+) which is used in bespoke ways to support the individual circumstances of the children and families who receive it. Our PP strategy was

designed to help mitigate the range of challenges and barriers that our LAC and Post-LAC students experience due to the difficulties of their early life experiences and the impact of the strategy on these students is highlighted in this report.

Service Premium

Students last year with parents serving in the armed forces received the Service Pupil Premium which is designed to help schools provide the mainly pastoral support these students need during challenging times and to help mitigate the negative impact of family mobility or parental deployment. Whilst many elements of our PP strategy will have benefited these students, Strand E (which focuses on our systems of pastoral support) was particularly important in addressing the specific needs of this cohort.

Challenge A: Attitudes and Participation

- The intention of this part of the strategy was to build increased resilience, perseverance, a `growth mind-set` and sense of educational value in our PP students and improve their participation in the life of the school to help build cultural capital. Success measures for this would include their increased involvement in trips, enrichment experiences and student leadership opportunities along with an attendant shift in values, attitudes and dispositions as they identify with our school vision and values.

- Student voice surveys undertaken during the autumn term of 2024 clearly indicate that our PP strategy, with its holistic and cultural focus on promoting improved attitudes, participation and a sense of belonging at Bishops', is having a strongly positive impact on our economically disadvantaged students. Compared to their non-PP peers, there was a higher % of PP students agreeing with the following areas: they have opportunities to share their views with school leaders and influence the way school does things (86%); they enjoy taking part in trips (85%); they enjoy Form Time Enrichment (92%); they have opportunities at Bishops' to develop leadership skills (53%); Form Time and Assemblies help them understand British values and grow in character (71%); and Lessons for Life and PD Days equip them with the knowledge to keep safe and healthy and be prepared for the world of work (79%). Data such as this gives us confidence that placing culture at the heart of our strategy, and the creation of a school environment in which our PP students can thrive and feel a sense of belonging, is the right approach.

- The participation and involvement of our PP students in the wider life of the school at Bishops' is closely monitored across the year using our Student Participation Tracker. This presented a healthy picture of improving engagement and participation across the year with the levels of involvement of our PP students and their non-PP peers being broadly in line with each other. By the close of the school year, 100% of our PP students had experienced at least one in-school cultural capital experience (e.g. a visiting speaker, theatrical, dance or musical performance etc.) with most enjoying multiple such experiences. 41% of our PP students had participated in extra-curricular clubs (compared to 36% of all students) and our introduction of Form-Time Enrichment ensured that every PP student participated in a fortnightly enrichment experience across the year. Our use of PP funding to support disadvantaged families with the cost of trips ensured that there was a high level of engagement with these amongst our PP students with 84% of PP students taking part in at least one school trip (compared to 91% of all students). Our Disadvantaged First approach to marketing and promoting student leadership across the school also ensured that our student leadership teams had a strong representation of PP students, with 38% of our PP students taking part in Student Leadership opportunities at Bishops' (compared to 42% of all students) across the year.

- Last year saw the highly successful re-launch at Bishops' of *the Duke of Edinburgh Award* programme and the disadvantaged-first approach we implemented with its promotion and marketing and the assessment of student applications ensured a positive representation of PP students within the cohort. Of the 80 students in Year 9 and 10 who participated in the D of E Award, 13% were PP students. These students received funding support both with fees and equipment and the Year 10 cohort will receive their Bronze Award this term.

- In a similar vein, our Drama and Music Departments worked hard last year to maintain a positive representation of our PP students in the arts at Bishops'. Proactive marketing of music tuition to our PP students and their parents, along with the provision of a 50% discount on fees, resulted in a healthy number of PP students receiving music lessons from either *Music for Life* or our peripatetic team. 16% of all students receiving music tuition last year were PP students. On a wider level of involvement, 19% of students who performed at the Cathedral Carol service at Christmas were PP students and 21% of those who performed at our Easter Tea Party for residents of Grosvenor Manor were also PP students, indicating that our PP students are well represented in the arts at Bishops', something that will remain a strategic priority moving forwards.

- To build aspiration amongst our higher ability Year 7 PP students, we once again ran a successful *Brilliant Club* in partnership with the national Scholars Programme. 10 students engaged with the programme, working closely with a PhD student from Liverpool on an extended philosophical project, and eventually graduated at an event held at Manchester University. Our intention next year is to move our Scholar's Programme into Year 9 to support aspiration during their transition year into GCSEs.

