# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Bishop Stopford’s School |
| Number of pupils in school | (Years 7-11) 628 |
| Proportion (%) of pupil premium eligible pupils | 40% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022 |
| Date this statement was published | 17/12/2021 |
| Date on which it will be reviewed | 1/04/2022 |
| Statement authorised by | E Davis |
| Pupil premium lead | E Moynihan  A Tagg |
| Governor / Trustee lead | Sally Moore |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £273,180 |
| Recovery premium funding allocation this academic year | £41,180 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £314,360 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| This pupil premium funding will be used as an opportunity to change the lives of all disadvantaged students within Bishop Stopford’s School. Ultimately, the overall outcome is to bridge the disadvantage gap, in order to provide students with a level playing field, in which to access the curriculum and be challenged accordingly to fulfil their fullest potential.  This works in-line with our school vision: Our vision is to provide an outstanding, inclusive and aspirational education for all our children. We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness; spiritually, physically, intellectually, emotionally and morally.  In response to the current educational climate, our priorities are to address the deficit carried forward from KS2 by supporting all our KS3 students, especially those who entered KS3 below the expected standard, readying them for KS4. As well as, support KS4 students who have lost considerable KS3 /KS4 learning opportunities.  The key principle of our strategy focus on:   * Literacy - a core focus on our students becoming strong readers, effective communicators (written, verbal and internal), and can read to learn * Meta-cognition and self-regulation – develop learners that respect their learning, can reflect on their strengths and weaknesses, as well as regulate their own motivation, resilience and emotions * Consistency – ensure that students can rely on a quality education and consistent access to relationships, support and resources, regardless of teacher, subject, academic ability, socio-economic status or past.   Our strategy is responding to both common challenges that face disadvantaged pupils, as well as context specific challenges, whilst acknowledging that these areas have been exacerbated by national lockdowns and Covid19. We know that our students that are not classified as pupil premium are still a very disadvantaged cohort, and therefore many of our strategies are targeting the wider community of the school, in order to raise attainment of all pupils, and in turn pupil premium students.  We have conducted research of the national and local impacts of disadvantage, and used this alongside analysis of pupil attainment data and empirical research.  The implementation of strategies will continue to be responsive as we learn more about what supports our pupils’ attainment. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Lack of good literacy skills  Our analysis of the data shows that 52% of our students have English as an additional language, and this equated to 41% of our pupil premium students. Moreover, historic KS2 Scaled Score data, coupled with current CATS data, shows a year on year trend for students entering KS3 lower than the expected standard and age related averages in their reading and literacy skills.  This is even more so evident when comparing pupil premium vs non-pupil premium data, whereby pupil premium student leave KS2 with lower literacy skills than their non-pupil premium counterparts; with the exception of Year 7 (Average Verbal CAT4 PP 94.56, Non-PP 91.28).  Students that know more words are able to learn more words, and therefore are able to read in order to understand and learn.  Year 7 Average Reading Age: 10.71 (52% under age expected)   * PP average 10.67 (51% under age expected) * Non-PP average 10.75 (48% under age expected)   Year 8 Average Reading Age: 11.16 (30% under age expected)   * PP average 10.92 (40% under age expected) * Non-PP average 11.31 (33% under age expected)   *NB: Year 8 data reflects students’ reading ages on entry to KS3*  Based on KS2 data and where applicable Scaled scores the percentage of students achieving below the minimum expected standard on entry for reading:  Year 9: 35.8%  Year 10: 39.5%  Year 11: 36%  Students who are PP notably have a lower overall level of verbal reasoning than non PP students (from CAT4) – where national average is 100.   |  |  |  | | --- | --- | --- | | Year | PP | Non PP | | 8 | 91.44 | 94.02 | | 9 | 92.69 | 92.78 | | 10 | 87.43 | 94.45 | | 11 | 91.15 | 91.31 | |
| 2 | Meta-cognition and self-regulation  Empirical research and feedback from teachers, coupled with national data and evidence based strategies, informs us that our students can lack understanding and confidence, in their own skills, knowledge and improvements. Moreover, there is room for improvement in the embedding of our restorative based practice, to include opportunities for students to reflect and regulate their emotions. We have seen the impacts of Covid amplify the dysregulation of students.  Mentor referrals:  Between September 2020 and July 2021 53 student referrals.  From September 2021 – October 2021 I have received 17 student referrals.  Diagnostic marking and analysis of trial exams, and feedback from HoDs in RAP meetings shows that students often waver in latter parts of exams, due to a lack of resilience.  Scholarship and engagement data shows that approximately a third of students did not engage in remote learning, as well as scholarship scores for home learning being lower than in school scholarship.  Student voice shows that there is a lack of depth of awareness for students’ own areas of strength and of self-development. Students do not have a comprehensive understanding of what they need to do in order to improve.  Learning walks from the summer term 2021, highlighted loss of self-regulation amongst students. |
