

# Pupil Premium Strategy Statement: Bishop Stopford's School



1. Summary information					
School	Bishop Stopford's School				
Academic Year	2018/19	Total PP budget given 1.4.2017 for academic year 2017/18	£241,997.50	Date of most recent PP Review	April 2018
Total number of pupils	778	Number of eligible PP pupils this represents 2017-18 2018-19	263 234	Date for next internal review of this strategy	September 2018

2. Current attainment		
	Pupils eligible for PP (at Bishop Stopford's)	Pupils not eligible for PP (at Bishop Stopford's)
Progress 8	-0.19	+0.11

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Lower than expected literacy and numeracy levels amongst pupil premium students in Year 7
B.	The attendance and participation of PP Students to intervention groups, extra-curricular activities and educational visits
C.	Staff skill in supporting students with pupil premium
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	The absence rates for both Pupil Premium and LAC students
E.	Changing specification and assessment criteria for all students with increased focus on literacy and numeracy

<b>F.</b>	Lack of access to educational resources such as the internet, books and study equipment
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#### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Students eligible for PP in Year 7 to make at least expected progress in English and Maths, including students from all prior ability groups	90% of Students eligible for PP in Year 7 to make expected progress to meet their end of year predictions.
<b>B.</b>	To diminish the difference in achievement outcomes at GCSE in English and Maths for students eligible for PP compared to non PP.	Students eligible for PP in Year 11 to achieve Maths and English GCSEs in line with non PP students
<b>C.</b>	To diminish the overall difference in progress 8 and attainment 8 between PP and non PP students.	Positive progress gap score for all year groups, with particular focus on Year 11. Increase in overall A8 score for PP students
<b>D.</b>	Improved attendance rate of LAC and Pupil Premium students	Absent rate to be in line with the overall national rate of 5.2%
<b>E.</b>	Enhanced student engagement including involvement in extra-curricular activities and learning opportunities outside of the classroom.	The percentage of PP students with behaviour incidents/fixed term exclusions continues to fall and is in line with students who are non PP. PP attendance to extra-curricular activities, intervention sessions and learning opportunities increases

#### 5. Planned expenditure

<b>Academic year</b>	<b>2018/19</b>
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Learning in the curriculum

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Students eligible for PP in Year 7 to make at least expected progress in English Maths	Develop high quality literacy and numeracy provision, part funding the employment of AHT in English and maths.  Accelerated reading programme will be purchased and employed	In Year 7, 59 students were below the threshold for reading and/or maths. 22 of these students are pupil premium  Of the 45 students identified as pupil premium in Year 7, half achieved below the expected standard for	<ul style="list-style-type: none"> <li>Regular monitoring of PP achievement data to include whole school and intervention strategy data</li> <li>Staff training in the use of the accelerated reader programme</li> </ul>	HoDs English and Maths	After every data drop – each half term

	<p>NGRT screening, CATS testing, TALC 2 testing and Data-Pac materials used for early identification of PP students with barriers to learning</p> <p>Targeted intervention through Ruth Miskin and Numeracy Catch-up programmes for all PP students identified as below expectation/SEND</p>	<p>reading and/or maths. 19 students were below in reading, 12 in maths with 1/5 of Year 7 pupil premium students below in both.</p> <p>Higher literacy and numeracy content of new specifications means there is an increased need to bridge the gap and ensure high achievement of all</p> <p>Research shows that early intervention to reduce the literacy and numeracy gap has a significant impact on overall achievement in future years. For PP students who do not have such readily available access to literary materials, in school resources and support are crucial.</p>	<ul style="list-style-type: none"> <li>• Quality assurance of literacy and numeracy programmes and their implementation across the curriculum</li> <li>• Quality assurance of SEND literacy and numeracy programmes to support these students.</li> <li>• Set up of Accelerated Reader and impact monitored.</li> </ul>		
Total budgeted cost					£22,000