- A highly successful part of our strategy to engage **all** students in the wider life of our school last year was our Form Time Enrichment Programme. The purpose of this programme was to ensure an extra-curricular experience of school life for all, including those students who are either unwilling or unable to attend our lunchtime or after-school clubs. The creation of this programme very much had a 'disadvantaged-first' focus inasmuch as it tried to ensure that obstacles related to socio-economic background did not prevent our students from participating in the wider life of our school. As a result of this programme, we know that every student in Year 7 – 11 last year, including our PP students, had a regular fortnightly diet of enrichment experiences that included such activities as sport (using external coaches from CEPD), art, dance, board games, scalextric and a film club. Student evaluations of the LIFE Programme from our end of year review indicated that Form Time Enrichment was an extremely popular addition to our school life. Students really valued Enrichment, appreciated the opportunity to choose their options, and enjoyed spending time with their peers engaging in fun and enriching activities. As a result, we will continue to run the programme this year.

- Finally, to nurture and support the qualities of resilience, hope and aspiration in our PP students, we ran a number of bespoke character-building programmes across the year. Our *Kintsugi Hope* programme - which is planned and delivered by our partner organisation CSCW - involved approximately 100 of our PP students across Years 7 – 13 in a day-long course that aimed to instil aspiration and the practical skills our young people need to become increasingly resilient. Evaluation of this programme indicated that our students found the course very helpful and useful (92% said that the course provided helpful strategies for coping with anxiety; 91% said it helped them develop an attitude of hope and positivity about what they can achieve; and 91% said they would recommend Kintsugi Hope to others). In addition, our Chaplain developed a programme of courses within her Chaplaincy – including the groups *Compassion* and *Redeem* – which provided an additional layer of pastoral support for selected groups of students in our school who struggled with either their behaviour or their mental health. These courses supported many of our vulnerable students – which included PP, LAC and SEND students - at key points in the year when they were feeling vulnerable or were struggling to engage positively with school life. They provided nurture, care and the support these students needed to make more positive choices.

Challenge B: Reading, Literacy, Oracy and Numeracy

- The intention of this part of the strategy was to support our PP students in developing the foundational reading, literacy, oracy and numeracy skills that underpin success across the curriculum. Success measures for this would include an improvement in the reading ages of targeted PP students,

improvements in numeracy skills and ultimately an increase in achievement with final examinations that have become more accessible due to improved literacy.

- Throughout the year, we implemented a programme of diagnostic reading testing along with a suite of interventions for students in Years 7 to 10 (including one-to-one and small group interventions) and the data indicates that these had impact with the PP students who were involved. Most of our PP students who took part made progress, either reaching the point where their reading ages matched their chronological age or being re-directed onto more intensive reading intervention programmes (such as Lexonik Advanced Intervention). Of the 89 students identified through the Lexonik reading assessment 22 were PP (25%) so there is a slight over-representation. 17 of these 22 PP students (77%) were identified as being significantly below a baseline reading age (red group) and 5 (23%) were identified as being below their chronological reading age (amber group). Of the students in the red group 36% stayed in red and receive continued Lexonik intervention, 32% made progress towards their chronological reading age (receiving extra support and adaptive teaching) and 32% reached or exceeded their chronological reading age and were removed from the programme. In comparison to non-PP students in the same groups, the same proportion of PP and non-PP students made progress towards their chronological reading age (started as amber and remained as amber but with improvements). 8% fewer PP students moved out of the red group (i.e. 8% more PP students than non-PP students continue to be significantly below their reading age). 11% fewer PP students than non-PP students have reached or exceeded their chronological reading age and thus, receive continued support. Reading ages are available across a broader range of data sets and reading to inform adaptive teaching and reading continues to be a whole school priority with more exposure to reading ongoing.

- To support their reading for pleasure, all PP students in Years 7 – 9 were provided with a selection of reading books to choose from and take home during the autumn term and communications to parents were sent out to garner their engagement and support. Student survey results used to evaluate this strategy in the summer term indicated that 85% of participating PP students had engaged with the text (with 30% reading all of it and 55% reading at least some of it). 75% of participating students said that they had continued to read for pleasure after Christmas (45% firmly, 30% sometimes), with 50% of these saying they had read 1 or 2 books since Christmas, 20% 3 or 4 and 15% more than 4.

