



**BISHOP STOPFORD'S PUPIL PREMIUM
REVIEW STATEMENT 2015-16**

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Schools are held accountable for the spending of these monies and performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium. This document details the proposed spend of the Pupil Premium 2016-17 and a review of the impact of grant spending for academic year 2015-16 is available in Appendix A.

The **Pupil Premium** provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002¹ or who have left care under a Special Guardianship or Residence Order (£1,900)
- for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

Historical funding of Pupil Premium

Our Pupil Premium grant for the 2016/17 Financial Year is £240,295, which is 0.056% of our total budget.

Financial year	Number of students	Amount of Pupil Premium funding	Summer School
2013-14	258	£232,175	
2014-15	276	£272,115	
2015-16	289 + 2 LAC	£274,015	£31,000
2016-17	257	£240,295	

Vision

At Bishop Stopford's we have very high expectations and aspirations for all of our students irrespective of their economic background, a data driven approach helps to avoid gaps between PP and non PP students. As a school, we endeavour to close achievement gaps between PP and non PP students through our daily academic teaching and learning. Our regular cycle of assessments helps to identify any underachievement and put in place targeted interventions along with opportunities to enrich the curriculum.

We are committed to providing effective resources and ensuring vital support is in place for all of our students and that there is equality of opportunity for every student to achieve their full academic potential and experience the range of enrichment activities and intervention strategies available.

Funding breakdown for 2016-2017 Financial Year (based on eligible pupils in 2015-2016)

Percentage of FSM pupils	Total	Funding (plus Yr. 7 catch up)
Number of FSM pupils eligible for the Pupil Premium	257	£240,295
Number of looked after pupils eligible for the Pupil Premium		
Number of service children eligible for the Pupil Premium		
Total	257	£240,295

In the academic year 2016-17, 27% of our students are currently eligible for the school to receive Pupil Premium funding.

Pupils on roll that are currently showing as eligible for funding by year group

YEAR GROUP	PUPIL PREMIUM	NON-PREMIUM	TOTAL	PERCENTAGE PP
7	43	87	130	33.07
8	34	53	87	39.08
9	36	76	112	32.14
10	38	110	148	25.67
11	35	115	150	23.33
12-13	13	88	101	12.87
TOTAL	199	529	728	27.34

Planned Expenditure 2016-17

Pupil Premium income £240,295	
Category	Budget allocation (£)
Teaching salary	199,223
Booster classes	8,500
Learning mentors	15,000
HLTA	33,000
Inclusion officer (salary)	9,792
Additional educational needs	700
Student Resources	4,000
Rewards	1,800
Careers guidance	3,300
Breakfast Club	300
After School Club	20
Free School Meals Music Tuition contribution	1,062
Total	276,697
Overspend	36,402

We have developed the use of the funding alongside main school funding to close attainment gaps. Funding is targeted and focused to ensure that our disadvantaged students improve their academic outcomes and that their achievement is in line with National standards and with those of all students within the school. Based on research from the Sutton Trust Report we have directed the funds towards the most effective interventions. We have strategically identified the needs of individual students (their preferences and barriers to learning), evidenced by the increased provision this year.

Supporting Family & Child	
Activity Detail	Impact
<p>Key Stage 3 Intervention</p> <p>The majority of expenditure over the course of year has been on extra support and tuition to support students on pupil premium in ensuring</p>	<p>An improvement in the reading age of students by an average of 2 years from their starting point.</p> <p>We have seen an Improvement in achievement after early detection. The Ruth Miskin</p>

<p>they make the same progress as non-PP students.</p> <p>The success lounge was created seeing sixth form students organising and running booster classes KS3 in the core subjects.</p> <p>Breakfast Clubs</p> <p>Extensive use of HLTA to boost literacy levels.</p> <p>Ensured all students were fully equipped for learning, with stationary packs developed for each learner.</p> <p>Firstly</p>	<p>programme operated by the HLTA's has seen improvement in the literacy of students.</p> <p>Breakfast and break clubs have seen improved social interaction between students and a drop in the fixed term exclusions from 11% to 4%</p>
<p>Key Stage 4</p> <p>Intervention As with Key Stage 3 the majority of expenditure was used to provide group and individual tuition, across the wider and more rigorous subject disciplines of KS4. Breakfast club, early morning maths classes, ensured a weekly provision, to support each PP student in making progress towards GCSE success.</p> <p>The investment in a MFL consultant to improve and bolster and previous failing department along with smaller classes in Maths and science.</p> <p>University trips for both Year 10 and 11.</p>	<p>Period 5 booster lessons for English maths and science, Saturday and Easter revision classes.</p> <p>Year 11 2016 results show PP students are on par or ahead of their peers and their progress exceeded that of non-pp students in;</p> <ul style="list-style-type: none"> • French • Geography • Music • GCSE ICT • Graphics4 • ICT camb national • Resistant Mats • Sport AWARD • Textiles <p>The PP students in maths came very close to matching their counterparts with only a 0.11 differential in their progress.</p> <p>In Year 10 The creation of a sixth period I science has seen 86% of students gain a C or above in core science this summer.</p>
<p>Study Support Materials</p> <p>Each department was invited to bid for additional support materials to stretch and challenge each student. The materials support core and wider research reading.</p>	<p>Funding for materials has played an integral part in ensuring basic needs for students, from books to subject specific materials. Our mission has been to ensure that students' financial circumstances have no impact on their ability succeed as well as their peers.</p>