<p>B. To diminish the differences in achievement outcomes at GCSE in English and Maths for students eligible for PP</p>	<p>Specialised tutor to work in the LSU delivering small group interventions to identified underachieving PP students</p> <p>Small group, targeted sessions for identified PP students within English and maths who are underachieving</p> <p>KS4 revision material available without cost.</p> <p>TA deployed to specific classrooms to ensure specific support to underachieving PP students</p> <p>Maintain staffing levels to facilitate smaller classes in core subjects</p> <p>Ongoing targeted intervention literacy and numeracy intervention for PP students identified as SEND</p>	<p>Students from low income households are less likely to receive private tuition, with a figure of 18% compared to 35% in high income households (Sutton Trust)</p> <p>KS2 data on entry for Year 8 show reading ages are low especially with boys.</p> <p>There are 65 students in Year 8 who did not meet the expected threshold for reading and maths in KS2, this compares to 24 on entry in 2015.</p> <p>Direct funding ensures that PP students do not face barriers to their learning due to financial restrictions.</p>	<ul style="list-style-type: none"> <li>• Smaller groups timetabled in KS3</li> <li>• Introduction of a sixth period and targeted small group intervention morning sessions in KS4</li> <li>• Head of Year and Head of Department RAP meetings to take place following each data drop in order to ensure that PP students remain a focus and strategies can be amended as needed.</li> <li>• Regular monitoring and review at assessment points and data drops.</li> <li>• Quality assurance of teaching and learning within core departments</li> <li>• Use of in year assessment data to monitor progress</li> <li>• Impact analysis for all PP students taking part in intervention programmes</li> <li>• Provision of laptops for students who have no access at home and for use in the Study Room and library.</li> </ul>	<p>HoDs English and Maths</p>	<p>After every data drop – each half term</p>
Total budgeted cost					£49,000