- Other strategies we employed to support reading and literacy last year included *Reading Buddies* and our Form Time *Reading 4 LIFE* Programme. *Reading Buddies* involved volunteer 6th Form students giving up their time to read with students in Years 7 and 8, including PP students, to motivate and inspire enthusiasm for reading. The programme leader reported that students attended well and engaged in purposeful reading. *Reading 4 LIFE* is a Form time

programme that involves Form tutors modelling reading fluency with their tutor groups using age-appropriate texts on a weekly basis. As such it engages all of our PP students with weekly reading and literacy development.

- One Form time strategy that was extremely successful last year was a newly introduced mental maths programme in Year 7 called *Numeracy Ninjas*. Student engagement with *Numeracy Ninjas* was extremely positive across the year and yielded data that enabled the Maths Department to identify cohorts of students, including PP students, for further intervention through our *Sum Buddies* programme (a 6th Form support programme that ran along similar lines to *Reading Buddies*). The weekly record of scores indicates that whilst *Numeracy Ninjas* supported all students in developing their numeracy it had a particularly positive impact on our PP students who increasingly closed the gap on their non-PP peers across the year. In addition, *Sum Buddies* had noticeable impact as an intervention programme with participating students improving in their scores and one PP student being removed from the programme altogether owing to such great progress. Student voice for this programme was very positive from both Year 7s and 12s and this year we will introduce *Numeracy Ninjas* to our new Year 7s whilst scaling it up into Year 8 for last year's participating students.

- One final strategy we utilised last year to support student oracy was a public speaking and employability skills event targeted at Year 9 during our Personal Development Day in July. To support their transition onto their Year 10 GCSE courses, we invited the organisation *Speak and Win* into school to lead workshops on glossophobia. Student and staff feedback from the sessions was very positive indeed and students benefited from the positive messaging and strategies around building confidence with speaking in front of others. We will use *Speak and Win* in a similar capacity this year and perhaps also build them into our PD Package for PP students in Year 11 as they get ready for their mock interviews.

Challenge C: Home Background and Parental Engagement

- The intention of this part of the strategy was to ensure that material disadvantage experienced at home did not impede successful engagement with educational experiences offered at Bishops` and to improve levels of parental engagement. Success measures for this would include high levels of PP involvement in the life of our school, whereby they would have the same level of access to uniform, equipment and educational visits and experiences as their non-PP peers. Strengthened home-school partnerships, effective communications and positive engagement by parents with their children's education, would also be a measure of success.

- Many of our PP students and parents were supported last year with the essentials in terms of learning equipment and school uniform. All Year 7 PP students were issued with school equipment / stationary upon entry to Bishops' and PP funding was used to support individual students in all years with uniform and equipment depending on referrals and individual need. Revision guides were also provided for all PP students for their GCSE subjects in Year 10 to enable a smooth transition and start to their GCSE subjects.

- To improve parental engagement, we utilised our admin team for communications about our different strategies as well as to increase attendance at Parents' Evenings. For example, our pro-active early intervention system - whereby PP parents were contacted ahead of the evening and invited to sign up - increased PP parents' participation at the Year 11 Parents' Evening by 11% ensuring that our gap was -11% instead of -22%. Engaging admin support to reach out to parents, prompting and encouraging them to engage with online and face-to-face parents' evenings, is a strategy that we will continue to use going forwards to try and reduce the gaps in parental engagement at these events.

- To further mitigate against disadvantages related to low income and home background, we continued to offer a daily free breakfast to our disadvantaged students, supporting them with their readiness for learning as well as their wellbeing, behaviour and attendance. We promoted this primarily through direct letters home to parents, articles in the *Headteacher's Newsletter* and messages to students through our online homework-setting tool *Satchel*. Our promotion of the facility was successful and engagement with *Breakfast Club* improved compared to last year. The percentage of PP students who accessed *Breakfast Club* at least once last year rose by 21% from 66% the previous year up to 87%. The percentage of students who accessed *Breakfast Club* regularly also rose significantly last year compared to usage in the previous year. It is pleasing to see that more of our PP students are accessing *Breakfast Club* and making the most of a facility that is aimed at improving their wellbeing and readiness to learn.