	GCSE revision books were provided at KS4 and text books provided at KS5 for all Pupil Premium students
<p>Off Spec Learning</p> <p>Cultural Capital experiences have been developed to extend the wider curriculum for each student. The experiences this year have ranged from University Visits for KS4 to London Tours for SEND students and both support the school's curriculum offer and progression aspirations.</p>	<p>The progress and future career success of students is also determined by their wider experiences as this integral to demonstrate wider or additional knowledge to the school curriculum. Students are encouraged to join enrichment activities during lunch time and after school.</p>
<p>Music tuition</p> <p>Has been provided, with each student choosing their instrument. This year this ranges from piano to the drums</p>	<p>Investment in extra music lessons for KS4 students has seen attainment in music A*-C rise from 0% to 88%</p> <p>27 students have received support in taking up or continuing musical tuition. This has allowed PP students to continue to develop an interest in music without being constrained for financial reason</p>
<p>Access HE (University Trips)</p> <p>Year 10 and 11 students took part in a university visit to both our link and wider universities. The students explored the application process, learning expectations and the realities of living away from home.</p>	<p>The aspiration Bishop Stopford's student is to reach university and for PP students this is a necessity in breaking cycles of deprivation/poverty in families. As such funding was used to ensure that PP students have the same access to university visits</p>

APPENDIX 1

Impact analysis

The schools strategies to improve attainment and progress has had a positive impact on the overall figures, with P8 at 0.17 significantly above the national average and a 0.04 improvement on last year. The gap between Pupil Premium and non-Pupil Premium is 23% below the national average of 27%.

	PP	Non PP	GAP	NAT
Basics (eng and maths only)	42%	65%	-23%	27%
P8	-0.1	0.24	-0.3	
A8	4.28	5.03	-0.8	
Ebacc	6%	25%	-19%	

In some key subject areas we have seen a marked improvement in the progress of our disadvantaged students. A fair proportion of the funding was put into directly supporting teaching. At Bishop Stopford's we feel the best outcomes come from sustained outstanding teaching. Direct support is given to these areas in the form of periods 6, Saturday classes, Easter revision and revision guides.

Results 2016	PP	NON PP	GAP
French	0.74	-0.38	1.12
Geography	-0.54	-0.74	0.20
Music	1.61	0.32	1.29
GCSE ICT	0.00	-1.13	1.13
Graphics4	0.86	0.29	0.57
ICT camb national	-0.51	-0.77	0.26
Resistant Mats	2.31	0.2	2.11
Sport AWARD	1.07	0.51	0.56
Textiles	0.59	0.14	0.45

The subjects in the table have seen tremendous results with Pupil premium students out performing our non-pupil premium students. There is still a number of subjects that we will continue to focus on which include the core subjects including RE.

Attainment for Pupil Premium Students

The gap between the attainment of Pupil Premium and non-Pupil Premium students has shown a decrease in all key indicators with the exception of attainment in English, over the three year period and demonstrate that the schools strategies to narrow the gap have seen continued success. Raising attainment in English and narrowing the gap for English remain a priority for the school this year.

	% Ebacc			
	2013	2014	2015	Nat 2015
Overall	16	33	10	24
Boy		30	6	19
Girl		37	16	29
Pupil Premium	12	27	11	11
Non Pupil Premium	19	37	10	28
Gap		-10	-1	17

Pupil Attainment and Progress in English and Mathematics

The gap in attainment and progress between Pupil Premium and non-Pupil Premium students in English and maths has increased slightly but remains significantly narrower than national averages.

		English A* - C				English Expected Progress				Maths A* - C				Maths - Expected Progress			
		'14	'15	16	Nat '15	'14	'15	16	Nat '15	'14	'15	16	Nat '15	'14	'15	16	Nat '15
Overall	168	86	55	67	67	86	59		71	77	63	67	67	74	62		66.9
Male	99	84	47	57	61	84				78	65	63	67	72	74		
Female	69	89	67	76	74	89				76	61	72	68	77	83		
Pupil Premium	57	81	49	51	51	85	52		58.6	67	58	54	49	70	63		49.6
Non Pupil Premium	111	89	59	71	74	87	63		75.8	82	66	71	74	76	61		73.4
Gap		-8	-10	-20	-23	-2	-11		-17.2	-15	-8	-17	-25	-6	+2		-23.8

APPENDIX 2

2016-17 Plan

All costs in the table below are in £000s. Note we plan to overspend the amount allocated by the government.

The total budget as shown below is £344.5k.

1. Core provision within and across the school timetable	
1.1) Learning in the curriculum	
Strategy	Total Budget £109.0
I. Options – study plus (English & maths)	11.0
II. Smaller classes	76.0
III. Support teachers / team-teaching	22.0
IV. IAG ‘U explore’	
1.2) Social, emotional and behavioural aspects of learning	
Strategy	Total Budget £75.0
I. Year 6-7 transition summer programme	3.5
II. Mentoring	15.0
III. Behaviour For Learning Centre	
IV. Nurture group at KS3	16.0
V. Breakfast club at KS3	
VI. Homework club at KS3	
VII. Behaviour support in student support centre	16.0
VIII. Behaviour management strategy at KS3 (BSS SLA (LBE))	24.5
1.3) Alternative learning pathways	
Strategy	Total Budget £42.0
I. Education off site	
II. Additional GCSE subject/choices and additional tutorials in English & Maths	40.0
III. High quality Information and Guidance for all PP students for transition year 9-10 & 11-12	2.0
2. Enrichment provision: outside and beyond the school timetable	