<p>C. To diminish the difference in terms of Progress 8 and Attainment 8 between PP and non PP students.</p>	<p>Launch of new marking strategy to ensure high quality feedback that facilitates progress</p> <p>Whole school CPD focusing on understanding data and how to use this to raise the achievement of all PP students, including those of lower, middle and higher ability</p> <p>Stretch and challenge materials to be purchased and utilised to target high ability PP students</p> <p>Establishment of whole school homework club after school with library and computer access, targeted attendance of PP students</p> <p>Continuation of lunch time homework club within the IT faculty to allow access to computer/online educational resources</p> <p>Opening of library at lunch times</p> <p>RAP meetings to take place for Heads of Year in order to look at key groups and year group strategies.</p> <p>Provision of revision materials at no cost</p> <p>Enhance access to cultural enrichment subjects such as Music, Drama, high quality literature</p>	<p>Research shows that quality feedback can add as much as 8 months progress to learners, at minimal cost</p> <p>Targeting of strategy should be based on disadvantage not prior attainment. It is important to target all pupil premium students who are falling behind whatever their prior ability</p> <p>Studies by the Education Endowment Foundation show that students from low income households are significantly less likely to have support with homework tasks</p> <p>Access to educational resources will facilitate the learning of those students who do not have such resources at home</p> <p>The progress 8 gap for students in Year 11 (exam cohort 2016-17) was - 0.49.</p> <p>In school data shows that whilst students in Year 7 and 8 have a positive progress gap for English and maths, in later years the gap is negative.</p> <p>The pupil premium progress gap is notably highest in subjects that require greater access to educational resources such as computers, musical instruments, the theatre and high quality literature</p>	<ul style="list-style-type: none"> <li>• Progress monitored in line management and half termly RAP meetings, with strategic action planning (AHT and DHT)</li> <li>• More robust analysis of PP data based on prior attainment, subject areas, progress buckets (AHT and DHT)</li> <li>• Robust quality assurance of teaching and feedback throughout the school year (DHT and AHT Teaching and Learning)</li> <li>• Monitoring of homework club and library attendance for PP students (Heads of Year)</li> <li>• Development of the Success Lounge in order to support underachieving PP students (Heads of Year).</li> <li>• Identification of PP students who are Gifted and Talented and ensure that they are a focus group for interventions by Heads of Year in liaison with departments (Heads of Year).</li> <li>• Whole school homework club set up in the library with PP students to have targeted attendance (Heads of Year).</li> <li>• Year 10 and Year 12 students to have groups leading on the Brilliant Club to support higher achieving students (Heads of Year 10 and 12).</li> </ul>	<p>Deputy Headteacher Achievement and Assistant Headteacher Student Outcomes</p>	<p>After every data drop – each half term</p>
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	<p>Free Music tuition lessons</p> <p>Exam access assessments completed for all PP students who are identified as SEND</p> <p>Provision review and funding adjustment following all data drops to ensure robust provision for all PP students in all year groups</p>		<ul style="list-style-type: none"> <li>Year 11, 12 and 13 students to take part in Exam Magic (Heads of Years 11, 12 and 13) – AHT Student Outcomes</li> <li>Morning breakfast club to be set up targeting PP students in order to improve their attendance (Heads of Year).</li> <li>Departments to provide required resources to students who are PP and have funded revision materials (Heads of Department).</li> <li>Students who are PP to have free funded Music lessons (Head of Music).</li> </ul>		
				Total budgeted cost	£40,000
D. Improved attendance rates of LAC students	<p>Intervention strategies implemented from provision map to support LAC students based on identified reason for poor attendance</p> <p>Whole school CPD on the social and emotional issues faced by LAC students</p> <p>Year 6 – 7/in school admissions - targeted transition work via learning mentor and EAL provision</p> <p>Development of buddying system</p> <p>Breakfast club</p>	<p>DFE study in 2011 highlighted the range of factors that contributed to low attendance rates amongst LAC students, ranging from underlying social and personal issues, low self-esteem and economic circumstances to stability issues and attitudes to education in the home environment prior to care</p> <p>Research indicates that few teachers have received specific training on meeting the needs of LAC students</p> <p>Research also shows that transition from Primary to Secondary school is particularly challenging for Looked After Children who require greater consistency and stability</p>	<ul style="list-style-type: none"> <li>Early identification of LAC students whose attendance begins to fall below 96% (Heads of Year).</li> <li>Early identification of underlying factors causing absence from school and individual attendance plans written by Heads of Year.</li> <li>Year 6-7 transition programme written and monitored for impact (Head of Year 7).</li> <li>Analysis of impact via weekly monitoring of attendance</li> </ul>	HoY/LAC co-ordinator	After every data drop – each half term

	<p>Targeted intervention and support through PEP meetings</p> <p>TA support within the EAL provision and expansion of staffing to facilitate support students with learning and personal development</p> <p>Aspiration walls for all year groups and development of school alumni</p> <p>Targeted one to one career's advice for LAC students.</p>	<p>Absence rates in 2016-17 were significantly higher for LAC students than they were in the previous year, with percentages of 7.3% compared to 4.6%</p> <p>The number of LAC students on roll has risen from 5 students in 2015-16 to 19 students in 2016-17</p>	<p>rates amongst LAC students (LAC co-coordinator).</p>		
<b>Total budgeted cost</b>					£40,000
<b>ii. Social, emotional and behavioural aspects of learning</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
E. Enhanced student engagement of PP students including involvement in extra-curricular activities and learning opportunities outside of the classroom.	Robust careers programme to raise aspirations with targeted one to one career's advice for PP students	Students from low income families report a below average interest in further education and fewer are able to afford university places in comparison to their more wealthy counterparts. Awareness of opportunities to pursue high level careers has been shown to enhance their chances of success in school	<p>Career's programme written to include provision for those students where income is a barrier to further education choices</p> <p>One to one careers advice for all disadvantaged students including PP and LAC</p>	CIAG Coordinator	After every data drop – each half term
	Relative inclusion of PP students on school council to ensure high level of involvement in whole school development	<p>Student voice is an empowering tool for students with PP and enables them to contribute to whole school development.</p> <p>This increases their engagement and buy in</p>	<p>Analysis of student council reps to ensure representation of all interest groups including LAC and PP</p> <p>Implementation of extra-curricular prefects to oversee and lead on student</p>	DHT/AHT Student Welfare	After every data drop – each half term