| 3 | Inconsistency and insecurities  Previous data shows that students’ attainment improved during times where there was a more consistent approach to high quality education for all.  Our data shows that some disadvantaged students need support at the start of their day. 36% of our students do not eat breakfast before school. This coupled with the school experiencing a high number of late students every day shows that some disadvantaged students need support in order to have a more substantial and positive start to their day.  Our data also shows that our students do not always have access to a quite study space, the right equipment or devices. Students have experienced some exceptionally challenging circumstances, and inconsistences that have been exacerbated by Covid19. Students’ lack security and consistency in their housing, food supply, parents’ income and relationships has impacted on their ability to engage and access school.  School closures  Our assessments, observations and discussion, as well as support from national data, shows that our families have be disproportionality impacted by Covid19 and Lockdown.  This is as a result of a number of factors, most notably: additional responsibilities such as childcare for siblings, lack of a quite study space, lack of equipment or devices, and instability in family, housing or parents’ working status. Students have experiences some exceptionally challenging circumstances, and inconsistences that have been exasperated by Covid19. Student lack security in their housing, food supply, parents’ income and relationships.  Resources and equipment  Within our school, many have been identified as needing support with accessing devices and online platforms during school closures and after. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| *Incremental targets* | Targets of individual strategies measured at key points throughout the academic year, including but not limited to:   * Pastoral reports * Reading Plus ongoing and benchmark testing * Academic data collection points * Student, staff and parent voice * Quality assurance measures * RAP meetings * Trial exam series * CAT4 testing |
| *Students leave KS3 with age appropriate reading abilities and with the skills and knowledge to access KS4* | Average CAT4 scores show a reduction in the gap between our students and national averages.   |  |  |  | | --- | --- | --- | |  | Current  Average | End of KS3 target  Average | | Year 7  *(2021)* | 92.2 | 100 | | Year 8  *(2020)* | 93.4 | 100 | | Year 9  *(2021)* | 95.2 | NA |   There is an increase in the number of pupils attaining the minimum expected level (Developing - and therefore on track to enter KS3 working towards 4-5).   |  |  |  | | --- | --- | --- | |  | Current  September 2021 (last data collection for that group) | End of KS3 average target  Grade Developing | | Year 7 | NA | 2+ *(2024)* | | Year 8 | 1.96 | 2+ *(2023)* | | Year 9 | 1.86 | 2+ *(2022)* | |
| Improved attainment at KS4 data collection points | Historical Attainment 8 2021:  Year 10 TE1 2021: 30.72  Year 11 Actual 2021: 47.00  *(4 matrix target 42.60)*  *Legacy Y11*  Target Attainment 8 2022:  Year 10 TE1 2022: 33.00 - 35.00  Year 11 Actual 2022: 48.00 - 50.00  *(MTG targets 51.86)*  *Current Y11*  Target Attainment 8 2023:  Year 10 TE1 2022: 35.00  Year 11 Actual 2022: 50.00  *(CAT4 prediction 37.9)*  *(MTG target 49.67)*  *Current Y10*  Target Attainment 8 2024:  Year 10 TE1 2022: 37.00  Year 11 Actual 2022: 51.00  *(CAT4 prediction 41.1)*  *(MTG target 51.18)*  *Current Y9*  *NB: National attainment 44.6 (2017), 46.6 (2018), 46.7 (2019), 50.2 (2020), NA (2021)*  KS3 data shows an overall average of 2.00+, showing students are on track to access KS4. |
| The attainment gap between PP and NON-PP students reduces | Current attainment for PP 44.77 and Non-PP 47.51 is below national average.  Success would be that the gap remains lower than national average whilst there is improved attainment of all students. |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *52,450*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff CPD programme 2021-2022 – focusing on fundamentals of quality first teaching and engaging students in their own learning focus.  *Autumn 1 2021* | Research has found that disadvantaged pupils have been worst affected by partial school closures: <https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>  EEF PP Guidance report:  <https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf> | 2 and 3 |
| Embed self-regulative and metacognitive teaching practices into pastoral, T&L and CPD delivery  *Autumn 2 2022* | EEF toolkit:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 2 |
| Oracy and communication tutorial programme  *Ongoing* | EEF toolkit:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1 |
| Literacy across the curriculum  *Spring 1 2022* | EEF Toolkit:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  EEF Literacy Guidance  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4> | 1 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 114,987