Challenge D: Transition and Post-16

- The intention of this part of the strategy was to ensure that low attitudinal cultural capital did not negatively impact on our students at key transition points and that their final destinations post-16 were successful (with NEET status avoided). Success measures for this would include the successful transition of our PP students at key transition points (Year 6 – 7, Year 9 Options, GCSE – Post-16) through wrap-around care, guidance and encouragement, the making of ambitious and considered choices for GCSE and post-16 study and rates of NEETs that are extremely low.

- To nurture and support the successful transition of our incoming Year 7 cohort to Bishops', we ran a highly successful and well-resourced *Summer Camp*. Our disadvantaged-first approach towards this event ensured a high percentage of our Year 7 PP cohort participated, and this enabled our Year 7 Pastoral leads to identify key students who might need extra support from September. A number of these students are now involved in our *Enrichment Club*, a weekly club that is led by the external agency *Passion for Learning* and which seeks to nurture vulnerable students, support their transition and build cultural capital, and increase aspiration and attendance. Last year, over half of the students involved in *Enrichment Club* were PP students and they were supported by a team of 6th Form students, some of whom were themselves once in receipt of PP funding. *Enrichment Club* was a very successful provision and students who participated clearly enjoyed it, especially the opportunities to work with older students and to enjoy cultural capital experiences, including a circus skills workshop and visits to Chester University and the Regatta distribution centre. One parent sent the following email into school about her son's experiences at *Enrichment Club*: "My son came home from *Enrichment Club* today with a goodie bag and 4 books he got to choose. He was so excited and happy to tell me about it. He comes home every week so excited about what they did (and what they ate!) and I wanted to pass on my heartfelt thanks to the team. They are doing an incredible job and he loves it there, and I'm happy he loves it."

- Our CEIAG programme provided ongoing targeted guidance and support for our disadvantaged students, particularly at key transition points, to enable and empower them to make well-informed decisions about their future destinations and secure appropriate pathways towards them. Year 9 students, for example, were supported through the Options process by Form Tutors taking a disadvantaged-first approach, as well as experiencing a university visit in the summer term and the public speaking course from *Speak and Win* on PD Day 3. Extra STEM-based trips were arranged for 15 PP students from Years 8 and 9 who we anticipate may have problems accessing the workplace in future, preparing them for their work experience in Year 10 and the work force beyond. PP students in Year 10 last year were targeted to receive quality work placements and some students also received transportation and teacher support for the first day. Form Tutors provided support throughout work experience by contacting students and employers, again with a disadvantaged-first lens. In Year 11, careers interviews took a disadvantaged-first approach with PP students receiving their interviews first and in a one-to-one (as opposed to the more usual group) format. PP students were also given extra appointments and support with post-16 applications for college placements and apprenticeships as and when this was needed to ensure their successful progression onto their chosen destinations. We had a positive uptake of PP students into our 6th Form - approximately 20% of the PP cohort - and additional support was extended to students after the summer to secure post-16 success and reduce the chances of students falling into NEET status.

- Our NEET data over time provides an indication of the success of our CEIAG programme at Bishops' and the support we provide for all students, including our PP students, both during and after their time with us. Data provided by our local authority Cheshire West and Cheshire (the annual activity survey) shows that 98% of our Year 11 cohort from 2021 / 22, 97% from 2022 / 23 and 98% from 2023 / 24 successfully transitioned into their post-16 destinations in education, employment or training. The % of Bishops' students who go on to become NEET is below average both locally and nationally (as per data collected and represented on the NEET and Participation LA Scorecard on Gov.UK) and this is testimony to the excellent CEIAG that we provide for all our students, but especially for our disadvantaged students.

Challenge E: Attendance and Behaviour

- The intention of this part of the strategy was to improve the attendance and behaviour of our PP students so that it was more in line with their non-PP peers. Success measures for this would be the implementation of systems and procedures that improved the average attendance of PP students towards the 90%+ mark whilst also reducing the % of persistent absence (PA) amongst our PP cohort. An improved behaviour profile of our PP cohort so that it was more comparable with that of their non-disadvantaged peers in terms of consequences, seclusions and fixed-term exclusions would also indicate success with our strategy, as would an increased culture of praise and reward across the school that resulted in our disadvantaged students feeling more motivated and engaged with learning and school generally.

- As the table below indicates, in recent years the rates of absence amongst our PP students have broadly reflected national averages. Our rates of persistent absence amongst PP students have remained stubbornly high but they are coming down slowly. On a behavioural level, whilst suspension rates amongst PP students have been climbing they have remained well below national averages.

