

Pupil Premium Strategy Statement: Bishop Stopford's School



1. Summary information					
School	Bishop Stopford's School				
Academic Year	2017/18	Total PP budget given 1.4.2017 for academic year 2017/18	£245,905	Date of most recent PP Review	Nov 2017
Total number of pupils	785	Number of eligible PP pupils this represents 2016-17 2017-18	257 263	Date for next internal review of this strategy	Termly

2. Current attainment		
	<i>Pupils eligible for PP (at Bishop Stopford's)</i>	<i>Pupils not eligible for PP (at Bishop Stopford's)</i>
Progress 8		

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<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
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Though it is still below the national rate, the absence rate for LAC students has increased in the past year this correlates with an increase in the number of LAC students on roll (4.6% in 2016 to 7.3% in 2017, increase from 5 to 19 eligible students)
E.	Changing specification and assessment criteria for all students with increased focus on literacy and numeracy
F.	Lack of access to educational resources such as the internet, books and study equipment

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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
C.	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
D.	Improved attendance rate of LAC students	Absent rate to be in line with the overall national rate of 5.2%
E.	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					
Academic year		2017/18			
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	<p>Develop high quality literacy and numeracy provision, part funding the employment of AHT in English and maths.</p> <p>Accelerated reading programme will be purchased and employed</p> <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</p>	<p>In Year 7, 59 students were below the threshold for reading and/or maths. 22 of these students are pupil premium</p> <p>Of the 45 students identified as pupil premium in Year 7, half achieved below the expected standard for 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</p>	<ul style="list-style-type: none"> Regular monitoring of PP achievement data to include whole school and intervention strategy data Staff training in the use of the accelerated reader programme Quality assurance of literacy and numeracy programmes and their implementation across the curriculum 	EM/AE	After every data drop – each half term

	<p>Ruth Miskin and Numeracy Catch-up programmes for all PP students identified as below expectation/SEND</p>	<p>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>			
Total budgeted cost					£30,000

<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>Development of LSU to incorporate students in all year groups who are identified as underachieving PP</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"> • Smaller groups timetabled in KS3 • Introduction of a sixth period and targeted small group intervention morning sessions in KS4 • Head of Year Close the Gap (CtG) plans to incorporate small group intervention for PP students who are below expectation in English and maths • Regular monitoring and review at assessment points and data drops. • Quality assurance of teaching and learning within core departments • Provision of additional educational resources such as laptops within the LSU • Progress monitored in line management and half termly RAP meetings. • Use of in year assessment data to monitor progress • Impact analysis for all PP students taking part in intervention programmes 	<p>EM/AE</p>	<p>After every data drop – each half term</p>
<p>Total budgeted cost</p>					<p>£71,000</p>

<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>CtG meetings with all Heads of Year to ensure strategy planning for PP students</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>Free Music tuition lessons</p> <p>Exam access assessments completed for all PP students who are identified as SEND</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"> • Progress monitored in line management and half termly RAP meetings, with strategic action planning • More robust analysis of PP data based on prior attainment, subject areas, progress buckets • Robust quality assurance of teaching and feedback throughout the school year • Monitoring of homework club and library attendance for PP students 	<p>AF/SJ</p>	<p>After every data drop – each half term</p>
--	--	--	--	--------------	---

	Provision review and funding adjustment following all data drops to ensure robust provision for all PP students in all year groups				
Total budgeted cost					£21,000
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>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>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> <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>	<ul style="list-style-type: none"> • Early identification of LAC students whose attendance begins to fall below 96% • Early identification of underlying factors causing absence from school and individual attendance plans written by HoY • Year 6-7 transition programme written and monitored for impact • Analysis of impact via weekly monitoring of attendance rates amongst LAC students 	HoY/LAC co-ordinator	After every data drop – each half term

Total budgeted cost					£20,000

ii. Social, emotional and behavioural aspects of learning

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?
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	Career's programme written to include provision for those students where income is a barrier to further education choices One to one careers advice for all disadvantaged students including PP and LAC	ST/SJ	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	Student voice is an empowering tool for students with PP and enables them to contribute to whole school development. This increases their engagement and buy in	Analysis of student council reps to ensure representation of all interest groups including LAC and PP Implementation of extra-curricular prefects to oversee and lead on student voice in this area	ME/EM	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	Employment of 6 th form mentors to supervise and facilitate extra-curricular clubs run at lunchtime		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"> Attendance reports from all clubs. Improved progress and attainment for students. Breakfast club should see an improvement in attendance and punctuality in the morning. 	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"> Students attend visits. 		
	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"> Student questionnaire highlights student confidence. 		
Total budgeted cost					£10,500
iii. Other approaches					
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?
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	Questionnaires and parents survey conducted and every parents evening. Established PTA buy July 2017	Monitoring by AHT and through SLT meetings.	JS/AF	After every data drop – each half term

	analysis				
Total budgeted cost					£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	
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
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	AH	£8000
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	C	£8000
LAC co-ordinator	To support transition of LAC students into school, promote the 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	D	£16000
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
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
LSU teacher	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	B	£34,000

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	£7600
Strategies agreed via PEP plans	PEP plans completed in review meetings to develop identified strategies to meet the needs of individual LAC/LAUC students	C	£1000
Staff training budget	External CPD for AHT with pupil premium responsibility, updates for LAC co-ordinator and EAL lead Internal CPD for all staff, delivered by internal and external staff focusing on raising the achievement of pupil premium students	D	£5000
Marking and feedback proformas	Structured, next step marking used to highlight areas of strength and give guidance to prompt improvements	D	£500
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	F	£3000
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
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
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
Breakfast club/nurture	To provide additional nutrition, activities for students who are on	C	£7860

group/games club and homework club – resources and staffing	low income. To enhance student attendance.		
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 of low income	B,C	£2000
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
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	£6000