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Maths and English specialist Teaching Assistant  *Maths Autumn 2 2021 – Summer 2 2022*  *English Spring 1 2022 – Summer 2 2022* | EEF Toolkit:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  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 2017 | 2 and 3 |
| Targeted interventions/ tutoring sessions  *Ongoing* | NTP Research  <https://nationaltutoring.org.uk/news/learning-lessons-from-new-global-evidence-on-tutoring/> | 3 |
| Reading Plus deployed in Year 7 and Year 8  *Year 7 Autumn 1 2021 – Summer 2 2022*  *Year 8 Spring 1 – Summer 2 2022* | EEF Toolkit:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  EEF Literacy Guidance  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>  Reading Plus Pilot:  The number of students below age expected levels decreased from 81% to 78% during the 1 month pilot. | 1 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 138,982

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Relationship building  Restorative practice  Behaviour management  *Summer 1 2022* | *When the Adults Change* – P. Dix  EEF Toolkit:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 2 and 3 |
| Librarian and Library / Learning Resource Centre  From Spring Term 2022 |  |  |
| Resources  iPads and resources  *Ongoing* | Demand for devices during lockdown was high, last academic year at least 194 students requested a device in order to be able to access remote learning.  Disparities in access to devices and for disadvantaged pupils - Sutton Trust 2021  <https://www.suttontrust.com/wp-content/uploads/2021/01/School-Shutdown-Covid-19.pdf> | 3 |
| Breakfast club  (Including The National Breakfast Programme)  *Proposed Autumn 2021 - Summer 2022* | Primary research data  National data RE correlation outcomes  Breakfast improves on-task behaviours - Adolphus et al. (2013)  <https://www.eatright.org/food/nutrition/healthy-eating/5-reasons-your-teen-needs-breakfast>  <https://kidshealth.org/en/parents/breakfast.html> | 3 |
| Rewards  *Ongoing* | Rewards can improve behaviour outcomes - Caldarella et al, 2018; Evertson, 1995; Reinke et al, 2012; Reinke et al, 2018; Thompson et al, 1974  Positive effects or rewards – frequency of praise and attention increased, reprimands decreased - Kamps 2015  <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Improving_Behaviour_in_Schools_Evidence_Review.pdf> | 2 and 3 |
| Staff CPD – building effective relationships and supporting students in a crisis  *Summer 1 2022* | <https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools>  <https://educationendowmentfoundation.org.uk/news/five-a-day-effective-learning-behaviours-within-our-classrooms> | 2 and 3 |
| Information gathering and sharing, including RAP meetings, Information Evenings with key stakeholders systematic contact home  *Ongoing* |  |  |
| Study Hub  *Autumn 2 2021 – Summer 2 2021* | Disparities in access to devices and for disadvantaged pupils - Sutton Trust 2021  <https://www.suttontrust.com/wp-content/uploads/2021/01/School-Shutdown-Covid-19.pdf>  Research has found that disadvantaged pupils have been worst affected by partial school closures: <https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment> | 3 |
| Aspirations interventions – e.g. elevate  Additional funding required for aspirational interventions not yet sourced.  *Ongoing* | EEF Toolkit:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 3 |
| Contingency fund for acute issues  *Ongoing* | Resources set aside for needs not yet identified.  Experience informs us that this is imperative in order to respond to unexpected circumstances. | NA |

**Total budgeted cost: £** 306,419

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year:

PP attainment gap has been below the national. This compares to a gap of around 1 and a half grades nationally, though can be attributed to the relatively lower attainment of non-pp students

Last year (2021) the gap narrowed significantly

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|  | **PP A8** | **Non-PP A8** | **FSM A8** | **Non-FSM A8** |
| **School** | **44.77 (46 students)** | **47.51 (111 students)** | **45.56 (28 students)** | **46.86 (129 students)** |
| National | 36.7 (2019) | 50.3 | 38.6 (2020) | 52.3 |

The challenges our students faced, included lack of sufficient working environment for remote learning, lack of devices and adequate internet connection and lack of resources. Students experienced some exceptionally challenging circumstances, and inconsistences that have been exacerbated by Covid19.

Our assessments, observations and discussion, as well as support from national data, shows that our families have be disproportionality impacted by Covid19 and Lockdown. This had an impact on students’ attendance and engagement within school.

Many were identified as needing support with accessing devices and online platforms during school closures, and this impacted their ability to engage in self-study and access remote learning.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Study Sensei | Elevate |
| Multiple | PiXL |
| Oracy - Voice 21 | Voice 21 |
| Multiple | National College |
| Reading Plus | Reading Plus/Reading Solutions |

# Further information (optional)

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| There are 247 Pupil Premium Students within our Year 7-11 cohort. This represents 40% of the cohort. This compares to a national figure of 27.1% for all mainstream secondary schools (1). (Data source: Pupil premium allocations 2019 to 2020: school level (updated March 2020) and Pupil premium allocations 2019 to 2020: national, local authority, parliamentary constituency level (updated March 2020) from https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020).  195 students in Years 7-11 are currently in receipt of free school meals (this equates to 31% and compares to a national figure of 17.3%).  261 students in Years 7-13 have received or are still receiving free school meals in the last 6 years (this equates to 36%).  13 students in Years 7-13 are Looked After Children, (almost 2%) 11 of whom are unaccompanied.  Contingency Sum - £7,941 |