	2018 / 19	2021 / 22	2022 / 23	2023 / 24
Absence	8.3% (National = 8.2%)	14.2% (National = 13.2%)	12.8% (National = 14.0%)	12.64%
Gap with Non-PP at Bishops'	-3.5%	-7.2%	-6.5%	-6.3%

Persistent Absence	49.6% (National = 24.7%)	48.9% (National = 43.6%)	48.6% (National = 43.8%)	43.3% (National 43.6%)
Gap with Non-PP at Bishops'	-19.8%	-29.1%	-31.5%	-28.96%
PEX	0 (National = 0.51%)	1.75% (National = 0.42%)	1.18% (National = 0.58%)	0.99% (National = 0.27%)
Gap with Non-PP at Bishops'	-0.55%	-1.62%	-1.18%	0.99%
Suspension	7.33% (National = 26.69%)	12.28% (National = 32.64%)	29.41% (National = 46.58%)	13.3% (National = 20.67%)
Gap with Non-PP at Bishops'	-20.04%	-6.45%	-20.82%	-8.6%

- The average attendance of PP students in 2023 - 24 was 87.35% which was lower than the average attendance of our non-PP students at 93.74% (gap of -6.39%). The percentage of PP students who were PA was 43.3% which was also higher than that of our non-PP students at 14.31% (a gap of -28.96%). However, the positive point to draw here is that the three-year trend is of an improving picture for the attendance of our PP students.

- Whilst our PP students remained over-represented in our behaviour statistics last year, there is also evidence that the strategies we have been implementing are having an impact as the suspension data for PP students was 29.41% in 2022/23 compared to national 46.58% (a gap of +17.17). In 2023 -24, this gap reduced even further to 13.3%. Clearly, as with most schools both locally and nationally, we must continue to use our PP funding creatively in the future to find impactful solutions to PP / non-PP gaps in both attendance and behaviour, especially in relation to PP students who also have SEND needs.

- To address these challenges last year, we conducted a whole school review of the behaviour system and updated our behaviour policy so that it reflects a more trauma-informed approach. This focuses on relational practice as a universal approach for all students, an approach that has been supported across the school with whole-staff CPD to develop staff understanding and practice.

- We have also continued to use PP funding to support our Pastoral Team in its implementation of a Disadvantaged-First approach to tracking and monitoring the attendance of our PP students and application of early interventions whenever attendance fell below acceptable target levels and towards PA. This involved our full-time Attendance Officer working closely with our hardest to reach PP families to support positive levels of attendance. She also worked closely with Pastoral Support Officers (PSOs) for each Year group who in turn worked closely with Form Tutors in pro-actively engaging parents and families whenever the attendance of PP students dipped. Additional time was also provided last year within our Form Time programme to enable tutors to monitor attendance and behaviour and have pastoral conversations, with a focus on PP students. Year Leads, PSOs and Form Tutors therefore provided the additional wrap-around pastoral support required by our PP students - and also other vulnerable students, including our SEND, LAC and PLAC students - to encourage not only good attendance but also a positive approach to learning and behaviour in school. This support utilised wider resources such as the Prayer Space, our School Chaplain and the Sanctuary and, for our most vulnerable students, it incorporated reasonable adjustments and support systems such as Time Out or Sanctuary passes.

- Good attendance was also encouraged by our use of the Breakfast Club and also the hardship fund for families needing financial support with transport costs. Students who demonstrated improving attendance were encouraged and incentivised through being rewarded and celebrated (e.g. during Year Lead praise assemblies). Proactive measures were also taken across the school to generate an enhanced culture of reward and celebration for all, a strategic priority that we believe disproportionately benefits our PP students. By tracking their involvement in school life, we were able to target PP students and their parents to encourage greater levels of participation and then provide praise and celebration for this at events such as our annual Celebration Evening (where 14% of our PP cohort received awards). Encouraging and rewarding PP students for their participation and achievement at Bishops' remains an ongoing concern but our tracking data indicates that the representation of PP students in the life of our school - in terms of extra-curricular clubs, trips, cultural capital experiences, student leadership, and celebration and reward experiences - is not too far out of step with that of their more affluent peers.