	Increased use of student voice to determine extra-curricular provision that links directly to student need	Student involvement in the selection of extra-curricular activities will ensure increased student buy in  Mapping extra-curricular provision to identified need will ensure that it supports learning and progress more effectively	voice in this area (AHT Extra-curricular learning)  Employment of 6 <sup>th</sup> form mentors to supervise and facilitate extra-curricular clubs run at lunchtime (AHT Extra-curricular activities)		After every data drop – each half term
	Nurture group at KS3 Breakfast club at KS3 Homework club. Games club	Direct funding for clubs targeting students with need. PP students directly invited to attend clubs.  95% of PP should have attended one club in the academic year.  Homework club and Success lounge run for students who have difficulty getting access resources and areas to study.	<ul style="list-style-type: none"> <li>Attendance reports from all clubs.</li> <li>Improved progress and attainment for students .</li> <li>Breakfast club should see an improvement in attendance and punctuality in the morning (Heads of Year).</li> <li>Success Lounge should see an improvement in achievement for PP students (Heads of Year).</li> </ul>	SENCO, DHT Behaviour HOY	After every data drop – each half term
	Ensure that PP students are entitled to go on visits in order to support their learning.	100% of students have opportunities to attend educational visits at no cost to themselves.	<ul style="list-style-type: none"> <li>Students attend visits for both curriculum (Heads of Department) and rewards (Heads of Year).</li> </ul>		
	Ensure that PP students are confident about any upcoming exams.	All Year 11, 12 and 13 PP students attend the Exam Magic workshop in order to ensure that they are confident about the exams.	<ul style="list-style-type: none"> <li>Student questionnaire highlights student confidence.</li> </ul>		
<b>Total budgeted cost</b>			£30,000		
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All targets met as listed above A-E	A vast range of extra-curricular trips and activities	Direct help to students to give access to enrichment; trips with particular focus on Theatre and museum venues.	Trips mapped throughout the year linked closely to the curriculum, HOY to track PP students and their access to trips	HOY, HOF AHT	After every data drop – each half term

	Half term and Easter revision	Direct intervention and revision is seen to improve the outcomes for students.  Students from low income households are less likely to receive private tuition, with a figure of 18% compared to 35% in high income households (Education Endowment Foundation)	Monitoring completed by the DHT Curriculum through RAP meetings. Data collections should show continuous improvement.	DHT curriculum	After every data drop – each half term
	Parental questionnaires and surveys at every parents meeting with PP analysis	Questionnaires and parents survey conducted and every parents evening. Established PTA buy July 2017	Monitoring by AHT and through SLT meetings.	JS	After every data drop – each half term
<b>Total budgeted cost</b>					£18,000

#### 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

#### Pupil Premium income £245,905 (TBC)

Part funding allocated to:	Rationale	Barrier to learning addressed	Budget allocation (£)
AHT Literacy and Numeracy	AHT's lead on bridging the literacy and numeracy gap for PP students, monitor progress of disadvantaged groups and implement appropriate whole school strategy for improvement	A	£16,000 (staffing)
AHT – Pupil Premium lead	AHT leads on provision within the school, maps and tracks PP achievement, attendance, behaviour and exclusion data and implements whole school strategy for improvement in identified subjects/areas	All	£8000 (staffing)
HoY TLR	Heads of Year to track achievement of PP students and implement strategy as per the Close the Gap meetings and action plans for students within their year group. Each Head of Year will have RAP meetings with the Outcomes team.	C	£8000 (staffing)
LAC co-ordinator	To support transition of LAC students into school, promote the	D	£16000