Challenge F: Gaps in Academic Progress

- Our goal is that the activities outlined in our PP strategy, coupled with our commitment to timely learning interventions and our focus as a school on high-quality teaching and staff professional development, will all impact positively upon the progress and attainment of our PP students and ultimately result in a narrowing of gaps between them and their non-PP peers in their external examination courses.

- A summary of our progress and achievement outcomes over the last 4 years of comparable data can be tabulated as follows:

Progress 8		2018 / 19	2021 / 22	2022 / 23	2023 / 24
Bishops' PP v National	Progress 8 Bishops' PP	-0.19	-0.52	-0.11	-0.40 (DfE Provisional)
	Progress 8 National PP	-0.45	-0.55	-0.57	-0.57
	Gap	+0.26	+0.03	+0.46	+0.17
	Progress 8 Bishops' PP	-0.19	-0.52	-0.11	-0.40
	Progress 8 National non-PP	+0.13	+0.15	+0.17	+0.16
	Gap	-0.32	-0.67	-0.28	-0.56
Bishops' PP v Bishops' non-PP	Progress 8 Bishops' PP	-0.19	-0.52	-0.11	-0.40
	Progress 8 Bishops' non-PP	-0.02	+0.12	+0.53	0.38
	Gap	-0.17	-0.64	-0.64	-0.78

Attainment 8		2018 / 19	2021 / 22	2022 / 23	2023 / 24
Bishops' PP v National	Attainment 8 Bishops' PP	41.57	38.47	44.87	41.97
	Attainment 8 National PP	36.68	37.61	34.99	34.55
	Gap	+4.89	+0.86	+9.88	+7.42
	Attainment 8 Bishops' PP	41.57	38.47	44.87	41.97
	Attainment 8 National non-PP	50.30	52.76	50.30	50.00
	Gap	-8.73	-14.29	-5.43	-8.03
Bishops' PP v Bishops' non-PP	Attainment 8 Bishops' PP	41.57	38.47	44.87	41.97
	Attainment 8 Bishops' non-PP	50.97	52.80	53.24	50.17
	Gap	-9.4	-14.33	-8.37	-8.20

5+ Including E + M		2018 / 19	2021 / 22	2022 / 23	2023 / 24
Bishops' PP v National	5+ Including E + M Bishops' PP	37%	21%	28%	37%
	5+ Including E + M National PP	25%	30%	25%	26%
	Gap	+12%	-9%	+3%	+11%
	5+ Including E + M Bishops' PP	37%	21%	28%	37%
	5+ Including E + M National non-PP	50%	57%	52%	53%
	Gap	-13%	-36%	-24%	-16%
Bishops' PP v Bishops' non PP	5+ Including E + M Bishops' PP	37%	21%	28%	37%
	5+ Including E + M Bishops' non-PP	48%	55%	52%	48%
	Gap	-11%	-34%	-24%	-11%

4+ Including E + M		2018 / 19	2021 / 22	2022 / 23	2023 / 24
Bishops' PP v National	4+ Including E + M Bishops' PP	57%	44%	59%	54%
	4+ Including E + M National PP	45%	48%	43%	43%
	Gap	+12%	-4%	+16%	+11%
	4+ Including E + M Bishops' PP	57%	44%	59%	54%
	4+ Including E + M National non-PP	72%	76%	73%	73%
	Gap	-15%	-32%	-14%	-19%
Bishops' PP v Bishops' non PP	4+ Including E + M Bishops' PP	57%	44%	59%	54%
	4+ Including E + M Bishops' non-PP	72%	80%	81%	76%
	Gap	-15%	-36%	-22%	-22%

- 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. In the last academic year, the Progress 8 gap between PP and non-PP students nationally was -0.73 with the Attainment 8 gap being -15.45 . 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.

- Our Year 11 students from the latest summer series were significantly impacted by COVID-19, experiencing lengthy periods of lockdown when they were in both Year 7 and Year 8. Overall, it is the case both nationally and at Bishops' that the performance of PP students compared to their more advantaged peers has not yet bounced back to pre-COVID levels. Having said that, the 'green shoots' that were evident in last year's cohort can be seen again in our students' performance in the latest summer exam series and there is evidence that the strategies we have been implementing to mitigate against under-performance are continuing to have impact.

- Overall, our progress and attainment figures from the 2023 – 2024 examination series compare favourably when compared to our results from last year, the wider national picture and to similar schools in our local area.

- The Progress 8 score for our PP students in the last academic year was -0.40 (DFE provisional) and our Progress 8 gap was -0.78 when compared to our non-PP students but -0.56 when compared to national non-PP and furthermore, $+0.17$ when compared to national PP students. This data shows the continuing impact of our work to close the gap and improve outcomes, destinations and life chances for this group. Our Bishops' P8 gap has fundamentally remained quite stable across the last 3 years and the strategies in place seek to continue to close this gap. Both the P8 and Attainment 8 scores of our PP students are consistently higher than PP national, and our in-school Attainment 8 gap (this year, -8.20) has been reducing in the last three years and we are now better than pre-pandemic levels. Our Attainment 8 gap is also significantly below almost all other schools in our local area which have gaps ranging from -13.1 up to -21.9 . In a number of subject areas at Bishops', both this year and in previous years, our PP students have outperformed their non-disadvantaged counterparts to a degree that is higher than PP students in other schools nationally and locally (for example, Chemistry, Combined Science, D&T, French, H&SC, Music, Physics, Psychology).

- In terms of the percentage of students achieving a GCSE grade 5 or above in **both** English and Maths, PP students at Bishops' outperformed PP students nationally and also those who attended similar schools in our local area. Our in-school gap of -11% this year is a significant improvement on last year

(when it was -24%) and well below our local authority average (-31%). 37% of our disadvantaged students attained this measure (nationally 26%), with a 9% improvement from last year at Bishops' (28%), showing that our interventions for PP students in the core subjects, particularly those aimed at pushing our students into the GCSE 5 zone, have had a really positive impact. Few schools in our local authority emerged from the summer exam series with a smaller gap than us for this measure and similar schools in our immediate area had gaps ranging from -19% to -51%.

- 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 in-school gap of -22% (last year also -22%) being well below the local authority average (-35%). 54% of our PP students attained this measure (nationally 43%). Again, few schools in our local authority performed better on this measure with similar local schools having gaps ranging from -15% to -50%.

- When it comes to the percentage of our PP students entered for the English Baccalaureate, as a school we are not yet in line with the local authority average of 29% (our percentage of entries is 11%). Whilst other schools have a higher overall percentage of students entered for EBacc, the local authority average strong pass rate (5+) is 5% whereas ours is 6%. This year, our in-school gap for this measure stands at -12% for a standard pass and -8% for a strong pass. Other schools in our immediate areas have gaps here ranging from -10% to -22%.

- On a more forensic level of analysis, we can see a number of patterns and trends within the results of our PP cohort that we need to be mindful of as we move forwards with our current Year 10 and 11 cohorts. Variation in performance between departments is one key area of focus but we also need to focus at a whole-school level on our PP boys; on students who are PP and SEN; and on the overlap between PP and students who are High Ability+ and Middle Ability+. We need to ensure that our whole-school focus on 'teaching to the top' and of heightened expectations for all is underpinned by data-literate classroom teachers who really know their students so that they can be adaptive in their teaching. We also need our Senior Leaders, Middle Leaders and Pastoral Leaders to support this process through effective QA, challenge and support, and the implementation of timely and effective interventions at a departmental and whole-school level across all key stages.

- Against the background of the progress and attainment data outlined here, we need to remember that there were many success stories amongst our outgoing Year 11 cohort of PP students and that success is not measured purely in terms of final academic outcomes. Many of the students in this cohort were dealing with significant challenges and obstacles, including family instability (domestic abuse, substance abuse, relatives in prison, bereavement), mental health issues and, in the case of our Ukrainian students, the extreme challenge of joining our community from a country impacted by war. All of these students received the pastoral, academic and material support that they needed to attend school regularly, engage with their learning, develop

personally, academically and spiritually, and ultimately progress onto their desired post-16 destinations (including approximately 20% of the cohort staying on at Bishops' to pursue A-Level courses). We are currently continuing to support these students and their families through offering ongoing support and guidance to ensure that their transition onto their post-16 courses remains sustained and successful.