	educational achievement of LAC students by contributing to the development and review of whole school policies, procedures and strategies to support the social, emotional and academic needs of LAC students. Lead on staff training to support LAC students in the classroom and have lead responsibility for the development and implementation of the child's PEP.		(staffing)
EAL staffing	To support students who are LAC/LAUC with transition into school. To work with the designated lead on LAC to promote the educational achievement of these students ensuring that they are supported emotionally and academically. To contribute and take an active role in PEPs.	D	£16,000 (staffing)
Additional staffing in English and maths	Additional teacher appointed in the core ensures smaller class sizes and enables targeted teaching and intervention to take place	B	£34,000 (staffing)
Success Lounge and additional clubs	To support pupil premium students who are underachieving and who need support in accessing learning/removing barriers to learning. Additional English and maths focus to enhance the literacy and numeracy for these students. These sessions will be led by Sixth form students.	B	£3,000
IAG Co-ordinator	To develop programmes that raise the aspirations of PP students and provides high level, targeted and individualised guidance that helps them make informed choices and prepares them for the next stage of their education.	B,D	£2500 (staffing) £5100 (costs to support PP students)
Strategies agreed via PEP plans	PEP plans completed in review meetings to develop identified strategies to meet the needs of individual LAC/LAUC students. This is the funding for any additional strategies.	C	£2000
Staff training budget	External CPD for AHT with pupil premium responsibility, updates for LAC co-ordinator, EAL lead and any staff completing PEPs. Internal CPD for all staff, delivered by internal and external staff focusing on raising the achievement of pupil premium students	D	£5000
Department provision of free resources	Revision books, key texts, everyday equipment, exam papers and other educational resources to support student progress and learning provided free of charge. Each Head of Department to order for their areas. This includes the KS3 Music lessons.	F	£10,000

School trips and extra-curricular activities	All extra-curricular and educational/school trips to be funded to provide PP students with opportunities to learn outside of the classroom.	C	£15,000
Exam Magic	Exam Magic course for exam PP students – increasing confidence in exams.	B	£5000
Accelerated Reader programme	Buy in for all students in Year 7 and 8 to boost literacy and numeracy.	A	£5610
Accessible laptops	Provision of equipment for PP students that they may not have access to at home but that provide access to wider educational information	F	£7000
Year 7 and in year admissions transition programmes	To ensure stability for LAC and vulnerable students, to ensure early intervention for those students who are PP in their first year of school	A	£1000 (staffing)
1 to 1 small group intervention in the core	To enable targeted support for students who are identified as below expectation in literacy and numeracy and who are underperforming in English and maths	B	£1000 (staff payment of one-one time)
1 to 1 small group intervention to support identified learning, social and emotional needs particularly of students who are LAC	To enable targeted support for students who are identified with learning, social and emotional needs	B	£1000 (funding of groups)
Breakfast club/nurture group/games club and homework club – resources and staffing	To provide additional nutrition, activities for students who are on low income. To enhance student attendance and run by Heads of Year.	C	£7860 (money to be bid for)
Testing and tracking materials for literacy and numeracy	To ensure the accurate identification of the learning needs of pupil premium students in order to ensure appropriate resourcing and strategy to remove any additional barriers to their success	A	£6600
Library provision/librarian	To provide PP students with a place to study and develop learning. To ensure access to books and reading materials as well as computers	C	£15,000
Study Room ICT equipment	Provide PP students with computers in order to be able to study during the day.	F	£15,000
G & T club for high ability PP students	To ensure that there is appropriate stretch and challenge for high ability PP students who are at risk of underachievement as a result	B,C	£5000 (costs of running)

KS4 and 5 – Access to Brilliant Club	of low income		club)
One to one careers provision	To raise aspirations and provide additional support and guidance to PP students who may not have access to this information at home	C	£8000 (to be used for one-one sessions for PP students)
Contingency fund	To ensure accurate targeting of funds to the identified needs of PP students – review of PP spend and impact post every data collection and adjust spend to target areas of identified underachievement/concern for PP students	As required	£32000

Total spend so far: £217,670. Remaining funds to be kept as contingency for staff to request or for amended strategies throughout the year.

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