- Our very well-established 'Disadvantaged First' culture at Bishops' has been key to lessening the gaps in performance between our PP and non-PP students, and this was recognised by a QA visit in the autumn term from leaders of Queens Park High School. Quality First Teaching has been at the heart of this approach, with regular reminders of our 'Disadvantaged First' approach being shared with staff through CPD (e.g. the importance of relational practice, literacy, parent partnerships and cultural capital) as well as visual reminders (such as our Disadvantaged First Bookmarks and daily 'pop-ups' which prompt staff about teaching and learning techniques). The key strands of our whole-school teaching and learning strategy - which is currently focused on retrieval, reading and scaffolding - all have particular resonance for supporting PP learners because they directly address key learning challenges (e.g. cognitive overload in lessons) that result from lower overall levels of literacy and cultural capital. Our extensive work on classroom routines - with a focus on Meet and Greet, 'Do Now' starter tasks, Exit Routines, Cold Calling and Transitions - has also disproportionately benefited our PP students by creating rapport, supporting cognitive load, and ensuring higher levels of student accountability with learning. Our continued use of 'Know Your Class' sheets and Satchel seating plans - with a specific PP emphasis within our 'Take 5' strategy - have continued to support teachers and middle leaders in their data literacy and their adaptive teaching for underperforming PP students.

- In addition to our focus on high-level teaching and learning, last year we planned and implemented a range of learning interventions to provide targeted academic support for our PP students. One successful intervention was our introduction of a coaching and mentoring programme primarily for underachieving Year 10 and 11 PP boys (although also involving a smaller cohort of PP girls). This intervention utilised the services of a coach from KICK, an external Christian coaching agency, to provide one-to-one mentoring, guidance and encouragement to improve our students' self-esteem, attendance and academic outcomes. Of the targeted PP students in Year 11 that received regular mentoring support from our KICK coach, the majority improved their attendance (with many maintaining an average attendance of 90%+) and also improved their performance with internal assessments across the year. All the students engaged extremely well with the support and reported that they found it beneficial and of the 15 targeted Year 11 students, 67% (10 students, 5 boys and 5 girls) ultimately achieved grades 4+ in both English and Maths and 33% (5 students, 2 boys and 3 girls) went beyond this and achieved grades 5+ in English and Maths. Student voice surveys indicated that participating students in the KICK mentoring programme found it extremely useful, with 100% of students surveyed affirming that: they valued the mentoring; they found the KICK coach to be encouraging and motivating; and that they felt it impacted positively on their effort levels and achievement. Some of our PP students who have progressed into our 6th Form have requested

that the mentoring continue. One student said that the KICK Coach *“helps me feel better about school and encourages me to work hard in lessons”* and another said, *“he is supportive and makes me feel confident about my achievements.”* Our intention is to expand our KICK mentoring programme next year to support students lower down in the school, particularly with boys who will benefit from one-to-one support from a strong male role model.

- Other successful interventions last year included our Easter School for Year 11, with many department areas running interventions for targeted PP students during the school holiday, and our school-led tutoring programme, which primarily involved our Core Heads of Department implementing interventions before school and during Form Time. Interventions such as these enabled more of our PP students to achieve their target grades and progress onto their desired post-16 pathways both at Bishops’ and elsewhere. In addition, 100% of our PP students engaged in our programme of structured study, participating in ‘walking talking mocks’ and streamlined revision throughout the external examination season. This approach to structured revision has been a deliberate strategy aimed at keeping our PP students in school, experiencing purposeful and structured revision opportunities with their teachers, right up to the start of their exams.

- Finally, research and evidence into schools that successfully narrow the gap and significantly improve the outcomes of PP indicate 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 **all** aspects of life - not just exams. In light of this, we view our personal development programme – known at Bishops’ as the LIFE Programme – as a key strand of our PP strategy. This programme is designed to prepare all of our students for ‘life in all of its fullness’ but it has particular benefits for our PP students. Form Time PD and Collective Worship focuses on character and spiritual development, supporting our PP students in their holistic growth, and PD Days and L4L lessons are well-resourced, rich and varied. There are ample opportunities for students to adopt leadership roles and many of our students, including our PP students, are making a meaningful difference both within our own community and beyond as courageous advocates of change. There have been numerous opportunities for our students to grow in cultural capital across the year and get involved in school life and all of our PP students have benefited from our extra-curricular Enrichment Programme. Bespoke programmes have been implemented to provide nurture, resilience training, mental health support and support for behavioural issues, and all of these disproportionately benefit our PP cohort. Student consultation has enabled us to review our approach towards rewards and celebrations and we are now building a more positive, praise-focused school culture which we believe will incentivise our PP students more and provide them with the hope and aspiration they need to flourish both at Bishops’ and beyond.

